



Golden Cultures at Elementary Level of Education for Making the Self-reliant Citizenship

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Abstract:

Elementary education is a foundation of education system. This foundation is built through providing proper education to children from initial stage. Also, golden cultures are necessary for making a good, responsible and self-reliant citizenship. Therefore, those golden cultures are nurtured and practiced among children at elementary level of education for developing the self-reliant citizenship. In this case, content analysis method is adopted for conducting this study. Moreover, different culture like culture of reading, culture of writing, culture of listening, culture of silence, culture of patience, culture of respect, culture of unfolding potential creativity, culture of humanity, culture of developing the positive attitude, culture of joyful learning, culture of life-long learning, culture of skills development and culture of balanced personality development are needed for developing the self-reliant citizenship.

Keywords: *Golden Cultures, Self-reliant Citizenship and Elementary Level of Education.*

Introduction:

Education brings progress, development, and change in human society and human being. Also, education assists to develop the good and progressive culture of a nation through evolutionary and revolutionary. Therefore, culture of a nation reflected on education system, life style, progress and development of that nation. Advancement of science and technology brought the drastic changes in humane society especially on the material culture not non-material culture. As a result, our glorious cultural traditions, rituals, beliefs, customs, ideas, language and values are degraded as non-material culture in our lives (Ravi, 2011 & Rao, 2017). So, those non-material cultures are revived and transmitted to young children through education. Also, the progress and development of a country depends on good, responsible and self-reliant citizenship. It is possible, when proper education and culture can nurture and practice among children at earlier stage of education. In this perspective, elementary education is a foundation of education system, where in education system is built and foster to the national development. Education system tries to develop a good humane citizen ideally but it not properly nurture to develop a self-reliant citizen practically. As a result, after completing education, pupils have been progressing a way of Erroneous. Therefore, they are becoming as less confident, jobless, emotionally less mature, less competent, and unsocial in the society. So, nurturing and practicing of golden culture can enhance among younger through proper education. In this case, school play a vital role to make a responsible and self-reliant citizen. Thus, we can say that School is a miniature society (Ravi, 2011); wherein students will learn different knowledge, experience, values, morality, skills and competencies that assist to make the self-reliant citizenship.

Rational of the study:

The advancement of science and technology brought drastic changes in human life. As a result, children have being addicted on smart phone use, different social media and Television etc from their early education. Those activities have being hampered for balance development or holistic development of child. So, the researcher identified relevant issue for practicing the golden culture among children at elementary level of education for developing the self -reliant citizenship.

Objectives of the Study:

To nurture and practice golden cultures among children at elementary level of education for developing the self -reliant citizenship.

Methodology of the study The researcher adopted the content analysis method for preparing this paper. In this case, that researcher took different ideas from different research papers, reports and books etc.

Discussion of the Study:

Culture of Reading: It is a core element of literacy that provides special assistance to a self-reliant citizen in adapting to society. Also, it can bring the transformative changes among children with respect to developing the understanding ability, analytical ability, synthesis ability and reflective ability about subject matter; creating awareness about different contemporary issues at local, national and global level and increasing vocabulary. It can be practise through regular news paper reading, text book and interested others book reading.

Culture of Writing: It is another core element of literacy. Children learn to express their own thinking, thought, ideas and feelings; communicate to others and understand the world around them. Also, culture of writing can practiced for bringing good hand writing as well as acquiring arts of presentation at elementary level of education.

Culture of Listening: Literacy and learning are essential requirement for self-reliant citizen and it is possible through culture of listening. So, listening is a capacity for learning as well as building block for literacy in life (Vrolijk et al, 2021). Also, it is important for auditory awareness, auditory discrimination, auditory recognition and enhancement of vocabulary (Vrolijk et al, 2021). Therefore, it is practiced through participating in different lectures, discourse; listening different music and vocal sound.

Culture of Silence: It is a pre-requisite for proper learning and listening. Because, when a teacher delivered his/her instruction/lesson then students silently listened and any confused is occurred among students; they can expressed their confused matters individually for proper learning without any noise environment during teaching-learning practices. Also, it assists to create a positive, healthy environment for discourse and to develop the respect towards the speaker, audience and himself.

Culture of patience: In today's busy world, patience is an essential quality that helps us maintain a healthy and balanced life. Therefore, children always imitate and observe the adult's behaviour specially teacher, parents and their role model. So, patience can be developed among children through imitating and observing the behaviour of teacher, parents and their role model; providing different responsibility to accomplish the different activities. So, the culture of patience can be nurture at elementary level through yoga practices, team activity, turn-taking games etc.

Culture of Respect: Respect is a core value that show as gratitude/acceptance feelings towards himself, others being and any entity . Therefore, culture of respect is practiced among children at elementary level through celebration of special days, teaching of moral story and organisation of different co-curricular

activities. As a result, children should be show the respect towards our constitution, freedom fighters, elder, younger, teacher, parents, labour, fellow, religion, language etc in their life.

