By and large, it is beyond doubt that different methods that a teacher could exert to intrigue the interest of students to comprehend the issue play a key role in education. No one can deny the direct and indirect effects of the better understanding of issues that be learned at school on one’s private life. Due to its paramount importance, efforts for elevating more practical methods have been always amongst education's top priorities. And here comes a controversial dilemma, namely, whether the best way for teachers to help students become more interested in a subject is by explaining how this subject can help students live better outside the school. I firmly contend this is not the best way and some issues of utmost importance must be considered when it comes to teaching and learning. To substantiate my point of view, the following paragraphs represent a cursory glance at the most outstanding reasons.

 To begin with, it is axiomatic that there are some integral issues that students must learn and have no external instance that teacher could explain to better comprehension. Based on recent monumental studies, some effective ways fascinate students to learn more. These studies have been performed at different levels of education and have shown the splendid result in riveting students. For example, consider subjects involved in mathematics. There are lots of concepts and formulas in this area that is indispensable for students to learn at school. However, relating these intricate formulas to the way more auspicious circumstances in life is so hard and an impediment to teaching. As an alternative method, the teacher could implement a physical-chemical experiment in the class and employ various formulas with various parameters that amalgamate to indicate the result of a real test. Recent research has shown that this method of teaching is instigating and providing further impetus for students to know more about the details of the issue and results linger in their minds.

 The second momentous reason that is meriting to considering painstakingly is that some subjects are essential for students to learn and the effective way to teach is beyond better life. These issues familiarize students with different aspects of life and help them to contemplate more. Philosophical subjects about the existence of humans are some kind of these issues. To shed light on this issue, take a personal experience as an example. Back in high school, I had a course about astronomy. When my teacher illustrated different planets and galaxies that discovered hitherto and how big the universe could be, most of the students think about the existence of human on just minuscule dust in space and how important are various problems that have involved us such as religious issues or whether the human is the best creature in the world or some creature might have existed in other planets or what is our destination after death. Contemplating on these subjects not only assuage the havoc mind and make a realistic idiosyncrasy for a better life but also causes a deeper perception of life.

 To make a long story short, all the aforementioned reasons lead us to the conclusion that relating different subjects at school to real-life to better understand and become more interested in students is not the best way of teaching. Not only are there some better methods that have proved by studies to be more effective, but also are there some issues that students are interested in them not because of teaching how to live better but because of teaching how to think better.