

## **The Importance of Usage Mordern Technology in Teaching through Proverbs in Primary School**

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**Abstract:** In the context of a digital age that covers all sectors of modern life, access to and use of technology by „digital native” students has been an area of much speculation. After being popularized firstly by Prensky (2001), the term digital natives started to represent the generation born after 1980. Since then, it was noticed that these young people share a common global culture defined less by age than by their experience on digital technology. It is clear that new technologies have become an important dimension in education at all its levels, providing the opportunity to bring it closer and closer to our usual support It is also interesting to find out how technologies can be used to teach proverbs in primary school. This paper follows the importance of technologies use in education in relation with the necessity to teach proverbs in an attractive way to understand the importance of tradition and values of a nation.

**Keywords:** Technology, Education, Proverbs, Folklore, Digital Natives

An idea that has gained currency is that the generation born after 1980 grew up with access to new technologies and the Internet and is therefore inherently technology-savvy (Margaryan et al, 2009). This generation has been termed Digital Natives, Millenials or Net Generation and they have grown up surrounded by technology and are characterized by their ability for multitask, their dependence on technology to maintain social contact, their openness to share content, and their ability to rapidly understand and adopt new technologies (Oblinger, Oblinger, 2005; Prensky, 2001; Dede, 2005).

The followers of this idea claim that, not only does this generation have sophisticated skills in using digital technologies, but also that, through their exposure to these technologies, they have developed radically new cognitive capacities and learning styles (Prensky, 2001). The spread of new technology around the globe has occurred at a rapid pace. This expansion has changed lives for millions of people with new technology providing social media communication capabilities and instant access to a vast range of information and entertainment services. It is important for us not to lose sight of the usefulness of the folklore values which could now be emphasized in an optimal way in education through the new technologies. This will link the new to the old, or in other words, what nowadays immediately captures the students' attention to the age-old teachings of proverbs.

Dilemmas such as the existence or non-existence of a relationship between pedagogy and folklore, how strong it is, what factors influence it and how much, have led over time to a number of serious controversies between specialists. Clearly, proverbs had, and have an influence on teaching people. There is a very strong link between folklore and pedagogy. This has always been the case. Similarly, folklore is linked with literature, and related with all high creation from all nations. Folklore means school – it was the only type of education before the actual schools – and after formal education appeared, it still remains an immortal source of inspiration. We can examine the links between folklore and pedagogy in two aspects: one that represents the value of folklore, as teaching material, and

the other of ideas of education, which forms the core beliefs of each group of people about education (Stoian, 1978).

The term “digital natives”, popularized by Prensky (2001), represent the generation born after 1980 when a technological disparity between the youth of the time and their parent and teachers has emerged. It was noticed that these young people share a common global culture defined less by age than by their experience on digital technology. Additionally, Prensky introduced also the concept of „digital immigrants” defining those who were not born into the digital world and which will never be able to master the use of technology to support engaging education.

The variance of technological experience of digital natives (Prensky, 2007) has induced changes in the interaction with information technologies and has affected the ways they relate with one another, other people and institutions. In the academic environment, an attempt to bridge the supposed gap between digital natives and digital immigrants prompted arguments for radical changes in education teaching approaches and professional development.

The lack of empirical data and tests didn't impact the development of the literature describing the characteristics of digital natives. These characteristics can be outlined as: a high level of digital aptitude, the ability to multitask, literacy in multiple media, constant connectivity, the need for speed in delivery of information, a culture of sharing information and a unique attitude towards education (Barnes et. al., 2007; Prensky, 2004; Oblinger & Oblinger, 2005; Dede, 2005).Lately, a number of technology-specific classroom implementation studies

have emerged from educational digital games, simulations, podcasting, to the use of blogs, wikis, social networking services and even virtual worlds. It is still unclear whether the motivation for these implementations of new technologies in the classroom stems from the needs and abilities of the students or simply the emergence or availability of the technology.

”No one is born learned” and this emphasizes the need of education: “No matter how fertile the earth, without a worker, it remains barren” and “*The most beautiful flower, if not cared for, becomes wild*”. Regardless of their social status, people need education - “*No man can be both: young and minded*” and “*Learning is better than house and land*”. For this reason young people, should learn from the experience of their elders: “The young should be all eyes and no mouth in front of their elders”, or “The egg can’t teach the hen” (Gheorghe, 1986).

Education is the best way to teach traditions, customs, and culture including all elements. Over time, looking at the importance and need of education in human life, this action of teaching becomes modern starting from classic methods and subjects that were used some time ago, and reaching the new ones, used today.

Since the advent of the new technologies, children have been influenced from all sides with all kind of information. This large amount of information has to be critically and carefully selected. It is very important to use the right methods and techniques in order to capture the attention of our students, but the big risk is to lose sight of the essence of the message sent. All teachers should be careful about the subjects that are taught in schools. That is why many authors suggest that proverbs can easily lead education in the right direction. I. Zanne mentions that,

proverbs are the expression of the character and manners of a nation, their specific way of thinking, seeing and feeling.

Proverbs are a complex reflection of how people perceive the role of education and pedagogic proverbs link education with culture. One important benefit of transmitting information via proverbs is that they refer to a core group of virtues and vices, reflected in folk ritual: those related to work and work ethic. We focus on the ethical aspect itself that appears from work relations: honesty, prudence, hard work, moderation, patience. The virtues as well as their counterparts (defects), are spiritual experiences, relatively autonomous from objective reality, and in certain conditions become true social forces. The virtues operate in productive employment, which provides, according to circumstances, adequate moral character. Through them, the student's work becomes moral or immoral, and influences the work efficiency and overall morality of a society (Stoian, 1978).

It is important to note that the meaning of proverbs is very general, despite the social transformations, or the political and economic changes that may affect people. Although derived from an archaic environment, strictly bound by certain practices and concerns that today have no pragmatic and concrete relevance, they keep the substance of the message, without having the experience itself that it generated. Another aspect that we have to consider is the rhythmic and melodic character, the expressiveness of the proverbs, which helps us to memorize and use them in different situations. On closer examination we can notice how these characteristics contribute to compressing and easily memorizing information.

A long and elaborate explanation makes children understand, but quickly forget as “Too talk much means too little money”. Having the advantage of being known by many people, proverbs continue education beyond the gates of the school, home to the parent and grandparent, regardless of their level of education, and can become a very useful instrument in the education and character building of children.

The lessons learned from proverbs are diverse and of the greatest importance in the training of students. Although specialized literature emphasizes this importance, in the current context of education the trend is towards emphasizing more innovative aspects, the students being less responsive to the traditional way of proverb teaching. A solution would be to introduce the proverb teaching and analysis through the new technologies and through the software with which the teachers and the students are provided. Even more as the rapidity with which children are gaining access to new technologies is unprecedented in the history of technological innovation.

This expansion of new technologies has changed the lives of millions of people at a rapid pace by providing a diversity of voice, video and social media communication capabilities and instant access to a vast range of information and entertainment sources. Teachers and children should acquiring, learning how to use and finding a purpose for the new technologies within their academic lives. To conclude, if today’s educational society entails the integration and use of the new teaching technologies in order to keep up with the needs and specificities of the new generations of students – the digital natives –, and the specialists consider it essential

to keep the folklore spirit alive in the students' instructive and educational training process, then it is necessary to identify those strategies and forms of use of the new technologies in the attractive and innovative proverb teaching.

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