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## LEARNING SCIENCE; WHY?

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How do we learn? We learn neurologically by continuously changing and connecting neurons in a synaptic manner. To strengthen its retention, the brain creates multiple interconnected synapses so that the brain can easily tap the information stored in the brain so making it long-term memories. These phenomena are incorporated in our mental processes which make up the multifactorial part of the human psyche called attitude.

Attitude is the way of thinking that is most of the time covert in nature. Attitude is also influenced by the intellect, interest, and motivation of the person. In average all human beings have the same number of nerve cells in the human body but do not have the same rate these nerves connect and reconnect. The rate of connection is influenced by the endogenous chemicals called neurotransmitters. Thus, quick thinking is directly associated with how well each neuron was connecting and reconnecting with each other. If the synaptic connection between neurons is fast, therefore the evaluation of anything whether it is a person, a thing or even an event will be fast too, whether it is positive or negative in our heads or so does it seem. Summing up, all these phenomena contribute to the concept of the human psyche called attitude.

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This article would like to tackle the contributions and effects of attitude in the learning process of science subject. Since attitude is covert, its manifestation is the behavior towards the subject. In the teaching-learning process, this requires both the mastery of the subject matter of the teacher and the motivation of the learner. According to the ABC model of attitude by (Eagly & Chaiken 1998) the proponents, attitude makes up of three components; these are affective, behavioral, and cognitive components. Affective domain suggests that emotions and feelings contribute to the formation of attitude, behavior are the manifestation of the feelings, the thought of a person showed into actions and cognitive are the logical thoughts and knowledge that a person considers for his action that confirms it to be positive or negative. These three components result in a certain experience that shapes the attitude of a person. Experience holistically contributes to a person's attitude. That is why classroom setup should provide proper experience to develop an attitude that will lead to learning.

The author has been teaching science for two decades, and I have noticed that readiness to learn is an attitude towards learning science. Readiness tells us their feelings whether they are excited or afraid in terms of learning a subject. Therefore, attitude is an excellent predictor of behavior, it does not matter if it is positive or negative, attitude predicts behavioral pattern that is relevant to learning. That is why the author would like to share some of the practices that the author and some of his colleagues have been using and improving over the decades.

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Simple laboratory activities such as a practical assessment together with written assessments, have improved performance in both practical and written tests. In an interview of some grade 10 learners before unit 1 of the first quarter has begun.

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The learners were asked to describe their own understanding about the use of a ruler, most of the learners said: “Pangtuwid ng guhit”, Pampantay ng guhit” and “panglinya”.

Seldom of these learners mention something about measurement, which is the real purpose of a ruler. The learners' experiences lead them to a certain attitude to a certain scientific skill called measurement. Which is a springboard to another scientific skill that will eventually affect scientific attitude like critical mindedness and objectivity since they will lack fundamental measuring skill that influence interest and intellect towards learning a topic that requires measurement like seismology, specifically locating epicenter of earthquakes, which requires careful measurement of length and scaling it to a map. After series of basic measurement activities involving rulers and digital timers, the learners begun to gain interest in the jobs that they can pursue using the skills they have gain during the activities such as plotting the measured time stamp and converting scaled distance. This inspires the author to

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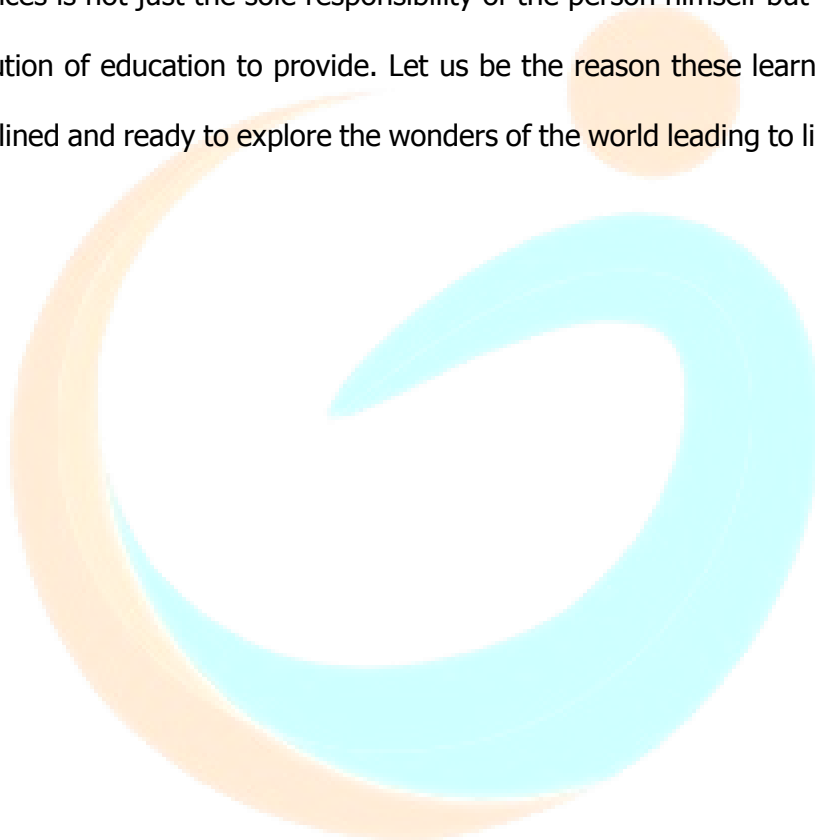
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believe that these activities may lead to a development of a favorable attitude towards the pursuit of science related careers and professions.

We learn not just because of neurological reasons but we learn specifically science because of the experiences that lead us to the formation of favorable attitudes. Providing these experiences is not just the sole responsibility of the person himself but also the society and the institution of education to provide. Let us be the reason these learners will develop an attitude inclined and ready to explore the wonders of the world leading to life's betterment.



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