

CRITICAL PEDAGOGY IN TEACHING SOCIAL STUDIES

by:
Ashley C. Ponce

Education is the process of teaching and learning inherent to every individual. Pedagogy is the art of teaching which guides the teaching learning process and the Critical Pedagogy is the new trend in the system of education that encourages us to go beyond the usual traditional process in instructional setting. Critical Pedagogy which is also best known as CP, encourages the student to question the status quo, injustices and oppression. In a classroom setting, it enables the learners to be aware and conscious with their everyday life, to have the knowledge, skills and resources needed to function in the society and to create plans and changes in life. It allows the individual to get a glimpse of reality, to realize the consequences of different interaction and then make an action towards it (Rajesh R.V, 2014). It empowers the student to be an active learner rather than in the traditional pedagogical methods where in the teachers are active and knows everything.

Critical Pedagogy can be traced back in critical theory that critiques the society and culture to expose and confront power structures. It fosters rationalism to an individual which may lead to change the oppressive situations and to achieve human emancipation. In an educational setting, it is applicable in a way that it eliminates the barriers in learning of the student. It promotes democratic learning which is the desired goal of the 1918 Report on Social Studies.

To Freire (1998), dialogue is the foundation of this pedagogy to make the students active in discussion. This strategy minimizes the teacher talk and lets the learner's voice be heard (Shor, 1992). It requires critical thinking and turns out to be a communication where

true education happens. Teachers will just listen to the student and find out the problems that are currently present in their community and to ask questions that will raise student's understanding from a societal perspective and encourage them to solve it (Rajesh R.V, 2014).

Social Studies should not be passive learning where the students just simple absorbs all the contents found in textbooks but rather a venue where they personally create an understanding from the world they live in and how they may transform it for the better. Therefore, its curriculum is not just a disciplinary subject matter but something that can be experienced where the teachers and the students are in the center (Ross, 2018).

Social Studies can be considered as an essential part of the society for it offers both citizenship and knowledge to the students. It enables them to explore and learned about history of social movements, political economy, civics and democracy as they conduct social analysis through the involvement of critical ideas. By means of those activities, students will be informed on what actions they would take in their community (Magill, 2017). According to Magill, in social studies program, it is very important for the teachers and students to have a direct connection or social relations.

Both Critical Pedagogy and Social Studies are aligned in supporting social analysis, vision and action. Critical Pedagogues functions in a way that it supports self-transformation by limiting the freedom requires in equitable democracy to work. On the other hand, social studies teachers must lead the student in developing critical consciousness which is aimed to eliminate alienation, subordination and limitation that occurs in many school practices which extends into ways that people interpret social organization, systems and knowledge (Magill, 2017).

Given the fact that critical pedagogy can be used in social studies, another factor to be considered in the application of this pedagogy in education is that the Philippines has a long history of oppression and domination. Where in it can be used to transform Filipinos

and to awaken their consciousness on what is the real situation in their society so that they will be able to formulate solutions in the problems that may arise.

References:

Rajesh, R.V (2014) A Study in the Effectiveness of Critical Pedagogical Approach in Social Studies at Secondary Level

https://ncert.nic.in/division/der/pdf/Rajesh_Rv.pdf

Magill, K.R. (2017) Understanding the Relationship Between Critical Pedagogy and Social Studies: Dialectics, Agency, and Solidarity (Unpublished Doctoral Dissertation)

The University of Texas at Austin

<https://repositories.lib.utexas.edu/bitstream/handle/2152/62991/MAGILL-DISSERTATION-2017.pdf?sequence=1&isAllowed=y>

Wayne Ross E. (2018) The Challenges of Teaching Social Studies: What Teachers? What Citizenship? What Future? A Tribute to Joan Pages Blanch

https://www.researchgate.net/publication/340166914_The_Challenges_of_Teaching_Social_Studies_What_Teachers_What_Citizenship_What_Future_-_A_Tribute_to_Joan_Pages_Blanch