

Deciphering the pedagogy in regards to understanding the psyche of a child is not an easy task: it is a complicated process that holds a variety of ideologies. Learning is truly a fundamental process, but what are the best methods to teach a child how to become an efficient learner? The works of John Dewey are extraordinary in analyzing the importance of creating a learning environment that encourages children to grow into self-sufficient contributors to their environment. While there are other philosophies on children and education, it is important to understand how Dewey's beliefs were the cornerstone to the development of effective and active schooling. To address this issue one must analyze the conflicting principles about the essence of the child, what he or she needs to be a successful learner, and the key attributes that a teacher should possess to facilitate a positive learning experience.

In recent times there have been two predominant orientations about the nature of a child: progressive and classical. Dewey's philosophy actually helped initiate the progressive movement, and its theories focus on the assimilation from within the child's own psyche to determine the quality and quantity of learning, and that children thrive in active learning environments. The child also has an intrinsic ability to determine what needs to be learned, and his or her experiences allow for a subjective reconstruction of reality. Teachers simply are vessels that aid in directing and facilitating the learning process, and the child is who truly disseminates information for his or her life. When teachers employ this child-centered approach the pupil will develop instinctively and spontaneously. Dewey also states that a key component of this movement is that the educational process must incorporate psychological and sociological components, as both entities cannot coexist alone. It is in the nature of the child to only be successful and prepared for the future only if he or she has full command of themselves, and the sociological platform assists the child in interpreting those powers.

Classical theorists, on the other hand, operate from principalities that the innate nature of the child is to be directed to formulate their own analytical thought processes. Children inherently need direction and guidance to understand and develop intelligence. Whereas progressivists advocate for a child to learn from his or her own natural instincts, classical theorists believe that a child truly learns from developing reasoning skills to understanding factual data. A child simply does not have the skill set to process thoughts without some form of logic and guidance. Logic is the core to knowledge for students, and children will not develop into functioning adults unless they can decipher between reality and fallacy.

The child's ability to become a successful lifelong learner can also be significantly impacted by the methodology in which he or she learns. Progressivists like Dewey believe that the development of experience is what truly teaches a child knowledge. Children must be supplied with envioning conditions to start and guide thought, and curriculum is simply an instrument to render self-realization within the student. Both the student and curriculum must be represented as a single process to create knowledge. Classical theorists reject these types of principles in favor of a core curriculum of a variety of studies that facilitate critical thinking and

true knowledge. This type of method also aids in developing independent learning skills, but the teacher serves the role of guiding students with facts as opposed to inclinations. These actions will also help students to develop a fundamental skill set that will allow them to deduce their own unique conclusions from facts, leading to logical arguments.

Though both methods aim to create a pathway to knowledge, the hidden factor that could affect successful learning is in the hands of educator. Moral interdependence is naturally a factor in the learning process; however, a child's intellect needs some level of guidance from an outside force. The duty of the teacher is to utilize their knowledge to mold youth into a community of knowing. Education should help children bring their interests and topics in ways that have meaning for them. This discrepancy between a child's nature, learning, and teaching has created an extreme divergence in understanding the educational process. To truly become a successful learner, regardless of the methodology chosen, a child must have guidance to understand the purpose of why knowledge empowers their long-term development. Learning is not merely the acquisition of knowledge; but rather, the gateway to cultivate the mind and human nature.