

General Objectives of Social Studies Course Education in Iranian Schools

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Abstract

This study tries to investigate the objectives of social studies education in Iranian schools. Teaching social studies in Iran can help students understand their community and play an important role in society. Students can become familiar with community organization through social studies education and also recognize shared values, symbols, and myths. Social studies are knowledge that examines relationships between humans and social, cultural and

1. Introduction

Fox (2011) states that social studies in school programs are part of the field of social sciences. On the other hand, the topics of history, geography, economics, political science, anthropology and sociology are the sources of social studies. Many social sciences experts believe that schools can consider its application in social issues in addition to the content of social sciences. In this regard, some other experts have stated that social education or skills should be formed along with social sciences as part of the social studies program. Accordingly, learning how to live a group, enforcing regulations, eliminating encounters and

natural environments. It also examines the developments of human life in the past, present, future and its various aspects (political, economic, cultural and environmental). The theoretical framework of this research is based on Howard Gardner, Piaget and Bandura's theory of "social learning". The research method is library-documentary. The findings show that the course of social studies includes: value and norms, types of norms, customs and social covenants, customs, formalities, definition of law and regulation, politics, sovereignty, culture, etc. The purpose of teaching social studies in schools is to learn social skills and communicate with others and to allow students to know their community, culture and identity. On the other hand, creating social and communication skills, socialization, talent flourishing, fostering critical spirit, sense of commitment and responsibility and problem solving ability are the most important goals of social studies course.

Keywords: Social studies, Social studies purpose, Education, School objective.

compromising with other people are among the goals of this field. A fixed program for social studies education includes three pillars of social sciences knowledge, application of these concepts in social issues, and social raising of children. In this regard, social development and problem solving should not be considered as the domain of social studies, but they can be placed in many parts of the curriculum.

The term "social studies" was first used by Thomas Jesse Jones in a 1905 article titled Southern Worker in the United States (Ansari Rad, 2001). It should be noted that social studies are a area of curriculum that aims to familiarize students with their

surroundings and develop human communication so that students are well educated citizens.

Through social studies, students become familiar with citizenship rights and responsibilities, as well as understanding the issues and issues of their local community and country, as well as how to live in society. On the other hand, they are equipped with the necessary skills in the field of social life (Richardson, 2002). Using scientific disciplines and branches, they can criticize and adjudicate the issues of their society, however in a simple framework, so that they can be innovative and thoughtful in the future. In this regard, students are in the field of conditions and advancing the goals and aspirations of society) Schug, Todd, Beery, 2002). Therefore, the purpose of social studies is to teach students to have a process of socialization in the life of self-

2. The importance and necessity of research

The education of a community in public education should lead people to acquire verbal, physical, scientific and social skills and prepare the person to enter the community. Socialization is a process in which individual skills, motivations, values, norms and behaviors are formed so that the individual has an appropriate and efficient role in the current or future society. In the course of socialization, which begins at the beginning of the birth of a child, there is a bilateral relationship between the individual and those around him, which continues until the end of one's life. Accordingly, it is essential that social studies be taught in schools.

Teaching social studies at different levels of elementary, guidance and high school is

knowledge, understanding and understanding of the local community, national land and the international community. Also, better understanding of social, economic and political problems, understanding the past and present as the basis for decision making, problem solving ability, acquiring skills and creating an active participating role in society and adherence to values is an important issue in students' lives. (Zhao, Hoge, 2005) A summary of the word that social studies help a student learn to live a successful life in today's and tomorrow's worlds, to regulate their relationships with others, to know their community, culture and identity. In this regard, the aim of this study was to express the general purpose of social studies course education in Iranian schools.

an important part of the basic and targeted activity that can be expressed under the title of "Socializing Children and Adolescents" (Schug, Todd Beery, 2002). Socially grown people can easily communicate with others using social skills, i.e. living and adapting to others. Also, social development is the most important aspect of people's personality that the more adaptable and stronger they have social relationships, the more successful they can be in terms of personality) Brophy & Alleman, 2013). Therefore, teaching social studies course for people, especially children and adolescents, is important and necessary.

