

folklore element in primary school teaching

The investigate Folklore based education in primary/elementary school in Bangladesh

Exploring Folklore: Integrating Cultural Education in Primary Schools of Bangladesh

Cultural Education Incorporation in Primary Education

Introduction: Culture and tradition are called the life of a nation. And a collection of each element of the culture and tradition is called folk. Folk illustrate the habits, customs, particular activities of a particular community or nations. Folklore is one of the forms of cultural expression and is part of the culture of a nation.1.it is widely used as a written product so that it can be learned from generation to generation (Asiyah, 2017; Chandra, Arief, Kharisma,Habibi, & Suriani, 2020; Muhammadi, Taufina, &Chandra, 2018). Nowadays people have lack of awareness to apply the value in everyday life that is actually the values contained in folklore. Folk reflect the socio-cultural conditions of the nation and inherited to the young generation2. It is one of the effective media to install the value of character education because through folklore basic values can be acquire in order to form a good character in children. Generally, various types of folk elements can be found in education all over the world because they are not only the make learning more enjoyable and effective(Nhung,2016; Amali, 2914; stavrou, 2015) but also increase practice in mother language (Nhung, 2016; Hayran, 2017)strengthen analytical and imaginative power (Nhung, 2016; Amali, 2014; Stavrou, 2015) increase respect for diversity (Kim, ,2019; Almerico, 2014; Deafenbaugh, 2015) (Ahi Yaya and Ozsoy, 2014). There are some folk elements such as: folktales, fairy tales, legends, epics, epics, ghost stories, jocks, ballads, chants, proverbs, mythologies, charms, dramatic performance etc. story telling or other folk elements enhance children's motivation for learning and positive change towards our culture and traditions. For that reason, the importance of folk elements in our life and culture cannot be overstated. Folk elements are undoubtedly important not only our socio-culture but also our education **especially in elementary education system** because elementary education is the first base of a country's full education. If we

want to aware about our culture among our generation then we should must teach our folk education in elementary stage.

Education, which enriched by folk elements, is found to play important role in child moral development, since it is one of the main goals and objective of education. Aside from schooling, both folk elements and morality are social phenomena that endow every culture with unique qualities (because each society's moral code and folk elements are unique) (Parihar, Parihar and Sharma, 2018; Turiel, 2012). Clearly, the goal of education is too pass on a society's culture (moral,knowledge, norms, and values) to the next generation (Saldana,2013).Bangladesh educational policy 2010, prioritized the moral and spirituals development of children, as well as their physical and cognitive growth (Ministry of Education 2010).folklore is a holistic approaches and it overview a culture of ant country.

OBJECTIVES

1. Ways
2. Technique, strategy, method

to investigate how **folklore elements** are related in primary school

2. to explore ways **to incorporate our folk elements in our primary course content** in order to improve our students' moral and ethics.

REVIEW OF LITERATURE

Almerico (2014) explored how literature might be included into the course content to help youngsters develop position character traits.

School play an essential role in the social and emotional development of children. Respect, honesty, boldness, kindness, and other character attributes are real and interesting parts of their social environment, according to student literature. The author's assessment of how children's literature might be incorporated into character education programs is particularly commendable because it implicitly acknowledges the relevance of children's literature. However, the article's scope may have been expanded if all folk elements with children's literature had been mentioned, as Children's literature is Only a small portion of folk elements.

Pires(2011) proposed a solution to a dilemma in which both children's and classic literature have the capacity to help people create their identities. Because national identity is a political issue, and schools and education are employed to create united societal structures and functions, nations, like dominating cultures, strive for a "better we" identity that labels others as "worst". The author addressed Portugal's history of fighting against the Moors (their Portugal of Arabs and Muslim) in the 12th century, demonstrating how actual wars and narratives had evolved into myths, legends, and other traditional oral traditions.

However, today's society is multicultural and embraces difference. Teacher's role in mediating these texts is crucial in making understanding of tradition, narrative and legend and the process of reading a balance. Thus, these literature(s) will remain as National Culture heritage but help children know other cultures and cultural diversity by dint of teacher's performance. Pires(2011) has some excellent suggestions for keeping children's imaginations neutral in a global and diverse society. She focused on children's literature, but many other folk elements (folk art, folk music, and folk dance, for example) may be studied at the same time.

