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# **How Culture is transmitted to Younger Generation in Myanmar Education**

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**ABSTRACT;** Every nation has its own culture. Culture is important because it is the trademark of the races and nation. Culture includes traditions, customs, values, belief, language, religion, education, etc. People shared values and transmitted culture to their generation with various methods. Education is also the transmitter of culture. In method should be used and the students' results. Thus, in this paper, cultural beliefs of Myanmar, how culture is Schools, values, customs and norms are shared and these are taking into action in the society. In the transmission of culture in education, we need to consider what culture should be transmitted, what curriculum should be taught, which teaching transmitted to younger generation in Myanmar education, and the challenges facing in transmitting culture in Myanmar education and the recommendations for these challenges are described. And this paper, the researcher described the culture of Myanmar with Chinese and Spanish.

**KEY WORDS:** Culture, Cultural Transmission

## **I. INTRODUCTION**

In today's global economy, a national's success depends fundamental on the knowledge, skills and competencies of its people. Countries which invest in education are likely to reap substantial long-term benefits, such as greater economic and social prosperity. Education provides individuals with the opportunity to improve their lives, become successful members of their communities and actively contributes to national socio-economic development. In human society, education is traditionally valued as a key determinant for social mobility, transmitter of knowledge and it is widely recognized as a cultural building block for nation building, national unity and sustainable development.

This paper mainly focuses on how knowledge is transmitted to younger generation in education because it is also a subset of all knowledge in the world. By the transmission of knowledge in education, meaning that the instruction of the uneducated members of a society by school authorities in the facts, theories, interpretations, and reasoning abilities that are considered to be consequential for the cognitive development of the individual and the transmission of culture in the larger in the society. Thus, transmission of knowledge also known as cultural transmission and the study of cultural transmission should include investigation of what educational authorities wants the student to learn and how much of what is transmitted is actually learned by students. In this paper, culture and its characteristics, cultural transmissions, types of cultural transmission, Myanmar culture, how culture are transmitted to younger generation in Myanmar Education and how to do to be effective in cultural transmission.

### **A. RESEARCH QUESTIONS**

The research questions of this study are as follows;

- (1) What is Myanmar Culture and how Myanmar people believe dealing with culture?
- (2) How culture is transmitted to younger generation in Myanmar Education?
- (3) What are the challenges facing in transmitting culture in Myanmar Education and how to contribute these issues?

### **B. RESEARCH METHOD**

The research method used in this study is a literature analysis.



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## II. REVIEW OF RELATED LITERATURE

### A. WHAT IS CULTURE?

Culture denotes an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes towards life (Geertz, 1973). Cultural is the totality of learned, socially transmitted customs, knowledge, materials, objects and behavior (Shaefer, 2010, chp.3). It includes the ideas, values and artifacts (for example, DVDs, comic books, and birth control devices) of groups of people. Main elements of culture are symbol (language, gesture, flag), value system, traditions, customs, norms (ethics, law and sanctions). The core element of culture are world views and value system (including shared behavior patterns, and meaning attached to them).

The two basic types of culture are material culture, the physical things produced by society, and nonmaterial culture, intangible things produced by a society. Material culture consists of actual objects or physical things like buildings, pieces of art, and clothing. Nonmaterial consists of the guidelines for the culture consists of the guidelines for group behavior, collective ideas, language, beliefs and values. The other types of culture are primitive culture, popular culture and political culture and corporate culture and support culture. Primitive culture, Edward Tylor, had offered a similar definition of culture 'taken in its wide ethnographic sense', as 'that complex whole which includes knowledge, beliefs, art, morals, laws, custom and any other capabilities and habits acquired by man as a member of society. And, popular culture can be defined as cultural phenomena –services, commodities, and trends, beliefs and practices- that are widely shared among populations (Harrington & Bielby, 2001p.2) That is, popular culture consists of forms such as television, music, films, leisure practices, books, newspapers and magazines oriented to the interests of the general population, rather than to the interests of those who prefer high culture. On the other hand, political culture is thus the manifestation in aggregate forms of the psychological and subjective dimensions of the politics. A political culture is the product of both the collective history of apolitical systems and the life history of the member of that system and that is rooted equality in public events and private experiences (Pye, 1968, p.218). Cooperate culture refers to the shared values, attitudes, standards and beliefs that characterize the member of the organization and define its nature. Cooperate culture is rooted in organization's goals, strategies, structure and approaches to labor, customers, investors, and the greater community. In support culture, the organization stresses the value of relationships, mutually, communication, and looking after its people.

