



Journal Homepage: -[www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/14649

DOI URL: <http://dx.doi.org/10.21474/IJAR01/14649>



### RESEARCH ARTICLE

#### DEVELOPMENT OF LIFE SKILLS THROUGH VARIOUS FORMS OF FOLKLORE PEDAGOGY AT ELEMENTARY LEVEL OF EDUCATION

Prof. (Dr.) Renu Nanda<sup>1</sup> and Raspreet Kour<sup>2</sup>

1. Head and Dean Faculty of Education, Department of Education, University of Jammu.
2. Research Scholar of Department of Education, University of Jammu.

#### Manuscript Info

##### Manuscript History

Received: 28 February 2022

Final Accepted: 31 March 2022

Published: April 2022

##### Key words:-

Life Skills, Elementary Level, Folklore,  
Pedagogy

#### Abstract

Every society of the world has an important duty to provide basic education to all their members so that they can lead an effective life. Especially the elementary level of the education is a period when the intellectual, moral, social, physical, emotional and almost all the capabilities are very high during this time but most of the students are not able to utilize their potential to maximum. A life skills education bridges the gap between one's basic functioning and capabilities. It strengthens one's ability to meet the needs and demands of the present society and develops the skills needed to deal with today's realities and challenges. Our conventional classroom pedagogy deprives children opportunities to learn in a collaborative and reflective manner. But with the help and usage of various form of folklore pedagogy like folk stories, riddles, myths, legends, fairy tales, celebration of folk culture, celebration of traditional food habits of different societies in the class room, we should inculcate various life skills among the students at elementary stage. The present research paper highlighted, how the various form of folklore pedagogy develops life skills among the students.

Copy Right, IJAR, 2022,. All rights reserved.

#### Introduction:-

The elementary level of school is a time when kids' intellectual, moral, social, physical, emotional, and nearly all other capacities are at their peak, but most pupils are unable to utilize their potential to maxims. Lack of life skills during this stage creates problem of socialization, and many problems related to social, emotional, physical and psychological issues among students. Education will not only focus on cognitive growth, but also on character development and the development of holistic and well-rounded persons with critical 21st-century skills (NEP, 2020). Education that develops life skills among students, prepares them for changing social circumstances. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in developing the competences that are necessary to deal with the facts of life they will encounter. Children with life skills can make informed decisions, solve problems, think critically and creatively, communicate effectively, develop good relationships, empathise with others, and manage their lives in a healthy and productive way ([www.cbse.gov.in](http://www.cbse.gov.in)).

Life skills education as defined by the UNICEF, "a behaviour change or behaviour development approach to address a balance of three areas; knowledge, attitude and skill's".

**Corresponding Author:- Raspreet Kour**

Address:- Research Scholar, Department of Education, University of Jammu.

According to World Health Organisation (WHO), life skills are “the abilities for adaptive and positive behaviour that enables individual to deal effectively with demands and challenges of everyday”. WHO recommended 10 life skills these are core set of skills that are necessary for the promotion of the wellbeing of the children. These are; decision making, problem solving, creative thinking, critical thinking, effective communication, inter personal relationship skill, self-awareness, empathy, coping with emotion, coping with stress (WHO, 1993).

**Decision making** helps us deal constructively with life's decisions. It can teach people how to actively make decisions about their behaviours based on a healthy assessment of many options and the anticipated consequences of those decisions.

**Problem solving** enables us to address issues in our lives in a positive manner. Significant problems that go unsolved can generate mental stress and physical hardship.

**Creative thinking** is used to explore the numerous options and repercussions of our actions or inaction. It also enables us to respond to situations in our daily lives in a flexible and adaptive manner.

**Critical thinking** means the ability to analyse information and experiences in an objective manner.

**Effective communication** refers to our ability to express oneself in ways that are culturally and situationally acceptable, both verbally and nonverbally. This includes the ability to articulate one's thoughts and desires, as well as one's wants and anxieties. It would also imply being able to seek guidance and assistance as needed.

**Interpersonal interaction skills** enable us to form positive relationships with the people with whom we contact. This could imply the ability to form and maintain pleasant relationships, which can be quite beneficial to our mental and social well-being. It could imply maintaining positive relationships with family members, which are a vital source of social support. It could also imply being able to conclude relationships in a positive way (Murthy, 2016).

