

CONCEPTUAL VIS-À-VIS PROCEDURAL KNOWLEDGE: IMPLICATION TO ARLING PANLIPUNAN EDUCATION

by:

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In curricular and pedagogical contexts, the principles encompassing procedural knowledge and conceptual knowledge are already embedded in the Araling Panlipunan curriculum of the K-12 program. The K-12 Araling Panlipunan curriculum as reflected in its framework is aimed at developing of conceptual and procedural understanding to hone the desired 21st-century skills through the use of thematic, inquiry-based, integrative, interdisciplinary, multidisciplinary learning, and other contemporary pedagogical approaches, methods, and strategies.

Hence, there is this emphasis given to the instructional tools, content, contexts, skills and process, values, and attitudes that the students use or gain in various learning experiences. In general, it is evident that in Araling Panlipunan, there is this great emphasis given to the development of conceptual knowledge (context and contexts) and procedural knowledge (application of skills and processes) to make learners competent and global learners.

Indeed, the ultimate test of the effectiveness of the teaching-learning process is the meaningful transfer and application of learning. Learners cannot give what they do not have. In Araling Panlipunan, the development of conceptual knowledge helps learners to make inquiries, establish connections, and formulate new knowledge, whereas, with the development of procedural knowledge, learners are able to identify the processes, procedures, or rules to follow in developing their competencies.

If learners are able to master the concepts thoroughly, they could manifest them to meaningful applications, leading to a better grasp and transition to higher forms of

learning. More so, a conceptual understanding of concepts and processes helps learners make meaning and connections to prior knowledge or experience. Meanwhile, a procedural understanding of subject helps learners perform the process to actualize their potential and unlock their learned competencies.

As mandated in the PPST (Philippine Professional Standards for Teachers) under DO No. 42, s. 2017, teachers are mandated to develop among learners the mastery of content knowledge using varied pedagogies (Domain 1) within and across disciplines, making learners critical and creative thinkers.

References:

DO No. 42, s. 2017. National adoption and implementation of the Philippine professional standards for teachers. August 11, 2017. https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042.pdf

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