Library books for children, according to Ediger (2002), improving children's reading skills since they read library books more than text books and enjoy them. The author of this essay was on the lookout for storytellers. The author desired that the students comprehend the use of imagery in literature, see images offered by the teacher, and practice employing imagery. Characterization, setting of the narrative, plot of the story, point of view of the teller, theme of the story, and irony of the story or novel are all significant elements in children's literature, and the author wants students to comprehend and recognize them.

However, the importance of children's books was not addressed in this article. Furthermore, there was no mention of children's literature or folk themes in the classroom.

Folk literature, along with other distinguishing factors, shapes children's cultural identity, consciously or unconsciously, and this identification influences their personality, according to Stavrou(2015). Children between the ages of 6 and 12 go through a lot of biological cognitive changes, as well as peer groups that shape their identity. Folk literature transmits a nation's common heritage of ideals and symbols,as well as its historical experience.All of these genres of folk literature have an impact on the common consciousness. Folktales, fables, riddles, proverbs, and folk-sayings were all found in Greek primary school textbooks and pre-school curricula,and all of these types of folk literature play important roles in the transmission of origin myths, historical memories, and cultural differences, according to the author.

Due to importance of folk-elements in making education interesting, enjoyable, and simple (Nhung,2016; Amail,2014; Lee, 2016 ; Stavrou,2015; Ediger,2002; Uzir,2018 as cited in Doley,2014; Hourani,2015; Hayran,2017; Celik,2018; The Daily Star 2018),the lack of folk elements in primary and secondary education in increasing dropout in primary and secondary education needed to be addressed in the article.

Deafenbaugh (2015) described how community knowledge (such as community songs,rituals and information) is used in teaching pupils outside of school buildings.The author also suggested that community members be invited into the classrooms, and that students tour the community, witness their events, and interview members of the community. However, numerous folk elements were overlooked by the author.

Modern education, according to Penjuree (2005),is limited to influencing cognitive, linguistic,and vocational abilities, as well as fostering pluralistic and egalitarian principles.Modern education rarely transmits important cultural and social values, wisdom, indigenous knowledge and traditions.The author suggested that these Folklore be archived and documented, that they be promoted though the media, and that they be included in school curricula in order to preserve them.The Author's topic of folklore and education is particularly commendable, as it delves into folklore in textbooks and curricula.

Hourani (2015) identified a need to construct children's literature (Such as folktales) in United Arab Emirates (AUE) children literacy in a context where the president of the United Arab Emirates, Khalifa Bin Zayed Al Nahayan,declared 2008 the year of national identity and heritage, and one of the goals of the Ministry

of Culture,youth and community Development Was to preserve Emirati heritage and strengthen the interdependence and solidarity of its members around a set of values. Hourani placed a greater emphasis on folktales than on the other folk elements when recommending that they be included in the curriculum.

Primary education is known to be the foundation of higher education (National Education policy, 2010)and the authors discovered a lack of folk - element -based school system in primary education in Bangladesh's educational system. The article stated that students learning of moral,humanitarian, religious, cultural and social values, as well as learning that ensures their contribution to the nation's socio-economic development, represent the quality of education. Folk elements are crucial in the development of moral, cultural, religious and social values and ethics (Ahi, Yaya & Ozsoy,2014;Deafenbaugh,2015; kim,2009;The Daily Star, 2018;Penjore,2005;Hayran,2017; Hourani,2015;Doley,2014;Ediger,2002;Stavrou,2015;Amali,2014;Nhung,2016),It was necessary to specify the incorporation of folk-elements in (primary) education in order to assure pupils learning of moral and socio- cultural values.