3. General Purpose of Social Studies: Research Background

1-3. Empirical Research in the World

Gibson (2016) in a research titled "Why Do We Learn This Content? Students' opinions

about the purpose of social studies" have been done. In this context, he explores teachers' opinions about students and the purpose of social studies. The method of this research is analysis and the theories of Ceres, Brophy, Allman and Thornton have been used in this research. The research question is, why is social studies lessons taught in school? The findings show that the social studies course is ambiguous for students. Social studies lessons are taught to learn history, geography, culture, politics and government or everyday events. Other courses also do not teach how to be a good citizen, but are taught in social studies. Citizenship education is known as the main goal in social studies education. Therefore, these social studies are aimed at understanding the development of children in the field of citizenship.

Susan (2012) explores logical development in social studies as the goal of education in schools in a study entitled "Purpose in Content and Education: Logical Development as the Main Goal of Social Studies Education." The method of this research is interview and observation and the theorists used in the research are Grant, Lustek and Barton. The findings show that the developments that teachers make in teaching social studies are considered as the goal of developing social studies. In addition, social education is coherent and logic-based, the work of social studies teachers. Therefore, social studies teachers need to develop a new method for logical development.

3.2 Empirical Research in Iran

Sadeghi and Nazari (2019) in a research entitled "Philosophy of Social Studies Education in the Education System of the

Islamic Republic of Iran" examines the education of social studies in Iran. The method of this research is descriptive and analytical. Different schools and intellectual and philosophical thoughts have special approaches and trends for various matters, including in the field of science. Therefore, they have their own scientific, ethical and value system criteria. In teaching the basic subjects of epistemology and social studies, i.e. anthropology, cosmology and values, each treated the content differently and it is located in the scientific foundations, content and methods of teaching social studies. In our country's formal education system, based on Islamic school of thought and philosophy, the objectives of education and education of social studies are defined in six areas of belief, moral, social and political, biological and physical, aesthetic and artistic, economic, professional, scientific and technological.

Kiani (2014) in a research entitled "Reviewing the general goals of education in the textbook of third grade social studies" examines the eight goals of education that exist in the third grade social studies course. In this research, content analysis method has been used. The findings show that the eight objectives of belief, moral, scientific, educational, cultural, artistic, social, biological, political and economic are discussed in the third grade textbook. Most of the objectives in the book have been applied in social, educational and economic aspects. However, political objectives have not been well explored in the authorship of the book.

Therefore, the study of previous research shows that social studies lessons are taught to learn history, geography, culture, politics or government and everyday events, and

citizenship education, as well as coherent and logic-based education, is the work of social studies teachers. This study tries to flourish the unscrutined objectives of social studies course, including students' sense of commitment and responsibility toward themselves and society, the spirit of criticism and social education (socialization) among students. In fact, it is through the teaching of social studies that students learn social skills such as sense of responsibility, critical spirit, problem solving ability and strengthening communication skills and sociological insights.

4. Theoretical Foundations

1-4. Social Studies

Social studies are knowledge that arises from human beings, his relationships with social and cultural environments. Social studies consider the developments of human life in the past, present and future and its various aspects (political, economic, cultural and environmental). Social studies with seven social sciences, i.e.: 1. History, 2. Geography 3. Anthropology 4. Sociology 5. Political Science 6. Economy 7. Psychology is relevant.

4.2. General Objectives of Social Studies Education

1-2-4. Cognitive Domains

Familiarity with the needs, interests, talents and abilities of themselves and others, how to live in the family, neighboring and gatherings (neighborhood, village, city, province, region and country), family needs and how to provide them The reciprocal relationship between man and the environment, the natural environment and geographical phenomena, the dependence of individuals and places on each other,

Social studies have pointed to the relationship with social sciences to achieve broader understanding. Social studies in most countries are presented in a more or less intertwined manner in a simple language, tailored to the level of development of children and adolescents (Zumwalt, 2018). Human beings today live in close contact with each other, and these connections have traveled spatial and temporal distances, referred to the world as the Global Village (McLuhan) (Slekar, 1998). Humans can be able to establish friendship relationships with each other accordingly: Human communication with individuals reveals the person's personality and character to others and is the difference between people.

