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## **Folkloric dance and its incidence in the educational system**

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**Abstract**--The purpose of this review research is to characterize and publicize folk dance and the relationship it maintains with current education. In this sense, the purpose is to make a brief comparison between different authors and their positions on the topic being investigated. For the development of this topic, the bibliographic review accompanied by the type of descriptive review is taken as a method, which is used to collect information about the object studied. In addition, it is an important tool that makes it easier for other researchers to search for information about folk dances and how they have been involved in the educational process of boys and girls. The research carried out during the writing of the review article has allowed to demonstrate the importance of dance in the educational field and the integral, sociocultural development of the student.

**Keywords**--folk dance, education, identity, culture.

## **Introduction**

The objective of this article is analyzed from positions of various authors the incidence of dance in the Ecuadorian educational system. Folkloric dances are essential in the construction of the cultural identity of peoples and social groups, which have preserved their roots today, trying to rescue the great diversity of elements related to customs and traditions that are expressed orally. Knowledge has been transmitted from generation to generation, using dance as a means of communication and learning to express the most sublime and important artistic manifestations. In the same way, it allows the human being to develop cognitive abilities, strengthens motivation, confidence, and body language. Throughout history, folk dance has been considered one of the oldest expressions of art, it is born from the need that people have to express emotions and feelings through the body. Also, you can perceive the different cultural manifestations through their practices, traditions, customs that are part of the lifestyle of humanity, which has been carried out over time.

For this reason, education through dance must imply not only the transfer of knowledge and behaviors, but also the creation of a cultural situation that encourages boys and girls to discover knowledge. This, through extensive experiences of own meanings. Therefore, education expressed in dance is associated with the development of creativity, encouraging the necessary learning to occur, since by this means there are situations of interaction and relationship between the different participants in the educational process. A child learns not only in school, but also in the family, environment, and their own peers as a source of learning.

The use of dance in different social and cultural fields has been considered as a hobby, without having another perspective about its benefits. It is thus that, in the 20th century, the first relevant attempts began to be evidenced, both theoretical and practical, analyzed by thinkers, educators and dancers who support the inclusion of dance as an indispensable part of the integral formation of the child (Nicolás, Ureña, Gómez and Carrillo, 2010).

## **Method**

Bibliographic reviews respond to a presentation or exposition by different authors regarding a specific topic, generally proposing various perspectives that help to understand and validate the arguments (Gómez et al., 2014).

## **Descriptive review type**

The descriptive method type is used to describe specific characteristics of the investigation. Therefore, it usually precedes the expository study, since the understanding of the characteristics of a topic can be related to other investigations (Díaz and Calzadilla, 2016). This method guides the researcher in the search for questions and answers, it is related to the qualitative approach, because this research has the purpose of knowing the study population in depth, strengthening knowledge in a general way. In addition, descriptive research is one of the 3 models used in science, it is related to comparative and experimental

research, in which the use of hypotheses or predictions is not involved, but rather the characteristics of the subject of study are sought, the which is of interest to the researcher.

### **Development and Discussion**

Since ancient times, folk dance has been present in social and cultural development, in education, and above all in the construction of both individual and collective identity. In this sense, folk dance contributes to two unconditional purposes within teaching which are: Cultural traits that allow us to understand the respect and relationship that the individual has with Mother Nature. For this reason, dances are performed in gratitude so that the divine entities continue to favor the daily life of people. In the same way, there are common elements and aspects between different cultures, but they have their own meaning (Isamitt, 2002).

Ecuadorian folk dance can be considered to have a positive aspect within educational institutions, since it is used as a methodological strategy within the construction of identity knowledge (Chiguano and Morillo, 2021). For this reason, dance is an essential factor for the cultural and educational environment, since through it you can identify the clothes and their traditions and above all do not lose those traditions that are transmitted from generation to generation, even more so in educational centers.

### **Folk Dance and Education**

Dance, as an intermediate step in the student's training process, allows for comfortable experiences, with an adequate learning environment, where the student can learn in a meaningful way. Likewise, folk dance with rhythm and music is an important part of Ecuador, it helps children develop fine and gross motor skills through sounds and exercises, they also improve coordination, and strengthen their physical, cognitive abilities and skills. and social (Moscoso et al., 2021). The educational contribution of dance is related to the development of basic skills and abilities, sensorimotor, social skills and ways of dealing with the historical, sociocultural and artistic aspects of dance, which is the responsibility of the teacher, since they still need have a real place in the classroom (Lajones et al., 2022).

In the same way, folkloric dance is a medium that inspires the creativity of the student because, when carrying out dance activities, motivation, individual and collective confidence are generated. Also, it makes it easier for students to be aware of the meaning that traditions, festivities of cultures entail (Sánchez, 2019). Just as this dance knowledge is transmitted from generation to generation, as a fundamental art, folk dance becomes a link with society, peoples and cultures. So that the teachings were given among those sharing, in free, spontaneous, natural, and live movements in honor of rituals, festivities, customs or traditions (Prada and Fernández, 2021).

It is also important to emphasize that these practices do not necessarily have to follow a strict regime in the educational units, since they seek to know, rescue,

and promote the knowledge of our peoples through traditional or folk dance, rather than being professionals. Well, they will learn how to handle themselves in a choreography, the previous warm-ups so as not to injure themselves, basic concepts necessary to understand and practice this artistic language.

