

THE ENJOYMENT OF TEACHING AND LEARNING

by:

Leslie Q. Cuevas

Teacher III, Alauli Elementary School

Education is a shared learning experience between teachers and students. This partnership is deepened by the MATATAG Curriculum that simplifies the learning experience but prioritizes knowledge and values. For kids, learning something new, building their confidence levels, and seeing the relevance of what they learn are what school is all about being enjoyable. When students can simply use and understand the material, they become more engaged and participate in class.

The teachers are happy with their students' growth. Every accomplishment, no matter how small, shows how determined and thorough they are. Teaching develops into a rewarding vocation rather than being a profession. A healthy life necessitates enjoyment, which is defined as a joyful impression induced by good stimuli or, alternatively, a sense of completion. This is especially important in a learning community since harmony requires everyone to feel respected, protected, and as if they belong.

In addition to constructing and recalling pleasant recollections, enjoyment also forms sentiments of unity. Supposing this, we mean to prove that it is important to learn the students to argue and express issues within the classroom in a way that will help them remember new information.

Most teachers believe that their courses cannot be done on a light-hearted or casual basis since they are naturally too serious. The MATATAG Curriculum reminds us that learning and teaching must be fun. Highlighting mastery, values, and practical application to everyday life, it provides a climate in which both learners and teachers may flourish together.

References:

1. Cornell, B. (2015). Perceptions of Happiness and Its Determinants an Intergenerational Study of What People Think about Money and Happiness. Requirements submitted in the Bryant University
2. Hattie, J. (2009). Visible learning. Routledge.
3. Malkovsky, E., Merrifield, C., Goldberg, Y., and Danckert, J. (2012). Exploring the relationship between boredom and sustained attention. Exp. Brain Res. 221, 59–67. doi: 10.1007/s00221-012-3147-z
4. Marsh, H. W. (2006). Self-concept theory, measurement and research into practice: The role of self-concept in educational psychology. Leicester, United Kingdom: British Psychological Society.
5. Palmer, P. J. (1998). The courage to teach. Jossey-Bass.