**Self-awareness** entails recognising one's own identity, character, strengths and shortcomings, as well as desires and dislikes. Self-awareness can assist us in recognising when we are worried or under duress. It's frequently required for effective communication and interpersonal relationships, as well as the development of empathy for others.

**Empathy** is defined as the ability to envision what life is like for another person, even in situations with which we are unfamiliar.

**Managing emotions** entails detecting emotions in ourselves and others, understanding how emotions influence behaviour, and being able to correctly respond to emotions.

**Coping with Stress** is recognising the causes of stress in our lives, understanding how they influence us, and acting in a way that allows us to control our stress levels by altering our surroundings or lifestyle, as well as learning how to relax.

However the lack of these necessary skills makes children unprepared during instructional periods, develop aggressive behaviour among children, consequently they unable to understand human behaviour and not able to lead an effective life. But the main aim of today's education is to prepare children to lead effective and healthy life in society by using different methods and pedagogy because conventional way of teaching deprives children opportunities to learn in a collaborative and reflective manner. According to NEP 2020, “All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted”.

Life skills education demands a dynamic teaching process and pedagogy. The use of folklore pedagogy in the classroom serves many purposes to learners. It familiarizes the students with multi-layered messages expressed in a variety of ways. Any folk saying any riddle, or proverb, regardless of the language, has more meaning than just

pointing to a particular kind of knowledge (Fayaz, 2008). Folklore and its varied forms are clear and explanatory, and they involve children's creativity. These activities boost the creative side of the brain, making students more productive as they get older. They will assist pupils in developing vision in their mental processes and in becoming more responsible individuals who are prepared for the world. There are several justifications of using folklore pedagogy at the elementary level of education. Various forms of folklore pedagogy like folktales, riddles, myths, legends, proverbs, celebration of various food habits and celebration of various folk cultures are original instruments for the development of different life skills among students.

#### **Various Forms Of Folklore Pedagogy To Develop Life Skills Among Students:-**

- **Folktales-** Folktales of various cultures of the world have a significant role in the classroom for the development of different life skills among the students. By arousing curiosity about other cultures, folktales can help students to appreciate the reality of human diversity. On the other hand, the common elements present in folktales may serve to increase children's empathy with people of other culture. Most of the story tellers in the society passed down various tales purely for entertainment that is shared by the members of a community and also with the help of this transmission various society's customs, values, beliefs, attitude and even philosophies of life also transferred to the next generation. The meaning and values hidden in these folktales allow students to develop a sense of morals in their behavior (Source- <http://www.socialstudies.org>). National Educational Policy 2020, also recommended, children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. (NEP, 2020)
- **Riddles and puzzles-** Riddles and puzzles of many varieties inspire children's brains to develop more fully. Children will be able to handle real-life problems with ease, collaborate with others, be patient, and figure out solutions to difficult situations as a result of riddles and puzzles.
- **Myths-** Through the wisdom of ancient Indian historical works like the Ramayana, Mahabharata, and the Gita, we can teach children decision making, anxiety management, stress management, and many other life skills by narrating or using mythology. We assist youngsters create methods to cope with obstacles that come their way by using various myths, and we enable them to find pragmatic solutions to unwind those entanglements. (Source- <https://www.educationtimes.com>.)
- **Legends-** Legends are stories about real people or historical events that are linked to a certain location. National and local legends' stories reflect our souls, lead us from complacency to deep introspection, and leave a lasting impression on our lives. Moral lessons hidden in these stories communicate the notion that we should have positive attributes such as affection, love, fellowship, compassion, sympathy and generosity. Legends are a good technique for practising skills, gaining insight into one's own feelings, and seeing how one may handle a prospective circumstance in real life.
- **Traditional food Habits-** India is a country with lots of traditional celebration of food, almost every state has their own traditional food and traditional food is a way of preserving their culture. Celebration of different food habits in the schools, play an important role to add structure to our social lives and connect us with our families and backgrounds. On the other hand, students learn a great sense of sharing, aware about their own culture as well as others culture and develop interpersonal relationship with each other. Traditional culinary items are celebrated in the classroom to foster enjoyment, active learning, and interesting discussion.
- **Celebration of different festivals-** Celebration of various festivals in the school facilitates in the development of a feeling attitude and interpersonal relationship which has helped inside the emotional integration of the students. Celebration of festivals is a tool to bring life to a state of exuberance and enthusiasm.
- **Proverbs-** Memorizing brief proverbs with pleasant rhymes can encourage kids to learn more and to strengthen their speech organs so that they can practise the target language. Proverbs, in general, reflect human experience across cultures and languages, and they contain folk wisdom that has stood the test of time. Teachers employ proverbs to acquire pupils' attention, and to arouse curiosity among them. "A good beginning is a half battle," says one of the proverbs. It will lead to successful learning if the session begins with a pleasant atmosphere. (Zaid, 2016).

