

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR TEACHING  
FOLKLORE GENRES IN PRIMARY SCHOOL**

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**Abstract:** This article examines the theoretical and methodological foundations for introducing folklore genres in primary school education. Emphasis is placed on the cultural, developmental, and educational significance of folklore for children. The study explores how folklore supports cognitive and emotional growth, enhances language skills, and fosters national identity. Methodological approaches for effectively teaching these genres in early education are discussed, including storytelling techniques, interactive activities, and interdisciplinary integration.

**Keywords:** folklore, primary education, teaching methods, cultural heritage, storytelling, child development

**Introduction**

In early childhood education, folklore plays a significant role in shaping cultural awareness, moral values, and linguistic competence. As a part of intangible cultural heritage, folklore genres—such as fairy tales, riddles, proverbs, epics, and legends—reflect the worldview, customs, and traditions of a nation. Teaching these genres in primary school lays a foundation for holistic development and fosters a strong sense of identity among children.

Folklore conveys collective memory and values. According to Vygotsky's sociocultural theory, children internalize norms and knowledge through social interaction. Folklore provides a medium for such transmission, reinforcing moral lessons and social behavior. Folklore genres are rich in metaphor, rhythm, and repetition, which contribute to the development of phonemic awareness, vocabulary, and narrative skills. This aligns with Piaget's theory of cognitive development, where symbolic thinking is essential in the early stages.

Stories like fables and fairy tales offer moral dilemmas that help children distinguish right from wrong, encouraging empathy and critical thinking. These narratives support the development of emotional intelligence.

Methodological Foundations

Genre-Based Teaching Approach

Introducing each genre with its unique structure and characteristics allows students to recognize patterns and meanings. Teachers can design genre-specific lesson plans to engage students with tales, riddles, or epics.

#### **Storytelling and Performance**

Oral narration, dramatization, and role-playing bring stories to life, making learning more immersive and memorable. This active methodology also enhances speaking and listening skills.

Using visual arts to illustrate scenes or create folklore-inspired crafts helps reinforce comprehension and cultural appreciation. Art projects deepen engagement and develop fine motor skills. Projects such as creating a "class folklore book" or organizing a folklore festival provide collaborative learning experiences and promote research, writing, and presentation skills.

#### **Interdisciplinary Connections**

Folklore can be linked with subjects such as music (folk songs), geography (origin of tales), and ethics (moral lessons), making education more comprehensive and meaningful.

#### **Challenges and Recommendations**

##### **Limited Teacher Preparation**

##### **Challenge:**

Many primary school teachers have limited training in the pedagogy of folklore. They may lack the theoretical background and practical tools needed to effectively teach folklore genres.

##### **Recommendation:**

Professional development programs and teacher training workshops should include folklore education. Universities and teacher education institutes should integrate folklore pedagogy into their curricula to prepare future educators adequately.

##### **Inadequate Curriculum Integration**

##### **Challenge:**

Folklore is often treated as supplementary or optional material rather than a core component of language and cultural education.

##### **Recommendation:**

Education policymakers should incorporate folklore genres as a structured part of the national or regional curriculum. Clear learning objectives, content standards, and assessment methods should be defined for each grade level.

### **Risk of Stereotyping and Cultural Bias**

#### **Challenge:**

Some traditional folklore stories may include outdated social norms, gender roles, or ethnic stereotypes that can negatively influence children's perceptions.

#### **Recommendation:**

Teachers should carefully select age-appropriate and culturally sensitive materials. Critical discussions about the historical context of stories and the evolution of values should be encouraged to develop students' critical thinking and ethical reasoning.

### *Language and Comprehension Barriers*

#### **Challenge:**

Traditional folklore may use archaic or region-specific language that young learners find difficult to understand.

#### **Recommendation:**

Teachers should use simplified language versions or provide paraphrased explanations of complex texts. Bilingual or dual-language storytelling can also be used to support comprehension, especially in multilingual settings.

### *Limited Access to Resources*

#### **Challenge:**

In many schools, especially in rural or low-income areas, there is a shortage of quality folklore books, multimedia materials, and teaching aids.

#### **Recommendation:**

Governments and educational organizations should support the creation and distribution of folklore teaching materials, including digital tools. Schools can also collaborate with local communities and elders to collect oral traditions and incorporate them into classroom activities.

### *Lack of Student Engagement*

#### **Challenge:**

Without interactive and creative methods, children may find folklore lessons unengaging or irrelevant.

#### **Recommendation:**

Teachers should adopt participatory methods such as storytelling games, dramatizations, group discussions, and art projects. Incorporating technology—like animated stories or audio

recordings—can also increase motivation and participation.

### Conclusion

Integrating folklore genres into primary education nurtures not only literacy and creativity but also national identity and emotional intelligence. A well-structured theoretical and methodological foundation ensures that folklore remains a dynamic and effective pedagogical tool. Through interactive, genre-sensitive, and culturally responsive methods, educators can cultivate a deep appreciation of heritage and critical learning in young learners.

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