Amali (2014) investigated the role of folktales in the education of children, analyzing these traditional oral literatures and their three categories : 1)Idoma Moral Tales,Which primarily focus on instilling moral behaviour and good attitudes; 2)Idoma Dilemma Tales,which pose problems to the listeners and encourage them to intellectually examine the issues raised; and 3)Idoma Aetiologial Tales, which explain why the things in the story happen the way they do.These folktales not Only teach traditional values and customs, but also provide amusement and have a good influence on pupil.The author's study was based on an African oral civilization, but it may be applied to any society, Such as Bangladeshi society, Where formal schooling is more prevalent.

Folktales, according to Kim (2009),are "special " and "distinct " from other genres of literary fiction because they are linked to traditions and culture, serve as a tool for educating children, and allow youngsters to have adventures.The author recognized the various educational benefits of folktales and gathered 27 folktales for Children from 11 Southeast Asian and Korean countries, including fairy tales, tall tales, trickster tales,myths,and legends.Folktales teach children about common attitudes,beliefs,practices,traditions and values as well as increasing their awareness of and respect for various cultures.Her piece,however, is devoid of a

consideration of the preserve and significance of folktales in classroom and or education.

Methodology:

This research's philosophical foundation is a **qualitative study**. Descriptive and qualitative research methodologies have been discovered to be crucial active in the exploration of folk elements in Bangladesh primary education. Data collection and data analysis have been classified into **2 categories**. Pre-data **collection** study in this section we reviewed relevant paper and we set the goal and objectives by this and then depending on aim and objectives **we selected the participants** of the research. **(Research Approach)**

My responds were primary school students, teachers and student guardians. The sites of my research was 7 primary schools 4 of the Division of Rajshahi and 3 were Rangpur Division 2 of the kurigram Zilla and remains one of the Panchagar Zilla. We visited all the schools and noticed all side. And, random selection approach We were used there for data collection. **(Respondents and area)**

We used two class observation and unstructured discussion method depends on my goal and objectives.

1.Class Observation Method: In the morning we joined the school classroom, before we attend the class we obtained permission from the headmaster and also then class teacher who would conducted that class. At the same time, we informed them about our research goal and objectives and ensured them our presence in the classroom wouldn't disrupt the teaching and learning process. Our first presence to the students were as stranger and we saw they feel hesitate. But after certain period we cope up the situation as we have the knowledge about child education and capability to deal with child in any situation. After finishing the class, they were rushed out to play other work and we also joined with them until the next session were started. After finished the class I thanked teacher and inform them my perception also gifted the student's chocolates.

2.Unstructured Discussion Method: For this research we used interview and Focus Group Discussion (**FDG**) method. They were left open ended. We did our best to related their answer with our objectives and goal. After end the interview

we showed it our supervisor and he showed us gap in the interview. We always used a field diary/note with me for noted all situation.

3. Data Preservation and Data Analysis: For data preservation we took **audio recording**, note book, also we took images after begin granted permission and saved all. We organized the data into categories depending on study's goal. We used investigation and inductive approach in here.

Ethics of the research: Before collecting data from the respondents, special consent we obtained. We gave them full of the freedom at any time they can stop their dialogue and can offer me not give response. After their permission We took photo **and did audio recording**. We didn't obstruct the teaching and learning. We also assured them my research will not be harmed.

Result and discussion:

4. Ways (Technique, strategy, method)

4.1 Storytelling

Teachers can involve students by orally sharing folklore tales, myths, legends, and fables, fostering active listening and comprehension abilities (Mzimela, J., 2016) .It is possible to develop ideas from folklore as inspiration that can be developed into a short story presented by a class teacher (Kusmana, S et. al., 2020) Utilizing traditional folk tales, myths, legends, and fables to engage students in storytelling sessions. This helps in developing language skills, creativity, and cultural understanding(Bowman, P. B., 2 004) Storytelling is a significant feature of the teaching approach in Kenyan primary schools. Different teachers tell stories that interest students, helping teachers understand each child's background, interests, and abilities. This method allows for a more personalized and engaging learning experience (Eisemon, T. O, 1986)

4.2 Reading and Literature

Folk and popular materials are used to illustrate or expand on grammatical points, drawing students' attention to cultural values, worldview, history, and literature (Kusmana, S et. al., 2020). The utilization of folklore in English teaching in the United States has a rich history, exemplified by

the renowned Foxfire series edited by Eliot Wigginton, which originated from his endeavor to inspire students to write about their familiar subjects (Magliocco, S., 1992).