The seven elements of culture are social organization, customs and traditions, religion, language, arts and literature, forms of government and economic systems. And then, the typical cultural phenomena are language and dialect, science, technology, cuisine, aesthetics (arts, music, literature, fashion, and architecture), values, ideology, gender roles, social conventions, including norms, taboos, and etiquette, recreational activities such as festivals and holidays, commercial practices, social structure and religion. Culture has its own characteristics like this, culture is learnt, culture is dynamic, ongoing process shaping and reshaping itself, variable over time and place, culture is shared (negotiated agreements; conventions), culture is transmittable (from one generation to the other one), culture is adaptive: in order to survive, it must adapt to changes in society and culture is symbolic. Cultures are rooted in a time and place. They define how people relate to nature and their physical environment to the earth and to the cosmos, and they express our attitudes to and beliefs in other forms of life, both animals and plants. Culture and nature are the two sides of the coins. They are often seen as opposite ideas-what belongs to nature cannot be the result of human intervention and, on the other hand, cultural development is achieved against nature. Thus, culture is parallel with nature.

### B. CULTURE AND EDUCATION

Several and modern authors –such as Rousseau –saw the process of education as a struggle against the most eradicated tendencies of human nature. Humans are born with wild dispositions, such as the one of using violence to achieve one's own goal, to eat and behave in a disorganized fashion and /or to act egotistically. Education is that process which uses culture as antinodes against our wildest natural tendencies; it is thanks to culture that human species could progress and elevate itself above and beyond other species. Education as part of culture has the twin functions of conservation and modification or renewal of the culture. Education is conceived as a systematic effort to maintain a culture. In technical sense, Education is the process by which society, through schools, colleges, universities and other institutions, deliberately transmits its culture heritage, its accumulated knowledge, values and skills from one generation to another. Education is an instrument of cultural change. Formal Education is the medium through which individuals learn many



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of the language, conceptual, and mathematical skills that are indispensable in a modern society. Culture determines the value orientation of education and the approaches employed in education. One of the main challenges of education is creating a learning environment that preserves cultural integrity for all students while enhancing their educational achievement (Phuntsog,1999). There is a need for educators to recognize that culture is central to who we are, it should not be dismissed or mandated. Therefore, education and culture are intimately connected. In broader sense, culture education is not a part of education but it is education itself. Cultural pattern of a society determines its educational system. Educational system simultaneously affects the culture of the society by shaping and behavior of an individual. Culture determines the value –orientation of education and the approaches employed in education. Education transmits culture to younger generation .e.g. Confucian culture and education, Socrates Culture and Education.

Dealing with culture and education, this paper will be described about Confucian Culture and education and Socrates Culture and Education. Confucian Culture stresses on relationship among family (and clan) members and reliance on the family (and clan) to perpetuate its value. Confucian heritage culture is grater in China, Japan, Korea, Singapore, and Vietnam and more or less in Overseas Chinese in Southeast Asia. “Confucius” is a Romanization of Kong Fu Zi (Master Kong Fu); he was a scholar, teacher and occasional government official, born in 551 B.C., during the Spring and Autumn period. Confucius is famous for his philosophy because he made many wise sayings in ancient China that helped many people learn about nature, the world, and the human behavior. The foundation of his philosophy was that the man was essentially good. Confucius had a simple moral and political philosophy; to honor one’s parents, to do what is right instead of one’s exclusive advantage; to practice “reciprocity”, i.e. ‘don’t to do others what you would not want yourself’ , to rule by moral example instead of by force and violence. Confucian culture is tendency to act in accordance with external expectations or social norms rather than with internal wishes or personal integrity (Yang, 1981; 161) or conviction. Confucius teaches people to follow traditions, rituals, so they will focus in values. This tradition helps people to be more careful, tolerant. And individuals adjusting themselves to the system and adjusting the system to meet the needs of the individual. This culture use right relationship to produce social order, respect family and older generation, educate individuals and society, good discipline of students and act in morally correct ways. Confucian culture is that education is the key to advancement in society and to ensure social order, the individual most find and accept his or her proper place in society. This promoted peace, education, and harmony between people and the traditional Chinese education based on the learning of Confucian values. In this culture and education, teacher ask question and student answer and the teacher is true. The consequences of Confucian culture is greater homogeneity of student achievement, hindrance to the high flyers, minimize the numbers of very low achievers, guarantees that most students attain certain minimum standard of performance and legitimacy of extrinsic motivation (i.e. learning is not for your parent expectation, teacher expectation, and student expectation. It is learning for ourselves and learning for nation).