Segal (2002) believes that by examining the history of social studies, it can be noted that experts do not have the same understanding about the concept of social studies, its definitions and purposes, and especially about the separate education of disciplines or the combined areas, and in the above fields there has long been a variety of ideas among the curriculum planners, which continues so far.

displacement and communication, the basic functions of mosque, school and some important institutions, the concept of change in societies, nature and its causes; Health and safety (social and natural environment; How to spend leisure time, resources, sustainable exploitation and development, production, exchange, consumption, population, occupations, products and abilities of the living environment, customs, antiquities and important historical monuments, important religious, national and scientific figures, important events in history Iran, national commonalities

(common land, religion and common customs, language and common line, common flag and national anthem, comparison of geographical areas of Iran with some other regions, neighboring countries and Culture of nations, world of work and various professions, human use and abuse of land, system of government in countries and understanding the bilateral relations between the government and people (Dayzadeh, 2015).

2-2-4. Attitudinal Domains

Respect for Islamic values, respect for family and appreciation of its members, feelings of appreciation for individuals and institutions that participate in meeting human needs, respect for neighbors, importance of social relations with others, respect for powers Social regulations, interest in religious, national and scientific personalities, interest in preserving cultural inheritance, valuation of natural resources and types of energy, having a spirit of saving and avoiding extravagance; Valuing small families, caring for individual and social health, sensitive responsibility for environmental pollution, interest in proper use of leisure time, sense of responsibility for society and destiny of the country, interest in studying, researching and investigating (Ibid).

3-2-4. Skill Domains

Acquiring the skills of thinking process, such as information gathering, using resources, categorizing, comparing and concluding, being able to communicate with others, participating in group discussions and participating in opinions and Other

people's experiences, the ability to write letters and prepare reports, visualization of life in other times and places, the ability to draw simple maps, design tables and diagrams, the ability to make decisions and deal wisely when faced with danger (Ibid: 24).

4.3 The Purpose of Social Studies in Iranian Schools

In Iran, in 1996, the first time the Then Council for Planning social studies established the Office of Planning and Writing the Human Domain and his interaction with the social environments of the curriculum. At the primary level, it has been tried to provide social material in a quantitative way, because at this point the student is still unable to separate and understand many of the contents separately. Therefore, what is needed so that a child can communicate properly with their surroundings is presented to them together. In general, schools have three objectives in the field of social studies:

1. Creating a suitable context for the development of students' mental talents for obtaining scientific information and information.
2. Developing the necessary social skills in students so that they can observe, or compare, and generally solve their daily problems.
3. Assisting students' socialization and providing the necessary conditions for gaining social values and feeling responsible for problems (Sarwary, 2019).

Table 3-1: The Purpose of Social Studies Education in Iran

Realm of Knowledge and Science	The Realm of Ethics and Faith	The realm of intellectual, intellectual competencies and skills
Understand the causes and factors involved in changes in resources, places, economic activities and social systems over time.	Feel responsible and committed to observing moral obligations and individual, social and citizenship duties at different levels of family life, school, neighborhood, country and world).	Experts should be able to review environmental and social issues based on their inference and perception, while expressing their feelings and opinions, predict the preferential and probable future in some areas.
Be aware of changes and continuity in social life and some important historical events before and after Islam in Iran and find out the cause-and-effect relationships of events.	Individuals can be interested in cooperation, participation and cooperation at different levels and feel an interest in family members, school parents and community servants with gratitude and respect.	Individuals should be able to communicate appropriately with different sources of information (understanding cause-and-effect relationships, sequencing topics, understanding the text, communication and elements of an event or phenomenon, etc.) Ideas and information process and express in different ways.
Learn about some of the country's resources, talents and capabilities and environmental and human capabilities for development and understand the necessity and importance of environmental protection at different levels.	Be interested in Iran and its progress and development, preservation of cultural heritage, preservation of the Islamic Republic and the achievements of the Islamic Revolution, and feel the culture and identity of its Iranian Islamic identity. belong and be proud.	Be able to establish an effective and useful relationship with others and with different institutions on different scales (home, school, neighborhood and community).
Individuals should structure, function and communicate properly with certain institutions, institutions and organizations They are involved in providing a variety of individual and social needs (from family and school to community governing bodies such as the three branches of	Human beings should be interested in establishing justice and redress in individual and social life and believe in oppression and supporting the oppressed, the needy and the oppressed at different levels (local to global).	People gain the ability to participate and collaborate in different environments and communities (home, school, neighborhood,...).

