Research Article

OUTLINE OF READING: THE AIMS OF EDUCATION

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ABSTRACT

Many developing countries are currently trying to reform their educational system which provides desirable teaching methods to encourage creative learning outcomes, involve students in independent learning. The question is what perspective educators should have, local or global views. They should also carefully reconsider the contexts surrounding the learners influenced by their own cultural values such as national beliefs, social conditions, traditional views. In other words, they should pay much attention to the culture before adopting any teaching and learning methods.

Keywords: local or global views; culture; independent learning; teaching and learning methods.

INTRODUCTION

This essay discusses education on its intellectual side. One main idea runs through the essay: the students are alive, and the aim of education is to stimulate and guide their self-development. This idea leads to a corollary-the teachers also should be alive with living thought. The whole essay is in fact a criticism of dead ideas.

Topic sentence for each paragraph

Para 1: Culture is activity of thought, and receptiveness to beauty and humane feeling.

Para 2 : In training a child to activity of thought, above all things we must beware of what I will call " inert ideas " – that is to say, ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combinations.

Para 3: Let us now ask how in our system of education we are to guard against this mental dry rote.

Para 4: The result of teaching small parts of a large number of subjects, is the passive reception of disconnected ideas, not illumined with any spark of vitality.

Para 5: I pass lightly over that understanding which should be given by the literary side of education.

Para 6: Passing now to the scientific and logical side of education, we remember that here also ideas which are not utilized are positively harmful.

Para 7: In scientific training, the first thing to do with an idea is to prove it.

Para 8: Furthermore, we should not endeavor to use propositions in isolation.

Para 9: At this point of my discourse, I can most directly carry forward my argument in the outward form of a digression.

Para 10: Education is learning the art of using knowledge. This is an art very difficult to impart.

Para 11: We now return to my previous point, that theoretical ideas should always find important application within the pupil's curriculum.

Para 12: The best procedure will depend on several factors, non of which can be neglected namely, the genius of the teacher, the intellectual type of the pupil, their prospects in life, the opportunities offered by the immediate surroundings of the school, and allied factors of this sort.

Para 13: I appeal to you, as practical teachers. With good discipline, it is always possible to pump into the minds of a class a certain quantity of inert knowledge.

Para 14: The difficulty is just this: the apprehension of general ideas, intellectual habits of mind, and pleasurable interest in mental achievement can be evoked by no form of words, however accurately adjusted.

Para 15: The solution which I am urging, is to eradicate the fatal disconnection of subjects which kills the vitality of our modern curriculum.

Para 16: Let us now return to mathematics. We still have on hand the unanswered question: Why should children be taught their solution?

Para 17: Algebra I the intellectual instrument which has been created for rendering clear the quantitative aspects of the world.

Para 18: But in considering this description, I must beg you to remember what I have been insisting on above.

Para 19: Finally, if you are teaching pupils for some general examination, the problem of sound teaching is greatly complicated.

Para 20: Fortunately, the specialist side of education presents as an easier problem than does the provision of a general culture.

Para 21: Again, there is not one course of study which merely gives general culture, and another which gives special knowledge.

Para 22: The appreciation of the structure of ideas is that side of a cultured mind which can only grow under in influence of a special study.

Para 23: Finally, there should grow the most austere of all mental qualities.

Para 24: Here we are brought back to the position from which we started, the utility of education style.

Para 25: But above style, and above knowledge, there is something, vague but certain.

Para 26: Where, then, does style help? In this, with style the end is attained without side issued, without raising undesirable inflammations.

Para 27: English education now suffers from a lack of definite aim, and from an external machinery which kills its vitality.