4.3 Role-Playing

Students can act out characters from folktales, reenacting scenes and developing a deeper understanding of the story and its cultural context (Mzimela, J., 2016). Encouraging students to act out characters from folklore stories through role-playing helps them understand the narrative, themes, and values portrayed in the tales. This interactive approach enhances comprehension and creativity (Kusmana, S et. al., 2020). Encouraging students to enact folklore stories through drama and role-playing activities. This helps in developing communication skills, creativity, and understanding of cultural contexts (Magliocco, S., 1992). In some instances, primary school instruction in Kenya exhibits drill-like characteristics, where students are guided through exercises and questions in a structured manner. This method helps reinforce learning and ensure understanding of key concepts (Eisemon, T. O, 1986)

4.4 Multimedia Presentations

Using interactive multimedia resources, such as educational apps, websites, or virtual reality experiences, can make learning about folklore more engaging and interactive for students (Morgan-Fleming, B., 1999)

4.5 Art and Craft Activities

Integrating visual arts, music into folklore lessons can provide a multi-sensory learning experience and deepen students' connection to the stories (Mzimela, J., 2016). Integrating arts and crafts activities related to folklore, such as creating traditional crafts, masks, or illustrations based on folklore characters, enhances students' creativity and appreciation for cultural heritage (Kusmana, S et. al., 2020). Integrating folk art and craft activities into the curriculum, such as creating traditional crafts, masks, costumes, or visual representations of folklore characters. This promotes artistic expression and cultural appreciation (Magliocco, S., 1992). Engaging students in art and craft activities inspired by folklore, such as creating traditional masks, costumes, puppets, or paintings, can help them explore their creativity while learning about different cultural art forms. (Morgan-Fleming, B., 1999)

4.6 Music and Dance

Incorporating folk songs, dances, or musical instruments from different cultures into the curriculum can provide a multisensory experience and deepen students' connection to folklore traditions (Kusmana, S et. al., 2020). Integrating traditional folk songs, dances, and musical instruments into the curriculum. This allows students to experience the cultural expressions of folklore through music and movement (Bowman, P. B., 2004)

4.7 Dramatization

drama (Mzimela, J., 2016)

4.8 Interactive Activities and Read Aloud

Engaging students in interactive activities such as group discussions, debates, and creative projects based on folklore themes can promote language development and critical thinking (Mzimela, J.,

2016) Engage students through various communication methods, including addressing large and small groups, checking homework progress, providing support to distressed students, and conducting interactive read-aloud sessions (Morgan-Fleming, B., 1999) Language arts subjects like English and Kiswahili are taught using methods that involve reading texts, answering questions, and engaging in language exercises. Teachers often use prescribed texts to teach language skills and comprehension (Eisemon, T. O, 1986)

4.9 Retelling and Recounting: Encouraging students to retell folktales in their own words helps reinforce comprehension and language skills. This activity also allows for personal interpretation and creativity (Mzimela, J., 2016)

4.10 Cultural Exploration: Encouraging students to explore their own cultural heritage through folklore and inviting guest speakers or community members to share their stories can enrich the learning environment (Mzimela, J., 2016) Integrating folklore themes into various subjects like language arts, social studies, art, and music allows for a holistic approach to learning and reinforces the significance of folklore across different disciplines. (Kusmana, S et. al., 2020). Folklore, with its universal presence and cultural parallels across various societies, holds significant value in education, as it can be easily relatable and accessible to students from diverse backgrounds, making it a valuable tool in teaching (Magliocco, S., 1992). Folktales serve as a medium for teaching English in primary schools, emphasizing the importance of integrating local cultural knowledge into language education Prastiwi, Y. (2015).

4. 11 Folklore Performances: Organizing school plays, skits, or musical performances based on folklore stories. This allows students to express creativity, develop public speaking skills, and collaborate with peers in a creative setting (Magliocco, S., 1992).

