First Essay

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 I am working teaching assistant in the English kindergarten, so I have a chance observing children and considering which of the approaches to learning are most influence of the child.

 Through my experiences in the English kindergarten, I think the most influential approach about teaching is "Theory of Multiple Intelligence". Following this theory, children can be intelligent in different ways. I saw one child who has musical intelligence in the kindergarten. He was very concentrated the class using chant and song with a dance routine. But the other way, he couldn't concentrate well reading and writing class dealing with only books and theory activities. So I realized he can be intelligent if he learns English by musical things. Also, if other children are taught in different ways, they can learn most effectively. In this reason, "Theory of Multiple Intelligence" is most good approaches among the other approaches. However, focusing on each child's intelligence is difficult in the class and dividing the class that is followed each category is more difficult. Moreover, we don't have to limit children into each category. So I want to suggest one method teaching children. That is teacher makes one subject each month and constitute progress in class including each category. Such as, if "Family" is a subject in May, teacher makes progress like drawing family faces, learning song and play role playing about family. As teaching children in different ways, children can improve their intelligence beyond their present level. Because I think their intelligence is fixed at birth by genetic effects, but they are divided whether they focus and develop their intelligence or not. So parents and teachers need to try focusing child's categories of intelligence when they want to teach a child.

 However, almost kindergartens in Korea have difficulties making class focused on each category for all children. So if I am a teacher for young children, I want to teach them by "Humanistic Approaches". This approach can be applied in any English classes and any categories. Teachers just have endurance. Almost Korean teachers present directly before students think about the answer and they are very busy for moving next steps. But I want to teach learning process before teaching language. Students who are whether children or adults are effectively motivated when they realize themselves what to learn. So I will never cut their thinking before their answering. But I saw one child who can't be motivated well herself. She felt really anxiety and gave up when she face with studying unfamiliar lessons. Like this child, children don't have confidence too. In that case, I don't want to step back from child and wait until they reach their potential. I will involve child and start to give a confidence first, and then I will help her that she can reach her potential with external rewards. Sometimes external rewards help, students can be motivated for achieving their internal goals.

 In Korea, almost education system is following "Behaviorist Approaches". So many Korean restrict their potential abilities. I am really displeased with this educational environment. For this reason, I want to be a teacher who helps improving children's internal power and let them now their potential. Although I can't change all Korean education system, but I will try my educational philosophy with "Humanistic Approaches".