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Comment

In my opinion, mutual understanding and sympathy between teacher and learners can help us overcome the challenge easily. If we know our students' characteristics and their expectation from us, we might set ourselves some principles in teaching. Teachers are not only knowledge providers but also consultants helping their learners choose suitable strategies, and also guiders facilitating classroom interaction communicatively. Teachers should let students familiarize themselves with working in pairs or groups on problem-solving tasks, projects, and discussion in order to develop analytic thinking, increase communicative interaction. In addition, to promote students' creativity and understanding questioning in class should always encouraged by teachers by giving students chances to contribute, share ideas, and express their own opinions as much as they classroom interaction communicatively. Teachers should let students familiarize themselves with working in pairs or groups on problem-solving tasks, projects, and discussion in order to develop analytic thinking, increase communicative interaction. In addition, to promote students' creativity and understanding questioning in class should always encouraged by teachers by giving students chances to contribute, share ideas, and express their own opinions as much as they classroom interaction communicatively. Teachers should let students familiarize themselves with working in pairs or groups on problem-solving tasks, projects, and discussion in order to develop analytic thinking, increase communicative interaction. In addition, to promote students' creativity and understanding questioning in class should always encouraged by teachers by giving students chances to contribute, share ideas, and express their own opinions as much as they can. Being tolerant and patient in teaching is also the teachers' responsibility which helps develop effective and successful learning outcomes. Based on my experience of task-based learning given by my teacher one year ago, I firmly believe that our learning process will become more effective if learners are actively involved in the learning process. What creates learning is a task and what makes them excitedly join in learning also a task. After doing the tasks, my students will learn something, learn the fact, and learn the lesson.

That is the reason why I use tasks for my teaching. In fact, knowledge is not reception but is constructive. A task is the way to help students build up their understanding, to carry out constructivism in the classroom. They build new knowledge on the basis of old knowledge. The students work on tasks and they learn, they do not just receive it but constructed. Knowledge is constructed by asking and answering questions, by working in pairs, in group, by making conversation with me, with partners and then they access knowledge. After interacting with the text, struggling with them, they build up their understanding, their knowledge. When putting in social interaction, the knowledge comes out from that interaction, and so they remember it longer. Teacher should bring the basic knowledge to the students, so I think my tasks really meet my students' needs. They get information and they know how to use the language to talk about what they want, by these activities, I equip my students both knowledge in life and in using language, my students may enjoy it because they have chances to practice language in situation and in real life, and they can remember my lesson very well. In fact, a task is a heart of the learning process; I create those tasks because I want to make my lesson useful, practical and communicative. Without tasks, my lessons are just theories, and my students are often little more than parrots. They cannot use the knowledge I taught in real life. Moreover, one lesson is taught but there may be 30 or 50 lessons are learnt, that is each person with each different learning style, education and knowledge background, motivation, may understand the lesson in a different way, therefore, I must make right tasks to suit my students to promote my students' autonomy in learning, by group

works and pair work, those who are shy and weak may feel more confident and have equal chances to talk, to use the language to communicate. By asking and answering questions, students can review, activate their old knowledge and access new knowledge more easily.

At the traditional education system the students have chances to make some practices at the related lessons, but as it is known by all that if related educational practices are not put together, they won't be successful. With the help of Task Based Learning it is aimed to adapt students to their working conditions rapidly by getting these related practices together (Ozan et al, 2005). That's the reason why I want my students use 3As (answer – add – ask) skillfully by letting them to work in groups, in pairs or to make a conversation with me about the PA. At that time, those did really help them feel more confident and succeed in real communication. While sharing and laughing together an English joke, my students become more relaxed and active, to help contribute to their learning process, and less anxious for them. Humor has the power to give students a more positive attitude in using language skills, and using humor in a classroom help support my teaching and my students' learning, that can create a good condition for them to learn. Finally, some learners may have difficulty in using the language in real life, so with some tasks, I can provide my learners with the best possible chance for them to practice their English ability. In the past, with a prescriptive approach, our learner only practice the language that has been presented by teachers or found in a textbook, so they are passive and cannot communicate. Meanwhile, with a task-based approach, our learners have chances to interact to language in real communicative events naturally. In fact, the classroom is no longer a place where the teacher pours knowledge into passive students. To achieve the aims of learning – 4Ls, I think I must try to help my students involve in the learning process. That means, by using these tasks, I can involve my students' head-heart and hand. Motivating by creating good condition for them to learn, giving them chances to interact to the language and themselves construct understanding. When being a constructivist teacher, I can encourage my students to constantly assess how the activity is helping them gain understanding. By questioning, answering, making conversation, guessing meaning, searching information themselves, my students in the constructivist classroom gradually become "expert learners", this helps promote learning. I strongly believe that, like a teaching method, there is no best type of task. The best task is a relevant one used at the right time, and it can satisfy my students' need, suit to my students' level, can create funny and inspire my students' learning.

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