

The Modern Education System Conflict with Natural Learning/Teaching

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ABSTRACT

Human beings display behavior of learning and teaching in the infant stage. Using sources, studies, and experiments from previous years, the results concluded that the current education system conflicts with the natural human ability to learn and teach. Humans naturally possess the ability to teach and learn, but the modern education system does not match the natural human ability to learn. For example, a large amount of high-frequency information output not only does not use the natural learning methods that rely on observation in human nature but also inhibits people's interest in independent learning. Similarly, a clear division of teaching between teachers and students will also reduce the opportunities for students to consolidate their knowledge by teaching each other. If this study can properly integrate the learning advantages of human nature, then it will be easier for most groups to learn new knowledge.

Keywords: *Human, Learning, Teaching, Behavior, Education, Natural*

1. INTRODUCTION

A large amount of literature and experimental data show that human learning ability is innate. As early as in ancient times, people could observe and imitate the behavior of people around them. This is also a very famous observational learning in psychology. The discovery of this learning method is illustrated in the famous Bobo Doll Experiment [1]. Children will observe people who are similar to them and imitate their behavior to a certain extent. This learning method does not need any external factors to promote; it is the consciousness that humans, especially children, will naturally exist. However, looking at the modern education system, it is the opposite by analyzing the initiative alone. The contemporary education system tends to output high-intensity information to the educated group, oppressing the group to absorb enormous data. From the perspective of the intellectual group, this is a relatively passive way of learning. And this method requires time for children to adjust and adapt because the digestion of a large amount of information in a short period is not our innate ability.

What's more unfortunate is that it ignores or even suppresses the observational self-learning ability that humans are born with. If human beings can make better use of their natural learning ability, perhaps learning and

understanding will be easier for children. Similarly, the protégé effect shows that humans can improve our mastery and knowledge of this knowledge by teaching others. When students teach a known concept to others, the students master the concept better. This ability appears at the same time as observational learning. But this method of consolidating knowledge has also been suppressed in the modern education system. The emergence of the teaching profession reduces the opportunities for children of the same age and even children of different ages to teach each other. Although the reform of today's social education system still has a wide range of practical significance, the modern education system does not match the natural learning methods in human nature.

2. NATURAL LEARNING AND TEACHING IN MODERN EDUCATION SYSTEM

2.1 Natural Learning

Humans possess the ability to learn naturally. Since ancient times, humans had to pass down abilities to hunt, use tools to survive in natural environments. In terms of natural learning, Graham's study of children's spelling tests found that lower-grade children with less education also showed the same accuracy as older counterparts.

Active reading and writing may be more helpful than mere teaching, while repeated exercises and tests remain the linchpin [2]. The experiment shows that more teaching effort would be minimal after children learn a skill. To master the skill, humans need to understand themselves by practicing the specific skill more naturally. In this case, repeatedly exercising spelling skills by reading and writing decreases spelling errors. This experiment also applies to other skills connecting with survival in nature. For instance, when humans first learn how to start a fire from the friction of the wood, it usually takes a long time to start a fire. After practicing the skill simultaneously, humans would get more familiar with starting a fire from wood, thus decreasing the time needed to start a fire. It shows humans naturally learned to start a fire by repeating the action. In another study, Armstrong, who begins with the dimension of input, output, is slightly more radical in his belief that the transfer of responsibility to teachers, which replaces natural learning abilities, reduces students' motivation, even moral sense. He places great emphasis on positive feedback [3]. He first believed that genuine learning is an ability that the modern-day education system would suppress. The theory has truth to it in the modern-day education system. For instance, homework is the most common assignment in a school. Teachers always assign homework to help students to master a skill. The idea is good to let students master the craft by repetition. The feedback from the students is usually harmful. The coercion of homework assignments did homework less of a learning experience than a chore they had to finish. The students' motivation while doing the work would decrease as a result. Without enjoying learning the task, the students are unwilling to learn spontaneously during their free time. Students would never master an ability naturally without enjoyment in learning. But in the current education system, teachers, in most scenarios, kill the student's joy and assign students "busy work" without considering students' willingness. Over time, students would generalize the negative connotation toward teachers' actions and assume every assignment teacher assigned would be uninteresting. However, they might be interested in learning the subject by themselves. It indirectly killed students' potential interest to learn in a particular field naturally. In the end, students minimally learn the course content and diminish students' ability to learn by themselves naturally.

2.2 Modern Education System Teaching

Natural teaching is also a behavior that humans are born with. For natural teaching, according to the complexity of teaching, Strauss and Ziv, based on the definition of teaching, use experiments of children aged 3-5 years to pass on new theories in the game, expressed that teaching is a natural cognitive ability [4]. It showed that humans, even in the infant stage, can convey ideas to others through explaining. In the ensuing years, they