On the other side, there is also another culture and education such as Socrates culture and education. Socrates was a Greek philosopher and the main source of western thought. He was a classical Greek (Athenian) philosopher credited as one of the founder of Western philosophy, as being the first moral philosopher of the Western ethical tradition of thought. Socrates was a paragon to philosophers; literally, lovers of wisdoms (see Phaedo, Crito, and Apology in Plato, trans.2002). Socrates has become renowned for his contribution to the fields of ethics and epistemology. Socrates’ greatest contribution to education was to focus on teaching the techniques of rational thought and to emphasize the importance of questioning dogma and authority. He also preferred conversational teaching and had a lot to say about knowledge and wisdom. He believed that wisdom begins in admitting your own ignorance, self-knowledge is the ultimate virtue and people can arrive at the truth through questioning. He also believed that knowledge was the ultimate virtue, best used to help people to improve their lives. “The only good is knowledge and the only evil is ignorance”, he said. He urged people to care more about developing their own understanding, knowledge he believed would lead to goodness to happiness. Education, to Socrates, comes about when three things happen. First, a person must accept what they do not know. Second, the person must realize that self –knowledge or understanding was desirable. And, lastly, truth, including self-awareness, truth comes through questioning. Socrates’ ideas about education included the development of mind (soul) and body and should be provided to people regardless of gender. Perhaps Socrates greatest contribution to experimental learning was his elenctic method. Plato calls the Socrates method elenchus, meaning positively a way of asking questions that helps the interlocutor know what they know and do not know. (Long, 2002, p.55). Here, the skillful teacher only facilitates learning, thoughtfully assessing where the student is, and prompting the student’s own discovery. In Socrates culture, teacher and students are equal. The student collaborates more and more and develops their thinking skills in a cooperative and investigative atmosphere. Socrates philosophical and pedagogical mission is to employ the adequate method, that is the refutation, as to rout knowledge presumptions to drive the individual to that he or she intends to know in essence, not only in appearance; just like that



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one could be safe in order to offer to individual an education which will be able to become it beautiful and good, as to itself as to its City-State.

## C. CULTURAL TRANSMISSION

Education transmits culture to younger generation and cultural transmission is the way of passing or learning knowledge, skills, attitudes and values from person to person, passing on culture to the next generation through teaching/ learning. Cultural transmission plays a central role in the formation of cultural traits and norms, like attitudes towards the family and fertility practices, and in the job market. To renew the existing culture, there are three ways that it must be transformed, transmitted and transferred. In the economic literature in particular, cultural transmission is) as well as of indirect socialization processes like imitation and learning (oblique and horizontal socialization). There are three types of cultural transmission, vertical transmission (from parents to offspring), horizontal transmission (from peers), and oblique transmission (from other adult and institution). Culture is transmitted to formal and informal. When culture is deliberate and intentional, it is called formal. On the other hand, when culture is transmitted through observation and imitation, it is called informal. Besides, the primary source of cultural transmission is family, intimate friends and face-to- face group discussions. The secondary source of cultural transmission is schools, churches, mass media and sports. Culture is transmitted through enculturation, the process of learning culture of one own group, acculturation, the process of modeled as a result of the purposeful socialization decisions inside the family (direct vertical socialization learning some new traits from another culture and assimilation in which an individual entirely loses any awareness of his /her previous group identity and takes on attitudes of another group.

In Myanmar, the ancient people of Myanmar are the Pyu, who arrived and settle from southern China in the second century BC. The Pyu are believed to have brought Theravada Buddhism, the major religion in Myanmar today, to the country. The modern day Burmese, part of the Bamar ethnic group, migrated to the Upper Irrawady Valley in the 9<sup>th</sup> century. The era of Myanmar are the Kingdom of Pagan, Taungoo Dynasty, Konbaung Dynasty, the colonialism under British, Social Republic period, State Peace And Development Council, Union solidarity Period and National League for Democracy. Despite Myanmar now a democratic country, they still face a number of internal problems and civil unrest. The culture of Myanmar has been heavily influenced by Buddhism. Courtesy and respect for tradition and religion is expected; for instance, shoes and socks must be removed before entering the religious building and it is customary to remove shoes before entering a traditional homes. Burmese Culture has also been influenced by its neighbor. The aspects of Burmese culture, including language and education have been influenced by British Colonial rule and westernization. Myanmar literature also has been influenced by Indian and Thai. Burmese literature has historically been a very important aspect of Burmese life steeped in the Pali Canon of Buddhism. Traditionally, Burmese children were educated by monks in monasteries in town and villages. During British colonial rule, instruction was formalized and unified, and often bilingual, in both English and Burmese known as Anglo Vernacular.

Dealing with culture, the researcher writes about China Culture. China is located in the east of the Eurasian Continent, to the west of the Pacific Ocean. China has a land boundary of more than 20,000 km, bordered by North Korea to the east; Russia, Mongolia, Kazakhstan, Kyrgyzstan and Tajikistan to the north, northeast and northwest; Afghanistan, Pakistan, India, Nepal and Bhutan to the west and southwest; and Vietnam, Laos and Burma (Myanmar) to the South. China's coastline covers a total length of over 18,000 km, extending from the north at the estuary of Yalujiang River on the Sino-Korean border to the south at the estuary of Beilunhe River on the Sino-Vietnam border. China is flanked by the Bohai Sea, the Yellow Sea, the East China Sea and the South China Sea. China's land area is 9,600,000 km<sup>2</sup>, ranking the largest in Asia and the 3<sup>rd</sup> in the world after Russia and Canada. Her sea area covers 3,000,000 km<sup>2</sup>. From generation to generation, Chinese people have been creating brilliant oriental culture on this vast land.

