IMAGERY IN TEACHING SCIENCE

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In the curriculum, science is considered as one of the most hated subjects, this is because the knowledge, concepts, ideas, principle and laws being discussed are incredibly abstract thus challenge young minds to conceive and ideate things in the atomic and molecular level. Very often if strategies are inappropriately matched with the learning content, this would usually subject many learners to excruciating mental activity of thinking and memorizing concepts and ideas that would make learning the subject not only boring but likewise not educationally enterprising. This could be the reason why learners generate misconception of scientific concepts and ideas in their worst extent.

The visual-spatial thinking concept as an aspect of learning science is of great value to maximize learning by means of concretizing the meaning of concepts and ideas in the so-called mind’s eyes so that integration and assimilation of scientific knowledge would be facilitated. To address this need teaching strategies should match learning contents that would tackle the visual thinking skills of learners.

Imagery plays a vital role in learning on accounts of the mind’s capability to memorize. Student who are exposed to sight and sound have better understanding and apprehension. This reality articulates the vital influence of the visual-spatial aspect of the learner to enhance his learning capabilities in the learning process.

We are now in the midst of rapid growth in our electronic and communication system that has brought into outmost every classroom the contents of media and the world wide web. Tapping the visual-spatial thinking skill of our learner is not much of a problem because the necessary instruction materials required in every learning content are accessible at our fingertips.
What is only needed is a resolute decision to change our usual way of doing our classroom routine to be able to integrate all these innovations in our classrooms practices in teaching science.

References:

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