discussed the backgrounds of Theory of Mind (ToM), culture, etc. [5]. They considered teaching the whole stage of human growth as species-typical, presenting a normative developmental trajectory. Reiteration on the importance of guidance, feedback, and adjustment must also be noted. The modern system is cutting the stage of human growth is highly harmful to human evolution in an evolutionary aspect. After generations, if natural teaching ability does not get utilized as often, the ability will evolve to disappear [6]. It emphasized that children's brains already have unique causal diagrams through Bayes network calculation of experimental results: they can think about abstract spaces, integrate data, and make predictions. Bayes network experiment means conveying their logic to children's predictions is a way of natural teaching. It transferred knowledge to others, which is the basis of teaching. Another skill transfer experiment on chimpanzees and children showed that both species tend to imitate [7]. Meanwhile, compared with chimpanzees copying and their conservative transfer skills, children's social learning and imitating ability are more refined [8]. Utilizing the knowledge to naturally transfer skills to others in our community is a part of the most crucial aspect of human evolution. Also, the protégé effect shows that when students teach others, they learn better themselves. The process of natural learning plays into the development of explaining general concepts to others. In modern education, natural teaching ability is also suppressed. The teacher is the one who always does the teaching and explanation to students. Students are not given opportunities to teach others in the classroom before. When other students have questions about a specific topic, the teacher always answers the question directly instead of allowing other students to help. Students are not practicing the ability of natural learning. Over time, natural learning would be suppressed. The explanation skill would not be as vital and effective to someone who has practiced natural learning since birth. The modern education system almost works the opposite way of natural human abilities. But teachers are making progress toward embracing more natural teaching from students. Teaching opportunities for students appear increasingly, student peer review essays before submission, student-based volunteer tutor center, and presentation projects are becoming more widespread.

2.3 Ancient Mind, Modern Knowledge: Gaps Between Teaching System Design and Natural Learning Ability

Human beings are the creatures that spend the most energy in cultivating the next generation. Nevertheless, ironically, they have used thousands of years of goodwill and hard work to shape a vast mechanism, which various scholars use to analyze embarrassing issues such as class and inequality. The mismatch is in two aspects, frankly speaking, our education model is in the middle of

nowhere. Firstly, the missionary-like classroom is weak to provide reasonable incentives for the innate learning ability of human beings. Thus, children and even teenagers' observation and imitating ability is blocked.

Second, education is trying to catch up with the rapid development of modern knowledge production, abstract reasoning ability, and increasingly specialized knowledge, which we are not inherently familiar with and are challenging to measure with a pure test-oriented model. Secondary expertise from the biological perspective is more advanced and closely connected with today's life and requires more energy. Still, students are often bored—our genes have not evolved to sit and read words for a long time, let alone teach us to use grades to gain social status, which makes education cause a substantial physical and psychological crisis. If new design features are proposed, they should first respond to the above two major issues and combine new knowledge with the ancient body and mind. For instance, more free exploration, tolerance for debate and speech, and interaction between mixed-age groups. Evolutionary educators are also encouraged to use games to explore and live with practical examples of groups to solve problems quickly[8]. Human beings generally believe that school is the best place to bridge the gap between learning ability and knowledge. Of course, intuitive systems should build formal education on intuitive methods—for, and our brains have rich detail control functions, even beyond the domain-specific knowledge field, to acquire more knowledge. However, detail processing drowns out students' abilities, not to mention the ability to teach, such as innovation, which humans must learn to accept in simplified generalizations. Take human memory as an example. Over millions of years, our adaptive memory has evolved to favor survival-related information, such as food and reproduction [9].

3. DISCUSSION

Learning and teaching concepts are challenging to study separately, which sparked much discussion in academia about this issue. The opposite view exists, too, with the scientist believing that teaching is more like the result of modern socio-economic development (such as in West Africa) than a long-term evolutionary one, especially in Lancy's chapter [10]. Although, through analysis, Lancy argued that there is a high degree of dependence on teaching. For instance, parents may hate teaching and lack communication intentions in cases where adult learning key skills still need guidance. This analysis echoes anthropologists' view that learning as an older activity is more common than teaching [11]. Experiments tested simultaneously on children and chimpanzees have shown that humans possess many cognitive skills, i.e., cultural intelligence unavailable to relatives of their closest primates. General intelligence is typical among humans and their close relatives, but

humans have gained more beyond this essential tool.

This paper tries to absorb many different points of view, but it is also challenging to avoid limitations. For example, many experiments are aimed at young children to detect the "primitive state," while information from the child can be regular or misleading.

More importantly, education is embedded in society, deeply influenced by various forces. In most cases, the school's policy is formulated by the country's ideology rather than rational thinking. As an essential part of human culture, education is a particular reproduction form that conveys not genes but customs and knowledge. Therefore, work at teaching and learning through an evolutionary lens reminds us how closely our abilities relate to the past and see how far our cultural system has left human nature.

4. CONCLUSION

In summary, this study finds that the two significant abilities of "teaching" and "learning" in human nature have been restrained or ignored to a certain extent. It is a pity that the modern education system ignores the powerful learning ability in human nature. The pressure caused by the requirement to absorb a large amount of knowledge can even harm the educated group's receiving capacity, which reduces the interest of the intellectual group in autonomous learning. However, there are reasonable reasons for this kind of teaching method to be used on a large scale. From a macro perspective, this study finds that the content carrier learned by observation learning can be summarized as image content. But now, the content carrier we focus on learning is more text, and images have gradually become a kind of existence that helps people understand text information. This way of teaching is more operative, and the cost of dissemination is lower. The invention of words undoubtedly made human civilization directly rise to a level, but at the same time, it also placed higher requirements on human learning ability. Suppose human beings can combine the learning ability of human nature to learn the content of words as the carrier. In that case, it will be easier to receive and understand for most educated groups. The method of consolidating one's knowledge by teaching others has also begun its application in some areas. However, it is still only a tiny part of the world, and this issue needs continuous attention and improvement as much as possible. The study believes that mixing the age of the educated group within a reasonable range will be a helpful way to improve. In such an environment, people will naturally ask for help from those around them who are older or who have better knowledge. The person who receives support can solve the doubts, and the person who teaches her can once again consolidate the knowledge they need to master. It will gradually form a virtuous circle, creating a mutually beneficial environment for mutual teaching.

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