SCARCITY OF CONTEXTUALIZED-LOCALIZED LEARNING MATERIALS IN ARALING PANLIPUNAN

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Lack of educational materials like contextualized-localized materials in Araling Panlipunan maybe a typical state of affairs in most public elementary schools. Restricted access to those materials and room resources typically place academics in things whereby they’re left with no choice however to utilize their personal resources so as to sustain the productivity of Araling Panlipunan instruction within the classroom. Lack of room materials create adverse impacts with the teaching-learning method directed towards the event of learners’ competencies in an exceedingly restricted materials area unit barriers against educational productivity and conduciveness of teaching-learning method during this study. If typical and traditional textbooks are limited in offer in most schools, the upper is the level of deficiency significantly among the contextualized and localized materials that need additional more specific details in instructional contents particularly within the context of a selected community, locality or neighborhood.

Lack of context-based materials and localized tools interprets into students’ inability to accumulate instruction that is aligned with their previous information which fosters chance to explore the culture and identity of the community wherever they belong. Restricted access to these resources ends up in the restrictions within the competency, motivation and engagement of the learners in seeking and feat community-oriented and culture-based information. Convenience of typical textbooks over restricted contextualized tools limit learners’ cognizance and education regarding the aspects of their own neighborhood as a result the textbooks area unit designed to hide general, national and international ideas, with restricted integration of native information and context-based inputs.
Academics ought to be adjustive and artistic in exploitation localization and contextualization in teaching. Such principles were created and custom-made within the academia to create the curriculum responds, conforms, reflects, and be versatile to the needs and wants of the learners, particularly the 21st century learners who ought to be holistically, skillfully, assuredly developed. Yes, it is true that generally we tend to perceive additional understand more the concepts by relating them to concept that we will simply comprehend, appreciate, and relate in our lives, but the standards of quality and relevant education should always be thought all the times and may not be compromised only for the sake of localized and contextualized lesson.

References: