NATURE OF THE CHILD: THE BASIC PRINCIPLE OF ALL EDUCATION

by:
Teodora T. Quezon
Teacher III, Bilolo Elementary School

The guiding principles of teaching deals primarily with the nature of the child who is the heart of the educative process. It is their human nature rather than the logical order of the subject matter that should be determined by the nature of teaching. It should ensure the development of the abilities and potentialities with which the nature gifted the child.

Teaching methods and strategies should consider the natural, progressive, and harmonious development of the child’s whole being. Insight into the child’s nature and sympathy with the child’s life are essential to efficient and successful teaching. Recognizing the growth level of the child includes activities, materials, guidance, and expectation which must be taken into account. Teachers must understand and be equipped with great awareness of the influence of the environment towards the child’s growth and development. Educators must be ready with the quality of learning which would satisfy the needs of the children who grew from the different views of the society. They, therefore, should not wait on maturity for development but would rather anticipate it in their teaching to create a condition for that development. The teachers must be able to consider the Intelligence Quotient (I.Q.) of every individual learner but does not necessarily mean that educational failure is due to low I.Q. It would rather be used as a measurement to engage effective teaching methods and strategies.

Teachers and educators endowed much attention to the acquisition of subject matter rather than the pupil’s inborn nature. Education should begin with the proper training and direction of the child’s innate tendencies. It is the educator’s function to provide necessary conditions and opportunities by which the original tendencies can be
developed and improved. They should set favorable teaching-learning situations necessary for child’s growth and development.

The teacher may be ready to teach but with a little knowledge of his/her pupils will have little success. He/she must pay careful and patient observation among his learners. The teacher becomes a learner and observer for he/she has to study the minds of the youngsters, the way they behave at things, their habits, their attitudes, their strengths and weaknesses, their likes and dislikes, as well. The teacher learns how these factors can stimulate, direct and guide the child to growth and development.

Reference:

Gregorio, Herman C., Principles and Methods of Teaching. 1976