ENHANCING TEACHING OF SOCIAL STUDIES

by:
Reynaldo R. Duquez
Teacher III, Jose C. Payumo Jr. Memorial High School

One way to teach history to children is through inquiry-based learning, this is a way of learning and teaching that allows the natural curiosity of students to be engaged in thinking that is logical, rational, and sustainable. Through inquiry-based approach, students can acquire more understanding of facts, concepts and generalizations; the students’ thinking process can also be developed like knowledge, comprehension, application, analysis, synthesis and evaluation. The research skills, social skills and effective processes are honed.

History teachers may utilize the inquiry-based learning in their Araling Panlipunan classrooms which will motivate students more and will allow the natural curiosities of students to interact with other classmates.

Ueda (2003) revealed that most History teachers used common strategies in teaching, paint the picture, report, group works, sharing of experiences, summary of selection, reflection and shadow play are some of the strategies that allowed the students to participate actively.

Students may also benefit through the use of Philippine literature in teaching Philippine history. For instance, they may discuss the Pre and Post World War II through different literary articles about this era, like poems, diaries, short stories, and novels. These are the literary lessons associated with the Philippines from the pre-history through its colonial legacies and also at present. We can learn literature while we study the historical background of one event or situation or person. This approach needs creativity and resourcefulness. It is through using literary text and personages in history that we
can lessen boredom of many students in learning this subject which may help develop their critical and creative skills.

On the other hand, History teachers believe that there was no best teaching method in the teaching of History, however, their preferred teaching methods are lecture and the question and answer approach because it was practical for the students, that an electric approach is best to deal with the learners different personalities, to support with the various theories specifically that of the Ellen Showalter (2006), to make learner do more of what we expected of them – to motivate students to listen and to assess how much and how well they knew the material.

In summary, teaching Social Studies using different approaches and strategies will add more interest and class interaction of students in Social Studies class. As Burnard and Morrison (1992) found that teachers’ pedagogical and subject matter awareness and students’ difficulties are indicators in the choice of teaching strategies, to motivate the students, to acquire knowledge and to answer queries.

Cuthrell (2007) mentioned that History teachers challenged their students cognitive abilities, encouraged and motivate them to think critically, allowed them to have an exchange of ideas, enhance their speaking abilities and helped them develop their confidence.

In conclusion, unlike a master key, teaching History does not have one strategy fits all dictum. Teaching History need strategies that partly and wholly dependent on the students’ needs and the teachers’ knowledge, experience and expertise; thus, making the teaching of History demanding and exciting. Naunan (1991) reiterated that “there never was and probably never will a strategy for all,” pointing out that teaching does not solely rely in accessing a checklist of skills but rather in understanding the strategies to adopt with different learners, in different curricular conditions and in different cultural settings.
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