4.12 Games and Activities

Incorporating traditional games, riddles, and puzzles from different cultures into classroom activities. This not only enhances critical thinking and problem-solving skills but also introduces students to diverse forms of entertainment (Magliocco, S., 1992).

4.13 Introducing with Folk Materials:

Folklore serves as a valuable introduction to teaching grammar, showcasing the diversity of beliefs among individuals, as evidenced by class surveys and popular materials like astrology magazines and charms, while emphasizing that such beliefs don't universally define cultural traits except in cases like the widespread belief in the evil eye in certain regions (Magliocco, S., 1992).

Exploring the state of folk elements in primary education, how teachers are incorporating folk elements in their teaching, and what is the current state of using folk elements basis on subjects was our objective. Besides, we also explored how these folk elements are aiding to develop the moral values in their life.

We found from our study the village schools are using folk elements (story tellings, crsfts, proverbs) for their teaching. These styles enhance the capacity of knowledge, capability of recalling and thinking among the students. This is explained by Majid's opinion (2001) which states that stories that contain ideas, objectives, imaginations, languages, and language styles are influential in the personal formation of children. Also, these assist to develop the moral values among them. We observed behind the reason of this fact and we have found as bellows:

Adaptation of technology couldn't grasp the students in the visited village area. Students of those school expressed their interest to listen any story learn a new

thing. Moreover, When a student have a interaction with the teacher by story telling he / she feels an emotional connection with the teachers. Many primary pupils in the chosen profession enjoy fine arts and cover pages of many children's practice books are field of drawing and various animals and individuals. Students adore teachers who will tell stories, jokes, and the other rhythms and who encourage youngsters to tell stories of their own and it removes Children's fear of the teachers. It is beneficial in interaction between teacher and students (Abdur Razzak). As a result, the teachers' teaching of morality affects a child greatly and gradually leads to the child's moral development.

The traditional beauty is still present in very village of Bangladesh. In the continuation of that subjects of ethic, religion, social education are taught by folk in their home. When Childrens use to with this kind of environment they want same environment in the school. And, if they get this effect positively in growing their mental development that align with moral developments.

ON the other hand, the folk elements usage existing in the city's school but the using ration is not so much high as per village schhol as they are focused on career related issues and future job.

It is said that education is the backbone of a nation but if it does not have quality education then that education will be spineless and dangerous for the nation(self).

Education should have two objectives first one is build up capacity and skill of the student to cope with globalization and second one should be developing humanism and create citizen who are thoughtful, ethical, respectful of self and other religious, superstition free, tolerant patriotic and active for the development of leadership toward growth. (book p.106).

As per child psychologist primary education is most important because it aims to ensure development of social, cognitive, cultural, emotional, and physical skills to the best of their abilities. Primary education improves children's awareness and open opportunities for them. (google). It goes without saying that moralizing primary education is essential for building a nation. What children learn during this period of life they carry with them throughout their lives.

What we have found from our study that shows the visited schools in the village area (Rowmari Model Primary School, Ijlamari primary school, Shikarpur sorkari prathomik biddaloy) are concern in using folk elements. Especially teachers teaches by different type of story and use folk elements for students of the pre-primary and class one level. As well as, their textbooks have various moral stories and unit which are part of folk. The pre-primary and level of class one in the visited schools have different folk paintings in the classroom, boundary wall through which they learn. Various moral stories, sports together, storytelling classes help students develop their morals which reflects in their behavior.

Beyond the village school there we can see different picture in the city's school

(DarikaMari Govt Primary School, Tero khadiya govt Primary School, Sheik Rassel,

University Schhol,Agrani School). Here students are taught based on test book. Stories are of little importance or use outside the textbook. Through interviews with school teachers, one of the reasons behind not using traditional elements outside the use of curriculum-based folk elements is the career-oriented needs of families and the use of technology.

The use of technology has increased everywhere from families to schools. As a result, individuality is seen among the students of the city and usually their focus is good results in the era of academy. As a result there is always a sense of competition between them, there is less understanding label among themselves. Inclusively, their ethical aspects are gradually decreasing.

