

Prematurely (adv.)

I will examine how students benefit from extensive education before entering university while discussing how focusing on specific subjects **prematurely** impedes students' eventual

Privilege (n.)

While many consider that students own the **privilege** to explore as many subjects as they can, others maintain that these future pillars of society should focus on a few subjects for their future careers.

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Priority (n.)

I believe that to truly provide the gateway to success for students, a well-rounded education system should top our **priority** list.

Specialise (v.)

Specialising in limited areas of interest early does not necessarily reap positive effects – the counterargument is that exploring a topic in great depth when still young established the foundation for expertise.

Self-discovery (n.)

Besides, it is not guaranteed that all students are capable of determining their vocation at such an early age, because they are still in the process of exploring and **self-discovery**.

Vocation (n.)

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Conducive (adj.)

Learning a diverse range of subjects is **conducive** to students at a young age in the sense that it not only lets students have a better understanding of what each subject looks like but also allows them to experiment with more fields so as to figure out their strengths and weaknesses.

Converge (v.)

Yet, we still have to bear in mind that it takes a great deal of time for one to locate where his or her natural talents and passions **converge**.

Deprived (adj.)

It is, therefore, not hard to envision that students will suffer from early specialisations, as they will be **deprived** of the freedom to voice their opinions, and even worse, falling prey to parental controls.

Envision (v.)

It is, therefore, not hard to **envision** that students will suffer from early specialisations, as they will be deprived of the freedom to voice their opinions, and even worse, falling prey to parental controls.