China has 23 provinces, 5 autonomous regions, 4 municipalities directly under the central government and 2 special administrative regions. The capital city of China is Beijing. China is a unified multi-ethnic country, comprising 56 nationalities. The Han people comprise the largest population among all of the nationalities, making up 91.59 percent of the country's total population. The other 55 nationalities are called ethnic minorities. The Culture of China is one of the world's oldest and most complex cultures. Chinese Culture is influenced by Confucius and Confucianism. Confucius was born in a poor family in the year 551 B.C., and he was born in the state of Lu. This Chinese man was a well-known leader in philosophy and he also made many wise phrases and theories about the law, life. Confucius is famous for his philosophy because he made many wise sayings in ancient China that helped many people learn about nature, the world, and the human behavior. The core of Confucius's Philosophy is that benevolence, kindness, humanity, charity and sympathy. Confucius's quotes are that keep what you say and carry out what you do, not to mend the fault one has made is to err indeed. The Confucian classics have been like the Bible to the Western world and





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formed the core curriculum in the education of Chinese academics and intellectuals throughout most of imperial periods. Another Chinese ancient philosophy are Daoism (Taoism) and Buddhism. The important opinion is Daoism are virtue, a power of morality, a power of good and, respecting and following the way of nature without destroying natural harmony, a state of mind to gain spiritual peace and tranquility. Daoism is influential in all aspects of Chinese culture, e.g. Chinese alchemy, astrology, fengshui culture, witchcraft, some martial arts and styles of qigong, traditional medicine, and Chinese cuisine. The theory of Buddhism is based on the theory of samsara, meaning that living beings orbit around the six spheres of heaven, hell and earth, just like an ever-turning wheel. The path of a Buddhist is to achieve enlightenment. It is commonly believed that Buddhism was first introduced into China in the first century. Buddhism has always co-existed with Confucianism and Daoism. The translation of Buddhism scripts brings new grammars, which accelerate the changes of Chinese grammatical systems. Buddhism also brings a number of new terms and phrases into Chinese vocabulary, many of which still exist in modern Chinese language. Chinese traditional concepts are that kids run around the knees of the aged and men have more privilege than women.

On the other hand, the researcher wants to present the Spanish culture. Spain is a country located in extreme southwestern Europe, occupied by Spain and Portugal. It occupies about 85 percent of the Iberian Peninsula, which it shares with its smaller neighbor Portugal. Spain is a storied country of stone castles, snowcapped mountains, vast monuments, and sophisticated cities, all of which have made it a favored travel destination. The country is geographically and culturally diverse. Its heartland is the Meseta, a broad central plateau half a mile above sea level. In the country's northeast are the broad valley of the Ebro River, the mountainous region of Catalonia and the hilly coastal plain of Valencia. To the northwest is the Cantabrian Mountains, a rugged range in which heavily forested, rain-swept valleys are interspersed with tall peaks. To the south is the citrus-orchard-rich and irrigated lands of the valley of the Guadalquivir River. The southern portion of the country is desert, an extension of the Sahara. Spain is an ideal country for people of any age. The country is already very known as a retirement destination for Europeans and a great vacation spot for families. Besides, there are many reasons why Spain attracts also teenagers. The environment in Spain is spontaneous and informal, which makes it easy for adolescents to make friends. Additionally Spain, the normal schedule in Spain is much more relaxed than in other countries, which is more in line with the natural rhythms of youth. Spain is a land of great cultural richness. Part of its diversity finds its origin in the different groups of people who have called the Iberian Peninsula home at some point in the history. One of these groups is the Moors, the Arab and Berber Muslims who conquered parts of present-day Spain in the 8<sup>th</sup> century and lived there for almost 800 years. The Moorish culture has left a mark not only on the Spanish Language, but also on the customs, art and culture found across the Iberian Peninsula. In 711, when Spain was nothing but a bunch of independent kingdoms, the first groups of Muslims started to arrive in the Iberian Peninsula. They entered Spain through the Strait of Gibraltar and continued all the way up until they were stopped in Poitiers, in present-day France. Around 722, Christian military forces led by the nobleman Pelayo claimed the first victory of La Reconquista, a centuries-long period of warfare between Christians and Muslims as the Christian kingdoms fought to reconquer the peninsula after centuries of Muslim rule. All the languages in Spain have been influenced by Arabic. Since the Muslims did not have a great influence over the northern part of the country, the Catalan and Basque language have fewer Arabic lexical elements. However, there are about 4000 words in Spanish that come from Arabic, and their use is more frequent as we head down to the south.

