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The Future of Joyful Learning: Preparing Generation Alpha for a World of Change

The Future of Joyful Learning: Preparing Generation Alpha for a World of Change

Dr. Smita Srivastava
Dr. Suman Pratiksha Ranjan
Dr. Asha Pal
Dr. Ashish Kumar Awasthi



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Poems as Pathways to Joyful Learning in Primary Education

(NCF–2005 suggests that various subjects can be integrated and taught through different forms of art.)

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Abstract

The structure of poems aligns closely with the way young children naturally speak, effortlessly attracting them. Deep, imaginative, and curiosity-driven questions often find their answers woven into the fabric of poems. They fulfil the psychological needs of children. The rhythm and melody of poems are not just attractive to children; they also aid in memory development and language acquisition. The repetition of sounds and phrases helps children recognize patterns in language, improving their phonological awareness. Furthermore, the imaginative and curiosity-driven questions that poems often explore stimulate cognitive development by encouraging children to think abstractly and make connections between different concepts. Through poems, children come into contact with the rhythm and melody of their mother tongue. They gain access to a rich mix of words, sentences, and language. Children deprived of this treasure miss out on the essence of language, which results in a lack of development in key skills such as attentive listening, effective communication, and active participation in conversations. Poems bring letters to life with sound and rhythm and nurture expressive abilities. It would not be wrong to say that the

central role in the future of education. This collaboration could lead to the development of new and effective strategies for integrating poetry into the curriculum, as well as the creation of high-quality poetry resources for children.

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