

IMPLEMENTING THE ESSENTIALISM APPROACH IN EDUCATION: A GUIDE TO TEACHING CORE KNOWLEDGE AND SKILLS TO STUDENTS

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The essentialism approach in education emphasizes the teaching of core knowledge and skills that are considered essential for students' overall development and success. This approach focuses on building a strong foundation of knowledge and skills in traditional academic subjects such as math, science, literature, and history. The importance of this approach lies in the fact that it helps students develop a deep understanding of important concepts and ideas, which can be applied to various areas of life. Additionally, the essentialism approach can help students to become critical thinkers, problem solvers, and lifelong learners. Furthermore, it can also help students to develop a sense of cultural literacy and understanding of the world around them.

The effectiveness of the essentialism approach in education can vary depending on the individual student and their learning style. The approach is often thought to be most effective for students who are academically inclined and enjoy learning traditional subjects such as math and science. These students may thrive in an environment that emphasizes the teaching of core knowledge and skills.

However, the essentialism approach may not be as effective for students who have different learning styles or who are not as interested in traditional academic subjects. These students may benefit more from an approach that emphasizes hands-on learning, real-world applications, or project-based learning. They may not be motivated by traditional teaching methods and curriculum.

It's worth noting that no single teaching method or curriculum is effective for all students, and a variety of teaching approaches, including essentialism, can be used to meet the diverse needs of all learners. A balance of different approaches, such as student-centered, constructivist, and essentialism, can be a good way to cover the needs of different learners in the classroom.

Here are a few ways to use the essentialism approach in teaching students:

Emphasize core knowledge and skills: The essentialism approach is based on the idea that students should learn a core body of knowledge and skills that are considered essential for their overall development and success. Teachers can focus on teaching these essential concepts and skills in traditional academic subjects such as math, science, literature, and history.

Use traditional teaching methods: The essentialism approach often involves using traditional teaching methods such as lectures, direct instruction, and textbook-based learning. These methods can be effective in helping students to acquire a strong foundation of knowledge and skills.

Encourage critical thinking and problem-solving: The essentialism approach also emphasizes the development of critical thinking and problem-solving skills. Teachers can incorporate activities and assignments that encourage students to analyze information, make connections, and solve problems.

Provide opportunities for discussion and debate: The essentialism approach also emphasizes the importance of cultural literacy and understanding the world around us. Teachers can provide opportunities for students to discuss and debate current events, historical events, and other relevant issues.

Incorporate real-world applications: While the essentialism approach focuses on traditional academic subjects, it also encourages the use of real-world applications to help

students understand how the knowledge they are learning can be used in a real-life situations.

Make use of technology: The use of technology such as educational apps, online resources, and virtual simulations can be a great way to make traditional teaching methods more interactive, engaging, and to enhance students' understanding of the material.

It's also important to note that the essentialism approach should be used in conjunction with other teaching methods and approaches to meet the diverse needs of all students and to provide a well-rounded education.

References:

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