### D. CULTURAL TRANSMISSION AND EDUCATION

Six major functions of Education are –socialization, social control, social placement, and transmitting culture, promoting social and political integration, agent of change. Education serves as the transmitter for transmitting knowledge, skills and social moral rules of the culture which may help the individual to know about something his/her culture. Traditional educators believe that their primary task is the transmission to the present generation of bodies of information and of rules or values collected in the past. The main perspectives of sociology are functionalist, conflict and interactionist. Functional theorist sees school as transmitting those parts of culture necessary to perform successfully in the adult world. School provides a transition from the warm, protective, accepting environment of the home to competitive, performance-oriented atmosphere of the work world. In functionalist perspective, cultural transmission is the process by which culture is passed from one generation to next generation. They accepted cultural transmission as teaching knowledge and skills (reading, writing and arithmetic), teaching values and norms (right and wrong) and anticipatory socialization (teaching the student how to play the role of the students). Conflict theorists view the cultural transmission of these values and norms as serving the needs of a capitalist society rather than those of individuals, who are dehumanized and alienated by the process (Bowels and Gintis, 1976). Conflict perspective views cultural transmission as a way of perpetuating the status quo. People are taught to accept their social class. The



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interactionist views cultural transmission as one learns how to behave in social situations, whether properly or improperly. The education system serves to limit the individuals and groups to gain power and social rewards. The ideas, vision of the world, norms are valued are shared through education and these are taken into action in the domestic sphere and broad social sphere. Sharing ideas and norms in schools are linked with the four pillar of education, learning to be, learning to do, learning to know and learning to live together. Learning to be relates to self- management skills related to self-awareness, self-esteem, self-confidence and coping skills. Learning to know relates to cognitive skills such as critical thinking, problem –solving and decision making skills. It thus refers to both the acquisition of knowledge as well as the use of knowledge. Learning to live together is developing communication skills, negotiation skills, refusal skills and empathy skills. Learning to do relates to central human functional capabilities of “life”, “Bodily Health”, “Bodily integrity”, and “Control over one’s Environment” School has cultural functions which refer to the contribution of schools to the cultural transmission and development at different level of society. The purposes of the school are socialization, social selection and transmission of the school knowledge. School as a place for systematic cultural transmission and reproduction of the next generation. Cultural Transmission in school focuses on what is taught, what culture is transmitted, what should be transmitted, what should be the goal of the curriculum, what teaching techniques are most effective in producing learning outcomes. Curriculum can be a mirror to important movement in society and culture. Recognition in the curriculum is a form of cultural status, and it exercises a kind of charismatic authority in society.

## III. FINDINGS

### A. MYANMAR CULTURE AND CULTURAL BELIEFS

Myanmar officially the republic of the Union of Myanmar and also known as Burma is a country in Southeast Asia. Myanmar is bordered by India and Bangladesh to its west, Thailand and Laos to its east and China to its north and northeast. Myanmar is the largest of the mainland Southeast Asian Sates. To its south, about one third of Myanmar’s total perimeter of 5876 (3651 mi )forms an uninterrupted coastline of 1930km (1200 mi) along the Bay of Bengal and the Andaman Sea. The Country’s 2014 census counted the population to be 51 million people. As of 2017, the population is about 54 million. Myanmar is 676,578 square kilometers 9261228 square miles) in sizes. Its capital city is Naypyidaw and its largest city and former capital is Yangon (Rangoon). Myanmar has 15 Provinces (7 States and 8 Regions). There are 8 Major Ethnic groups ( Kachin, Kayah, Kayin, Chin, Mon, Burmese, Arakenese and Shan) and around 135 minor ethnic groups. The President is U Win Myint and the State Counselor is Daw Aung San Su Kyi. Myanmar has a population of 54 million of which 90% profess Theravada Buddhism (roughly 48 million), 4% Christianity (1.65 million Baptists and 550,000 Roman Catholics), 4% Islam (2.2 million), 1 % Hinduism (550,000), and the remaining 1% consists of Mahayana Buddhism, Vajrayana Buddhism and animism. Most of Myanmar people believe KARMA that is “You get what you do”. If you do good things and manner, your result will be good and if you do bad manner, your result is annoyed. This is called KARMA. Most of Myanmar people believe that “Reincarnation, the philosophical or religious concept that the non- physical essence of a living being starts a new life in a different physical form or body after biological death. It is also called rebirth or transmigration, and is a part of the Samsara doctrine of cyclic existence. Myanmar Buddhist people take fasting on Sabbath day and they adhere chaste such as no killing, do not harm any life being, no stealing, respect for others’ properties, no sexual misconduct, respect to each other’s, no lying, speak kindly of others and no intoxicants, avoid actions that are harmful to your body and mind.