Folklore focuses on the culture, history and social contexts linked to political, religious, ethnic, regional, and other forms of group identity and gives us wisdom, moral values, patriotism etc.(self). Because of spread of social media, internet, globalization and colonialism we have started to adopt western culture like their dress code, their food have habit even if we have started to like their song and neglecting our own dress code, foods, songs (Bhatiyali, Bhawaiya, Baul, Murshidi etc). So folk elements such as folk traditions, folk fairs, folktales, fairy tales, legends, proverbs, rhymes, folk instruments, indigenous knowledge, folk technologies, historical, traditional, socio cultural, religious and so on are at risk of extinction.

As a result of the industrial revolution, the families have become single families, the grandparents are now largely separated from the family and there is no one to

inform the children about the past tradition of Bangla, that's why it almost disappeared. Therefore, to retain the past history of Bangla and to import good moral education now this is the time to make children's folklore education compulsory from the primary level.

Folklore is a representation of culture and tradition. It reflects the moral value of a particular culture and society. Folklore as a subject in early school education could be an effective moral education that is devoid of any religious or spiritual sentiment. Folk tales have strong messages of ethics and values because they are with lucid and simple explanations.

Folklore can produce a feeling and a strong sentiment towards culture and unity. What is more interesting and unique is, this sentiment is devoid of disadvantages and criticality of patriotism and competitive nationalism. The reason is: Folklore is about common human values, and they signify universal characteristics of mankind. They generally signify geographic locations and identities such as land, river and so on rather than using names of exiting countries and areas.

A good advantage of folklore is that they inspire simple and logical thinking (need citation). Since folk tales are about relations of man to nature; this education will make students environment conscious, which is very important in present times.

Folktales and folklore provide a greater and deeper insight to life and living. An early education in folklore would be a better preparation of life for any young child. There is always enough for studying tough subjects such as Mathematics and Science. But the best time for folk tales is childhood. On the other hand, the problem with subjects such as Mathematics and Science is they are not much necessary for every student, apart from persons who requires them professionally.

Since Folklore and folk stories are lucid and explanatory, they engage creativity in children. These increase the creative side of the brain and will make students more productive when they grow older (need citation).

Way:

Folklore not only enhance knowledge but also facilitates teaching methods for students. First of all, it helps to convey the golden past of Bangali. This method makes the boring subject interesting and fun for the student. Students can concentrate in the classroom teaching process by using materials folklore that are customized to excellent teaching and learning creativity. When teacher use folklore

element in the class such as theater, folktales, rhythms, music, vocabulary, and oral representation student respond positively and enjoy the class so the lesson become easy to understand and the students can relate to it.

Furthermore, storybook featuring animal characters, heroic characters provide youngsters guidance on how to avoid negative behavior create positivity (Razzak,2022). Without which it will be unable to achieve social harmony, acceptance of diversity respect for other cultures, tolerance and security and the continued reproduction of evil may jeopardize our national goals.

Good character formation through literacy is closely related to children's reading activities (Drake, 1971; Muhammadi et al., 2018). children's reading habits greatly affect their reading skills. children who read regularly tend to have better understanding abilities than children who read irregularly (introduction Folklore as Literacy Teaching Materials for Elementary School Students Apri Kartikasari H. S. 1, * Dewi Tryanasari 1). Folklore assists in the students' oral language development by presenting an authentic context for interaction verbally, discussion, role play and dialogue. folklore is an instrumental tool in enhancing reading comprehension among students with low English proficiency level. (findings USING FOLKLORE IN ENHANCING PRIMARY SCHOOL STUDENTS' READING COMPREHENSION Nurhamizah Ishak 1 , Sumarni Maulan 2 , Nurul Fatinah Dellah 3 , Nursyafiqah Zabidin 4 , & Nor Afifa Nordin)Students will learn to perceive and evaluate folklore of their motherland and the artistic creations of the people. Preserving the mentality of the people, its history and culture, bringing up a child's love for the Motherland oral folk art is presented in various genre forms.