In the same way, dance from an educational orientation can be mentioned as being based on a model of creativity, integration, and emotional development, which from its elements helps students in their training process, as well as in the integration with society (Ferreira, 2022). Dance as a didactic strategy in educational centers can be very useful, because through it we can ensure that children who do not get along in the classroom, who feel isolated or depressed, find in dance a form of expression, relief and the development of a harmonious and trusting environment.

### **Folkloric dance in the sociocultural**

Folkloric dance in education can be a means that makes it easier for students to understand the meaning of movement as a form of personal expression related to customs and social experiences. In addition, it provides the opportunity to experience dance from a sociocultural perspective, to foster personal interpersonal relationships in the classroom (Matos et al., 2020). Experience shows that when dancing in a group, students discover the other students; It is not surprising to observe important and positive changes in the group's perception of other people in different situations, such as sharing roles, and spaces in cultural dance creations. In addition, what we see is not always right, because we are often surprised when a quiet person can make impressive creations; these actions depend on the confidence that one can have in oneself (Fructuoso and Gómez, 2001).

### **Folk dance and identity**

The diversity of dances in Latin America leaves a historical legacy that enhances the work of folk dance, which characterizes the social development of societies belonging to community action. Art provides the opportunity to study dance linked to social reality. Dance is a result of social practice, which helps us to have an approach to the level of development of society, through a language that expresses daily living; dance brings together languages, symbols, aesthetic forms and communication of communities (Ortega, 2015).

According to the opinions issued by the various authors, in a certain sense, they lean towards and support the idea of including dance within the education curriculum, since it is considered essential within the process and development of the human being, and even more so if the Dance is involved from the beginning, which is where the boys and girls are in a stage of exploration and experimentation, which allow them to take ownership of what they see and hear. Likewise, by including folk dance in education, it helps children to develop skills such as concentration, balance, loss of fear, development of fine and gross motor skills, coordination between rhythm and movement, but it also contributes to other areas. in which people are also involved to build their identity.

Folkloric dance allows students to learn about the various artistic manifestations that develop over time, in different cultural groups. In addition, it helps to know the meanings of elements such as music, clothing, festivities, which are important for cultures, since they are usually related to nature and gratitude for the positive actions that are received throughout the year. . Therefore, dance and education should not be separated, rather they should encourage and strengthen learning within the construction of the other's identity, to be aware of what it means and feel part of a people, community, and society. In figure 1, the Ecuadorian folk dance is observed.

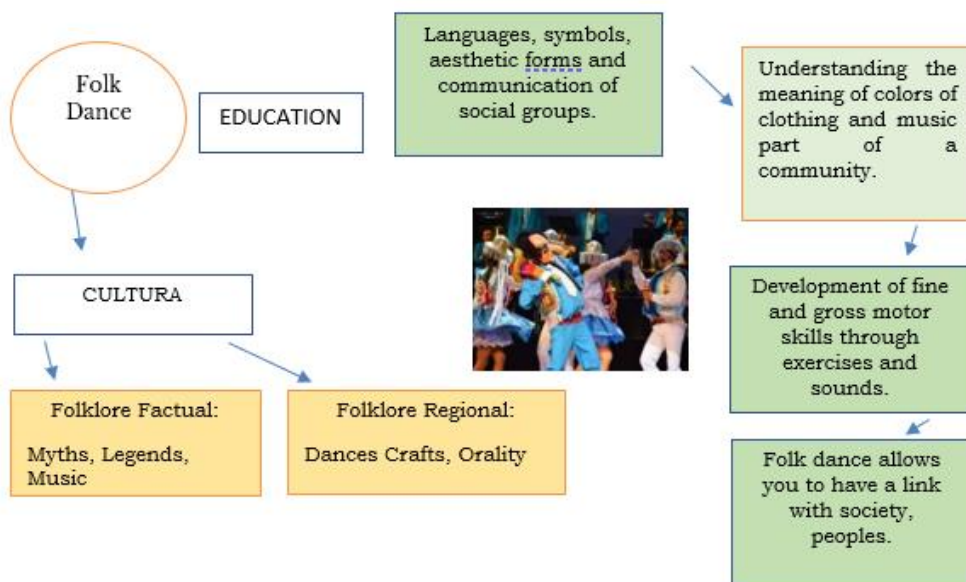


Figure 1. Ecuadorian folk dance

In table 1 the authors who have favored the teaching of Ecuadorian dance

Table 1  
 Authors who favor the teaching of dance 100%

Dance and skill development	dance and education	Folkloric dance and the sociocultural
Moscoso, Bayas Astudillo (2021)	Prada and Fernandez (2021)	Isamitt (2002)
Lajones, Sanchez, Guadeloupe (2022)	Ferreira (2022).	Matos, Eulisis and Muñoz, (2020)
	Fruitful, Gomez (2001)	Ortega (2015).
	Chiguano and Morillo (2021)	
	Sanchez (2019)	

The relationship between folk dance and education is important, since learning to dance from an early age allows students to express their own emotions, feelings,

with a sense of belonging, security, and self-confidence. In addition, it facilitates the understanding of the identity of the various peoples and communities, which are being forgotten due to a lack of spaces for learning. Therefore, it is essential to carry out research, in order that folk dances are known and considered in the social and educational process.

### **Conclusion**

Folkloric dance provides the opportunity to learn about and understand autochthonous elements of different cultures. Therefore, the descriptive method helps to collect information, supported by various authors. Thus, folk dance should be part of the teaching, not just as subject content.

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