Culture of unfolding potential creativity: It is a unique ability of humane being that can be differentiating from others being in their thinking style, action operation and their different work performances. So, potential creativity of children can be unfolded and nurture through different ways e.g. brain storming, synectics, opportunity for independent thinking, divergent thinking etc. As a result, children will confident, enthusiastic and flexible, which later contributes to their becoming self-reliant.

Culture of Humanity: Humanity is a moral and social outlook that emphasizes human responsibility, compassion, character development, tolerance and multicultural awareness. Its primary goal is to develop good citizen at primary level through proper education e.g. organization of multicultural festivals, celebration of food days, sharing traditional culture and community services. As a result, individual can actively contribute to society and cultivate strong moral and social values.

Culture of developing the positive attitude: Attitude is a mental state or mindset that is expressed as positive attitude and negative attitude towards any entity. So, the positive attitude can be developing among children through creating a supportive and inclusive learning environment; encouragement from teachers, parents, and peers; providing constructive feedback and encouraging student autonomy & choice. Also, negative attitude is transformed through positive encouragement, additional support and identifying the causes of negative attitude.

Culture of joyful learning: *“Joy is a feeling of great pleasure and happiness”* (Central Board of Secondary Education [CBSE], 2020). Joyful learning is a meaningful learning with happiness and joy in a stress free environment (CBSE, 2020). So, teacher will create a positive environment for children’s joyful learning; where children can learn relevant knowledge, experience, values, skills, and competencies. It is possible through ‘various ways like project based learning, active learning, inclusive classrooms, activity based learning’, integration of arts and STEM, art integrated learning, sport integrated learning, inquiry based learning, collaborative learning and learning by doing etc (CBSE, 2020). Those activities can lead to become a self-reliant citizen.

Culture of life-long learning: Education is a lifelong process and learning is also lifelong process that begins after birth and continues until death. Therefore, learning does not end after completion of formal schooling, which combines formal, informal and non-formal education as well as offline mode and online mode in person’s life span (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Because, culture of lifelong learning can be nurtured among children for survival and adjustment to changing society; future-readiness; upgrading knowledge, experience and values; professional development, preparing the work world and their life style.

Culture of Skills Development: Children faced different challenges in real life situation to pass their live. So, culture of skills development can be practiced to solve challenges and prepare as self-reliant citizen. Therefore, children will learn learning skills, literacy skills and life skills as 21st century skills in the 21st century world (CBSE, 2020).

Culture of balanced personality development: Education is a process that brings the balance development of humane being or personality e.g. cognitive domain, affective domain and psychomotor domain. So, holistic development of child can be foster through different curriculum and co-curriculum activities, accomplished activities in school environment and out of school environment, accomplished activities at face to face mode & digital mode and accomplished activities in informal, formal and non-formal education.

Analysis and Interpretation of the Study:

The glorious culture can nurtured and practiced among children at elementary level of education for developing the self -reliant citizenship. In this perspective, different culture can practice in the following ways that will assist to develop the self-reliant citizen. So, children will literate, aware about different issues and develop the vocabulary and understanding capacity through practice of reading. Also, children can express their own thinking, thought and ideas in different creative writing ways through practice of writing. Even, culture of listening should assist to develop the capacity of learning and literacy. In this situation, culture of silence should take the pre-requisite role for proper learning and listening. Moreover, culture of patience is needed for maintaining a healthy and balance life. Also, culture of respect and humanity are crucial to develop a good citizen. Therefore, other cultures like culture of unfolding potential creativity, culture of developing the positive attitude, culture of joyful learning, culture of life-long learning, culture of skills development and culture of balanced personality development are important for developing the self -reliant citizenship. It will possible through proper practice and nurture of those cultures in multiple ways like curriculum and co-curriculum activities, integrating formal, informal and non-formal education as well as offline mode and online mode in person's life span.

Conclusion:

Culture of a nation reflected on education system, life style, progress and development of that nation. Advancement of science and technology brought the drastic changes in humane society especially the material culture not non-material culture. As a result, our glorious cultural traditions, rituals, beliefs, customs, ideas, language and values are degraded as non-material culture in our lives. So, those non-material cultures are revived and transmitted to young children through education. Therefore golden culture can be nurture and practice among younger through proper education at elementary stage. As golden culture, different culture like culture of reading, culture of writing, culture of listening, culture of silence, culture of patience, culture of respect, culture of unfolding potential creativity, culture of humanity, culture of developing the positive attitude, culture of joyful learning, culture of life-long learning, culture of skills development and culture of balanced personality development are very important in human life. Those cultures can be nurture and practice for developing the self -reliant citizenship.

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