THE INFERIOR AND SUPERIOR SUBJECT

by:

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My heart aches every time I hear students uttered words of inferiority regarding a certain subject. This impression leads them not to study well or prioritize other subject over the rest.

All subjects in an educational institution are designed to be indispensable for every student to triumph competency in all aspect of his/her well-being. Thus, no subject was generated to be unexceptional nor grander not even teachers handling such. Subjects on K to 12 curriculum are made equal to augment student’s necessity, aptitude and strength and revolutionize them into expedient tool in groundwork for the real world.

Fundamentally, the subject can only be clenched and esteemed by learners if the educational practitioners become successful to go beyond the learning theories by the mode of embodying outstanding practices in the teaching vocation. These practices serve as contrivance that guarantees even and meaningful shift of knowledge from the teacher towards his/her pupils.

Essentially, it unmistakably points toward that there is a requirement for teachers to be adequately proficient in transcending the best eminence of instruction to the students. Such preeminent practices should be in concurrence to the capricious necessities of the learners in order for them to epitomize the best potential means of mastering the competencies and standards stipulated in the curriculum.

In this sense, for the student not to generate an impression that a specific subject should be given and received greater primacy over the other, all subject teachers must be
able to make themselves fortified with the indispensable professional prowess to attain supremacy in utilizing the various practices in teaching making them a high-caliber one. It is crucial to point out that the student’s perception regarding their subjects is mainly reliant on how the subject teacher was able to effectively execute his/her teaching pedagogy. Students’ perception on their subject has a correlational relationship with the teacher’s teaching practices – it may happen or change together.

References: