

A YES OR A NO? THE COMEBACK OF PHILIPPINE HISTORY IN SECONDARY EDUCATION

by:

Gema L. Ped

Teacher III, St. Francis National High School

Most Filipinos get their first education on the history of our country inside the confines of a classroom setting at some point in their lives. In lessons like Sibika (HeKaSi), Social Studies, and Araling Panlipunan (AP), students learn about the bravery of Lapu-Lapu and the altruism of Dr. Jose Rizal. Students are guided through the process of recognizing the emblems of their heritage and background via the use of vibrant flashcards. These include but are not limited to, the barot saya, the carabao, the Sampaguita, and a great many more.

However, there are a lot of people who think that the concepts that are offered in these classes are simply scratching the surface of the subject matter and that the complexity of our history is simplified in favor of symbols that are well-packaged. As a direct consequence of this, students are socialized to have a preconceived notion of how our national identity should be seen. The already insufficient role that the subject plays in fundamental education has been further diminished as a result of the recent removal of Philippine History as a subject from the High School component of the K-12 curriculum. This elimination has added even another layer of complication to the problem, which has become even more convoluted as a result.

This year marks the 500th anniversary of the landing of the Portuguese explorer Ferdinand Magellan in the Philippine archipelago and the subsequent defeat of Magellan at the Battle of Mactan. The country is now remembering this event. Conversaciones sobre cómo viewed la parte colonial de nuestra historia se han intensificado sur redes sociales durante el momento en que se celebra este aniversario. Educators, students, and other

history enthusiasts were polled to get their thoughts on the subject of whether or not it is proper to commemorate the arrival of Christianity and Spain in the Philippines. Their responses may be found in the following paragraphs. The vibrancy of these conversations highlights the requirement for a solid foundation in historical knowledge, which is becoming more difficult to obtain as a direct consequence of the subject being removed from the curriculum of basic school.

Because the great majority of students gain an awareness of the nation's history in these settings, Philippine History is only relevant as a topic of study if the function of the educator and the classroom are accorded the significance that is directly equal to the value that is put on the role of the educator. As a consequence of this, it is of the utmost importance that educational institutions provide students the opportunity to study and reflect upon the narratives and ideals that served as the foundation for the founding of the country. Not just as constructors of the nation, but also as constructors of the people in preparation for expanded participation in social and political life. This is a significant obligation that must be met. If a teacher takes the time to educate their students about the nation's history and assists them in developing the capacity to think critically, then these abilities will always continue in the future. They have the ability to play an essential role in fostering participation from members of the community as well as from the students.

References:

<https://newsinfo.inquirer.net/1621743/lawmakers-seek-revival-of-ph-history-as-separate-subject>

<https://mb.com.ph/2021/11/26/teachers-urge-deped-to-restore-ph-history-in-high-school-curriculum>