STRATEGIZING THROUGH INTEGRATION

by:

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Integrating one discipline to another is not easy. However, the fact that we believe that it would best benefit our learners because it makes learning more meaningful and enjoyable, we educators would always want to think of the best way by teaching one concept integrated with another activity or subject.

Though we know that teaching has a process that is usually guided by daily lesson plans, thinking of what would be done in the procedure is a challenge on our part. It is because we have to make sure that we just let our learners do it. We must let them do such activities because they are relevant, vital, and necessary. We have to consider that these activities are aligned to our objectives plus the fact that these must be essential for the cognitive, psychomotor, and effective learning of our students.

Mathematical concepts must not just be about counting, solving, or computing. It must be about life. Stories in reading must not be about the characters, settings, and the plot of the story.

The story itself must be only a springboard to a much more significant skill or lesson that students must develop and learn after reading the story. We must therefore focus not on the right answer but the vitality of obtaining an answer. Lessons and concepts in Science and Geography must not only be memorized. Learners must understand why they need to learn.

To do this, we must always link one concept to another through the art of integration. As with the styles of learners now, we must adapt the process of letting them
stimulate and produce an output. Through this, they would be able to discover and evaluate the significance of the concept or information that you would want them to learn.

There are so many meaningful ways to let them experience what we want them to achieve. It just takes a skill of creativity and dedication to come up with something meaningful, may it be individual or group output.

Once we can accomplish this and make sure that we have attained our objectives, we would have a sense of fulfillment that we did not just teach but also helped them live and learned better.

References: