

## PEDAGOGICAL APPROACHES' EFFICACY IN TEACHING MAPEH

by:

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The Philippines' educational system has been significantly and dynamically enhanced with a wide range of strategies and approaches that will help teachers fulfill their roles as knowledge providers. The use of multiple pedagogical approaches that would fit different kinds of students' abilities would instill technologically advanced aspects and collaboratively equipped factors that are deemed successful in the teaching-learning process in learners. The effectiveness of these approaches may vary depending on the subjects, strategies, and methods used in teaching.

Moreover, to monitor the efficacy of the pedagogical teaching-learning outputs, teachers have a variety of strategies to ensure the competency of the teaching-learning process. The approaches being used by the teachers are imperative to take note of as these lead to quality education being acquired by the learners. It is now the role of the teacher to document the approaches used to monitor the types of learners in the classroom. Learners can gain from a variety of learning activities by developing their physical, emotional, intellectual, and social capacities.

The utilization of strategies and approaches varies from different techniques used in teaching MAPEH such as inquiry-based, collaborative, and integrative which is commendable yet needs to be more effective. As such, learners will be able to build their self-confidence as well as their communication and critical thinking abilities, which are essential throughout life, by verbally expressing their thoughts and interacting with others. It may be encouraged for students to ask insightful questions during class discussions to foster critical thinking. These pedagogical strategies can be used by

teachers in MAPEH to raise the standard for the teaching-learning process and to enhance their mentoring abilities.

To the extent that MAPEH teachers may use integrative strategies, they can provide mechanisms for learners to see the connections between their lessons and other subject matters and disciplines. Meanwhile, teachers can provide scenarios where students arrive at life-related conclusions, and problems posed by the teacher make learners see the situation from different perspectives. An integrative approach refers to strategies that develop the whole person and a capacity to investigate connections between ideas, concepts, and disciplines, thereby making them process decisions. This approach connotes the fact that students can connect what they learn in one subject to another. Learners can integrate details.

Additionally, MAPEH teachers can also adapt reflective strategies, which are approaches that use activities and situations where learners reflect on their understanding, prior knowledge, and life experiences. According to Wood (2010), this approach is supported by the idea that learners maneuver their learning systems by coping with reflective ideas that would help them understand their lives. This approach scrutinizes how the lesson was taught and how the practice must be improved for greater learning outcomes. It is a procedural form of self-observation and self-assessment, as defined by Hannessy et al. (2007).

The development of effective and constructive pedagogical approaches is currently popular because it helps to address the generation gap between curriculum planners, teachers, curriculum implementers, and students. Thus, the efficacy of pedagogical approaches may enable the teaching-learning, assessment, and supervision of the students for the strategies of the MAPEH teachers to become responsive to the demands of the times and the needs of the students.

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