Myanmar People are superstitious because they believe astrology, clairvoyance and spirit. They respect to elder people, obey to parents and siblings and comply with teachers. And ways of paying respect is that kneel down with foreheads and elbows touching the ground to monks, nuns, parents, grandparents and teachers, Myanmar youth kowtow to their parents, teachers and elder people in Festivals such as Thingyan Festival, Thadingyut Festival and Tazaungdaing Festival. (Thingyan Festival, Myanmar Water Festival, take place towards the end of the hot, dry season. The water symbolizes the washing away of the previous year’s bad luck and sins. On the New Year’s Day itself, all water throwing ends. This day is celebrated by releasing captive fish and birds as acts of merit, and special feasts are held for monks. The Thadingyut festival is also known as the lighting festival of Myanmar, is held on the full moon day of the Burmese lunar month of Thadingyut. As a custom, it is held at the end of the Buddhist lent and is the second most popular festival in Myanmar after Thigyan Festival. Thadingyut Festival is the celebration to welcome the Buddha’s descent from the heaven after he preached the Abhidham to his mother, Maya, who was reborn in the heaven. Thazungdaing Festival, festival of light is celebrated nationwide in Mid-November for 5 days ending on the full moon day. It is religious festival and robe weaving is one of the traditional activities during this time. ) In Myanmar society, men are regarded as spiritual household in a family, higher status in Buddhism but men hand their earning to



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their wife and women manage the family budgets women have equal rights of inheritance with men. In Myanmar Family, they stay together, grow together, live together till after getting married, and love to live in one big family, mostly have large family members and .take care of aged parents. Another Cultural belief is costume. The LONGYI is everywhere in Myanmar for security, not to show off parts of their bodies, not to be sexually attracted, comfortable and preserve the tradition.

### **B. CULTURAL TRANSMISSION OF YOUNGER GENERATION IN MYANMAR EDUCATION**

Last few years ago, children who reach five (5) years old in Myanmar are obligated to enter school. The school system is taken a 5-year primary program, a 4-year lower secondary education program and a 2-year upper secondary education program and the completion age is 15+ years and the student who passes Matriculation Examination can join Higher Education. In total, the government provides an 11-year general education program one year less than other ASEAN countries. Primary education is composed of five grades: Grade 1 to 5. Officially recruits 5-year old children even though under or over aged children may be found among new recruits, particularly in rural areas .Each day is divided into 8 teaching periods of 30 to 35 minutes respectively in lower and upper primary education. Myanmar, English and Mathematics are the core subjects at primary level. General Studies including Moral and Civics and Life Skills and Nature Study are taught in lower primary level (grade 1 to 3 ) as well as the upper primary level (grades 4 and 5), Basic Sciences and Social Studies (including Geography, History, Moral and Civics and Life Skills).Co-curriculum Subjects are Physical Education, Ascetics, Agriculture. The medium of instruction is Myanmar language. Lower secondary level is (middle school) covering grades 6 to 9 and Upper secondary level (high school) comprises grades 10 and 11. The duration of the school year is 36 weeks of 5 days per week. Each day is divided into 7 teaching periods of 45 minutes. At lower secondary level, all subjects are compulsory and the medium of instruction is Myanmar. At upper secondary level, all subjects are compulsory and the medium of instruction is both Myanmar and English.

As set out in NEL (National Education Law -2014), the government is committed to restructuring the education system from an 11- years system to a 12- year system plus one year of Kindergarten Accordingly, a National Curriculum Framework (NCF) for basic education which is aligned with the new KG+ 12 structure has been developed with a strong focus on a content, improved teaching methodology and assessment. The NCF emphasizes the importance of 21st century skills, and for the secondary students, vocationally relevant skills. The new curriculum for Kindergarten and relevant materials has also been developed in order to implement the new curriculum in 2016-17 years.. In 2017 - 18, new Grade-1 curriculum was introduced and then Grade-2 curriculum was introduced in 2018-19. In 2019-20, Grade -3 and Grade -6 curriculum will be started. In 2020-21, Grade -4 and Grade – 7 and Grade -10 curriculum will be started. The new curricula are designed year by year and all basic education curricula will be reformed in 2022-23. The student who attended old education system will be finished their basic education in 2022-23 and students with new education system will be completed basic education in 2028-29. The new curriculum focuses on 21<sup>st</sup> century skills, soft skills and high order thinking skills. New curriculum moves from mass production to mass personalization, rote learning to critical thinking, learning to test to learning to learn, vertical learning to horizontal learning. Guiding principles of new curriculum are Principle (1) All-round, balanced development, Principle (2) Good citizenship, Principle (3) 21st Century skills, Principle (4) Notion of completion in itself,(5) Preparation for higher learning, Principle (6) Balance in academic literacy, Principle (7) Appreciation of all cultures, customs traditions, Principle (8) Medium of instruction, Principle (9) Languages of national groups, Principle (10) Preparation for one's life in Myanmar Society, Principle (11) Service to family, school, community and society, Principle (12) Peaceful coexistence and living in harmony, and Principle(13)Promotion of equity.

Figure (1) is curriculum reforming in Myanmar.