#### **Conclusion:-**

Various forms of folklore pedagogy have great importance and educative values for the elementary students. While using this pedagogy in the classroom we should inculcate various life skills among the students at elementary level, so that we enhance the coping resources of students. The use of numerous elements and components of folklore

which includes traditions, superstition, folksongs, customs, folktales, legends, riddles, myths, reinforces machine of ideals dispense safety values and life skills to release pent-up resentments. Use of various folklore in the classroom appropriate not only for elementary level of education, but continues to be significant even the later life of the students.

### References:-

1. Das, K B., & Mahapatra, L.K. (1979). Folklore of Orissa. New Delhi: National Book Trust India.
2. Das, R. K. (2016). Role of Folklore in promoting National Integration. Folklore and Folkloristic, 9(2). Retrieved from <http://www.folkloristicsindia.in>. on 17-01-22.
3. Fayaz, F. (2008). Kashmir Folklore. Srinagar; Gulshan Books.
4. Gupta, S.S. (1975). Folklore and Folk life in India. Calcutta; Indian Publications.
5. Hamer, L. (2000). Folklore in schools and multicultural education towards institutionalizing non institutional knowledge. The Journal of American folklore, 113(447).44-69. Retrieved from [www.jstor.org](http://www.jstor.org). on 19-09-19.
6. Igba, D.I., Nwajiuba, C.A., Nwafor, C.E., Elom, C., & Obianika, E. C. (2019) Using Folklore for Inculcating Values in Adolescents in Secondary Schools. International Journal of Applied Environmental Sciences, 14(2). 124-144. Retrieved from <http://www.ripublication.com>. on 17-01-22.
7. Laxmi, V, (2010). Life skills Education Prepares Students for Life. Researcher's Tandem, 07 (24).45-47.
8. Murthy, C. G. V. (2016). Issues, Problems and Possibilities of Life Skills Education for School going Adolescents. The International Journal of Indian Psychology, 3(3). Retrieved from <http://www.ijip.in>. on 25-12-2021.
9. National Education Policy. (2020). MHRD, Government of India.
10. Pathnak, P.S. (2017). Life skills oriented Teacher Education. Vadodara: Centre of Advanced Study in Education, Department of Education and Psychology.
11. Rao, K.R., Kumar, P.A., & Kumar, K.N.K. (2021). Drama and Art in Education. Delhi: Neel Kamal Publications PVT. LTD.
12. Srivastava, S. L, (1974). Folk Culture and Oral Tradition. New Delhi: Abhinav Publications.
13. WHO. (1993). Life skills Education for Children and Adolescents in Schools, Programme on Mental Health. World Health Organisation, Geneva. Retrieved from <http://whqlibdoc.who.int>. on 20-04-22.
14. Zaid, A. (2016). Using proverb as a lead in activity in teaching English as a foreign language. International Journal on Studies in English Language and Literature, 4(10). Retrieved from [www.arcjournals.org](http://www.arcjournals.org).
15. [https://www.cbse.gov.in/cbsenew/list-of-manuals/life\\_skills\\_cce.pdf](https://www.cbse.gov.in/cbsenew/list-of-manuals/life_skills_cce.pdf)
16. <file:///C:/Users/HP/Downloads/9789240004849-eng.pdf>.