So, folklore is the greatest manifestation of learning, but this essential element is losing its importance in education in the modern world of industrial period. From this above description we can say folklore is a kind of education will make a great future generation with comprehension skills, moral values, and ethics.

Recommendations:

Folklore is an education that focuses on moral development, increasing knowledge about the golden history of our country, development of skills, increase patriotism and other lot of things. For building a great nation it is obvious that we should include folk culture from the primary level so that they drag it through their life time. but unfortunately, Bangladesh primary education textbooks and course content contain a limited number of folk elements some textbooks even contain no folk element at all. For this educational institution should take some measures such as:

Incorporating folk elements in the course content;

In course content along with western literature there should be our own literature, moral values, culture, society, tradition etc.(self) This studies academic recommendations include including folk elements in textbooks, assignment about folk elements, homework, practical work, providing guidance, listening, collecting presenting and pray preserving folk elements as well as mentioning social historical and cultural context of full elements in textbooks. (book p 114)

Using folk elements as a extra-curricular activities:

Inclusion of folk games in leisure time and in annual sports competition prioritizing of folk song, folk literature and folk elements in co- curricular activities student

introduction and conversation with folk artist and organization of folk festival are among the Co curricular activities recommended by this study.

Creating an environment of folk culture in school:

Representation of folk elements in the school compound, enrichment of the collection of folk elements in the school library, planting of folk medicine trees in the front of school building, use of folk element in classroom and play garden decoration and establishment of a mini museum in the school are some of the structural recommendations made by this study.(book p 114)

Use of AR MR VR technology in folk education:

In the era of modern education, AR(Augmented reality), MR(Mixed reality), VR(virtual reality)technology must be used in folk education for make education more alive. It has the ability to help students build their perception of the object being explored. As a result students can learn both auditorily and visually. Technology can improve students' thinking and reasoning skills, create collaborative learning, as well as develop conceptual knowledge.

(The Effects of Integrating Folklore and Mixed Reality toward Student's Cultural Literacy Yunus Abidin^{1a} , Tita Mulyati^{2a} , Yeni Yuniarti^{3a} , Trifalah Nurhuda⁴)

Aware guardian about folk culture and education :

Various guardian meetings should be organized to make the parents of the children aware of the folk culture and education.As children spend most of their time with the parents after school these meeting will develop folk culture not only in school but also at home as well Implementation of these following guidelines will surely develop the socio cultural , moral, traditional improvement of children at the same time, folk culture will be protected from extinction.

Conclusion:

folk elements are losing their importance in education, society,nation and modern world for globalization ,urbanization and accepting others culture.with the goal of identifying the folk elements in bangaldegsgs primary education course content ,investigating the reflection on folk elements in primary classrooms, and exploring the ways that could be incorporated to reflect our folk elements in our primary course content to enhance the values and ethies among our students,.bangladesh primary education textbooks and course contain has a limited number of folk elements even some books have no content about folk specially class 4 and 5.using interviewing ,FGD,and observation methods, it was discover that ,despite having some folk elements practices in village primary schools, there is a tendency to ignore folk elements in city's school because they are not important for examination and producing good academic results and future job.

Primary education could have played an important role in instilling moral,cultural,traditional social,diversified and ecological knowledge by incorporating folk elements into the course content.

This study offer and advises some new regulations based on at look at folk education in bangladesghs primary school.this studys academic recommendation including folk elements in textbooks,assigning folk elements assignments,homework,and pratical work ,and also providing guidance,listening,collecting,presenting,and preserving folk-elements,as well as mentioning the social,historical and cultural context of folk elements in textbooks. Inclusion of folk games in the leisure time and annual sports competitions,prioritization of folk songs, folk literature, and folk elements in co-curricular activities,and the organization of folk festivals in schools are among co curricular activities are recommended by this study.also representation folk elements in school campus , enrichment the collection of folk elements in school library and classrooms also can do a mini museum in school campus. Those all will make them interest about folk and they can be able to know about our culture which we are losing day by day.those folk elements will enhance childrens cognitive developments also their moral and ethiecal developments. they will be able to conscious about preserve our culture by folk.

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