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Physical Education	2	1 hour and 20 minutes	48 hours
Life Skills	2	1 hour and 20 minutes	48 hours
Arts	2	1 hour and 20 minutes	48 hours
Moral and Civics	2	1 hour and 20 minutes	48 hours
<b>TOTAL</b>	<b>30</b>	<b>20 hours</b>	<b>720 hours</b>

Source: Ministry of Education

Table (2) The Upper primary Subject and time allocation

Subject	Period/week	Time /Week	Time /Year
Myanmar	7	4 hours and 40 minutes	168 hours
English	5	3 hours and 20 minutes	120 hours
Mathematics	6	4 hours	144 hours
Science	3	2 hours	72 hours
Social Subject	3	2 hours	72 hours
Physical Education	3	2 hours	72 hours
Life Skills	3	2 hours	72 hours
Arts	2	1 hour and 20 minutes	48 hours
Moral and Civics	3	2 hours	72 hours
<b>Total</b>	<b>35</b>	<b>23 hours and 20 minutes</b>	<b>840 hours</b>

Source; Ministry of Education

In primary level, the regional curriculum is introduced and it is 5 periods per week and 120 hours per years. In this curriculum, local language, history and tradition of races, local economic conditions, agriculture and basic computer science are planned in accordance with local needs. School development activities such as the activities of school council and the other team are performed 60 hours per year.

Table (3) The lower secondary subject and time allocation.

Subjects	Period/Week	Time/Week	Time/Year	21 <sup>st</sup> Century Skills and Professional Skills
Myanmar	5	3hours and 45 minutes	135 hours	21 <sup>st</sup> century skills will be included in respective subjects.
English	6	4 hours and 30 minutes	162 hours	
Mathematics	6	4 hours and 30 minutes	162 hours	
Science	5	3hours and 45 minutes	135 hours	
Geography	3	2 hours and 15 minutes	81 hours	
History	3	2 hours and 15 minutes	81 hours	
Moral and Civics	2	1 hour and 30 minutes	54 hours	
Life Skills	2	1 hour and 30 minutes	54 hours	
Physical Education	2	1 hour and 30 minutes	54 hours	
Arts (Music and Painting)	2	1 hour and 30 minutes	54 hours	
<b>Total</b>	<b>36</b>	<b>27 hours</b>	<b>972 hours</b>	

Source; Ministry of Education



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In lower Secondary level, regional curriculum is introduced and basic skills for job opportunities, basic computer skills, basic information and communication technology and agriculture and included. The time allocation for regional curriculum of lower secondary level is 4 periods per week and it must not be more than 108 hours.

## IV. DISCUSSION AND SUGGESTIONS

In Myanmar Education, teacher asks questions to the students and the teacher have the truth. In the new primary curriculum, skill –based teaching methodology will be used. And, new lower secondary curriculum will be introduced year by year and skill-based teaching approach will be used. The teacher must be used suitable teaching method based lessons and subjects. To evaluate how much school knowledge is transmitted to student is also important. In lower primary level, there is no formal assessment and will be group activities in the class. In the upper primary level there will be group work, classroom assessment (assessing during leaning), school-based assessment (assessing after learning) and external examination (responsibility of township and district examination board). External examination is also the completion of primary schooling. In the lower secondary level, the regional curriculum and assessment is the responsibility of the State and Division authorized person. In the Upper Secondary level, there are two main streams, Science steam and Arts and art stream, Myanmar, English, Mathematics, Physics, Chemistry, Biology, Life Skill, Physical Education, Aesthetics (Music and Arts) , Moral and Civics and local curriculum are taught. And Social Studies (Geography), Social Studies (people, place and environment, Social studies (History, Myanmar and World), Social Studies (Global development), Social studies (Economics), Social studies ( Global Economy ) are elective to one. In Art Stream, Myanmar, English, Business, Mathematics, Social Studies (Geography), Social Studies (People, Places and Environment), Social Studies (History, Myanmar and World), Social Studies (Global Development), Social Studies (Economics), Social Studies (Global Economy), Life Skills, Physical Education ,Life Skills, Physical Education, Aesthetics (Music and Arts) , Moral and Civics , and Local curriculum are taught. Physics (Integrated Physics and Chemistry),Biology (Integrated Biology and Chemistry) are elective to one. Teaching and learning is a competency based approach and assessment is both formative and summative assessment.

In upper secondary level, there are classroom-based assessment, school-level assessment, and assessment at the completion of each basic education level and national level assessment. In Myanmar, people are transmitted Myanmar basic grammar, how to write sentences, Myanmar Language and Literature, Myanmar tradition, Myanmar customs are taught through poem and prose. And then, by teaching mathematics, Myanmar elder transmits basic calculation that is useful for buying and selling in market, trigonometry and geometry which is useful for architecture. English is taught is Myanmar to be easy in communication. Younger generation is also transmitted Myanmar location, climate, Myanmar resources, and the factors that influence climate, the nature of the earth such as Asia, Europe and Africa by teaching geography. And History gives Myanmar students to knowledge dealing with Myanmar Kings, Myanmar thoughts, the era of Myanmar, the colonization of British, the colonization of Japan, Myanmar Wars, World Wars, the famous Kings in the world, and famous people in world. The living things, electricity, the experiments are given to younger generation by teaching sciences. On the other hand, life skills are the main sources that can guide Myanmar people to how to be overcome the problem that facing in their life. The objectives of teaching moral and civics is to produce people with good character and morality. Besides, physical education is taught to transmit the knowledge about healthy habits for healthy living. Moreover, Information and communication technology is included in Local curriculum to learn the updated knowledge from the websites and to produce people that fixed with 21st century skills. These are the ways that Myanmar transmits culture and knowledge to their younger generation.

In old education structure, co- curriculum (life skill, physical education, art, moral and civics) is not taught well.NEL (2014), the government is committed to restructuring the education system as KG+ 5, 4,3 and National Curriculum Framework (NCF) for basic education is aligned with the new KG+ 12 structure . Because types of exam questions influence pedagogy and the questions used in different grades demand memorized facts, teachers' methods consequently encourage rote learning. Students therefore are weak in critical thinking and creativity. The curriculum is reformed because the education structure is changed. While reforming curriculum, there are still challenges and key challenge is to develop and implement a new basic education curriculums at primary, middle and high schools levels for the relevance of all the students, motivating the students to stay in schools, and to complete the students to basic education. And then, there are also challenges facing because of lack of teaching and learning materials, insufficient teachers, overcrowded classrooms, and high teacher – students ratios.

Monitor teaching of life Skills, Physical Education, Arts, Moral and Civics to be ensured correct use of time and effective teaching because they important for developing competent human resources. Questions used in assessing



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learning at different levels (including matriculation exam questions) should encourage critical thinking. Provide teachers with training for framing such kinds of questions. Moreover, the teacher need to check the student is participated or not in group work. And to be more effective in cultural transmission, the students must have the opportunity to learn demanding materials, have strong support for schoolwork from their parents and teachers, and have strong incentives to achieve. To be sufficient in teaching learning materials, the teachers ask for the local education office through their principals and they can create teachings aids based on local goods. Moreover, to be fulfilling this materials needs and sufficient classrooms, the teacher, the principal should cooperate stakeholders. To be convenience in classroom and enough teaching staff, the principal should present about this situations to the Department of Basic Education with monthly report .Besides, the monitoring and supervision team should check not only the condition of teaching but also infrastructure thoroughly whey they monitor the school and submit the condition to Department of Basic Education as soon as possible and Department of Basic Education should give feedbacks.

## VI. CONCLUSIONS

Cultural transmission is not a straightforward process but one that reflects the dynamic and heterogeneous viewpoints of a pluralistic society. Learning, transmitting knowledge as a process is influenced not only by the teacher, the technique used, the classroom setting, and the formal or informal material to be taught, but also by the child's ability, motivation, interests in the subject matter, readiness to learn, retentiveness, values and attitudes, relationship with the teacher, feelings about self, relationship with peers, background experiences and a myriad of other factors. Also important are the environmental pressure for learning, the time allocated for learning, family support for learning, and the atmosphere of the school and the classroom. Teacher s who have sufficient timeto plan lessons, teachers who talk to other teachers about their lesson plans; and the teachers who incorporate problems connected to students' everyday life experience are also more likely to have a positive effect on learning. The most important factor outside of the schools are parent's investment in their children education, the availability of the alternatives that draw children from schooling, and the consequences for later life of school achievement. If the teacher and parent support well to their children transmitting of knowledge, the student will have high scores, get admission to higher education and access god job and they will know right and wrong and will processes successful and happy life.

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Ya MinAung is Staff Officer from Depart of Higher Education ( Teacher Education ) from Naypyidaw, Myanmar. She had graduated Bachelor Degree of Education from Sagaing Institute of Education in 2007. After she had received Bachelor degree of Education, She worked at a Junior Assistant Teacher in Taungdwingyi, Magway Division, Myanmar. After two years , she attended Master of Education Course and got Master Degree of Education from Sagaing Institute of Education in 2011.Then, She worked as a Deputy Staff Officer at Department of Basic Education, Mandalay , Myanmar from July 2011 to June 2012. Then, she worked as the full time member of Comprehensive Education Sector Review in Yangon from July 2012 to July 2014. And then she worked as Deputy Staff Officer again at Department of Basic Education, Mandalay from August, 2014 to March 2015. Moreover, she got promotion Staff Officer to Magway Division Education Office from September, 2015 to January 2016. And she had transferred to Department of Higher Education (Teacher Education) from February, 2016. In 2018, She won Chinese Government Scholarship and attended PhD Candidate..