government).		
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Source: Zaki (2010)

4.4. Learning Theories in the Field of Social Studies

1-4-4. Piaget's Theory

Piaget as a well-known and well-known expert is one of those who presented one of the most important theories of mental development and has conducted extensive studies and researches on the cognitive development process of children in this field. Piaget's inference from these studies was that children are curious, exploratory and active processors. Piaget believed that all children were born with innate tendencies to interact with the environment and give meaning to it. Piaget has called the basic methods of information organization and processing cognitive structures. According to the peyage of "conformity", the process of regulating schemas in response to the environment is by internalization (Increasing Shreh Gini, Pirie and Asadian, 2016).

"Internalization" is the process of awareness of a new object or event, according to the existing and previous schema. If you give small objects to nupodists who haven't seen them before but look like familiar objects, grab them, bite them and hit them, in other words, they're going to use existing schemas to be aware of unfamiliar objects, so a student might have a plan to study. Writing information is on the cards and remembering it. When this student sees that the old methods are not working, they change their schema according to new information or new experience, which is called "extrapolation". A student studying only by memorization may use other strategies such

as discussing difficult concepts with a friend in the process of change and new experience to study economics. In Piaget's theory, the balance between what is perceived and what the person encounters is called "imbalance". People naturally try to reduce imbalances by focusing on the triggers that exist, and forming new schemas or adjusting the old schemas to achieve equilibrium, this process of restoring the balance is called "equilibrium". According to piageh, learning depends on this process. When the balance breaks, children have the opportunity to grow up. Finally, in terms of quality, new ways of thinking about the environment emerge and children reach a new stage of development. Piaget believed that physical experiences and handiwork in learning environment are very important in order to change growth. However, he also believed that social interaction with peers, especially discussion, would help clarify thinking and, ultimately, make it logical. Researches have emphasized the importance of confronting students with experiences or information that they do not read about the world with their current theories in order to improve their cognitive development (Jafari Harandi, Nasr and Jafari, 2008).

The application of Jean Piaget's theories in the education of social studies is as follows:

Focusing on children's thinking process, not just on the results: Teachers, in addition to checking the accuracy of students' responses, should be aware of the processes that children use to achieve these answers.

Appropriate learning experiences are provided based on the current level of cognitive function of children, and only if teachers understand the children's methods to reach specific conclusions, they can provide these kinds of experiences (Ghazi Ardakani, Maleki, Sadeghi and Dortaj, 2017).

Identifying the important role of active and spontaneous involvement of children in learning activities: In a class administered in piaget style, the present and ready presentation of knowledge is not emphasized and children should be encouraged, themselves through interaction Spontaneously exploring the environment, so teachers, instead of teaching as teachers, provide a variety of activities that allow children to directly in The material world will function.

Acceptance of individual differences in growth progression: Piaget's theory assumes that all fertilizers pass the same developmental stages but at different speeds, therefore, teachers should strive to arrange class activities for individuals and small groups of children (not in the direction of class). In addition, because individual differences are taken into account, therefore, evaluation of children's academic achievement should be based on the previous growth process of each child, not on the normative criteria that the performance of the peer provides (the same).

The teacher plays the constructive role of the educational environment: the educational environment must be attractive, intellectually motivated and full of opportunities for sensory experiences, so in

the social studies class, interesting images, bulletin boards, it used a variety of games, puzzles, mapping devices, historical and geographical models and replicas, and centers where children can engage in practical activities (Ibid).

Children's thinking appraiser: If we leave children in a learning environment, they react. But this is not enough, in the teaching process of learning, teachers must do more than call for answers (the same).

2-4-4. Howard Gardner Theory

Gardner suggests multiple intelligence theories. He believes that everyone has capabilities in each of the eight categories of intelligence. Of course, these developments occur in each individual in a certain way, most people, in some intelligences, have fully developed and in others, have grown a few and have not grown in some, all people can develop each of their intelligences in the event of training, encouragement and sufficient encouragement to a good level of performance, and the categories of intelligence can be advanced with one another cooperation. They have and affect each other, there are several ways to be intelligent in each category. A person may seem very clumsy in the field of physical intelligence, moving in the playground, but he is very hand-picked in carpet weaving or chess page makeup, or he may not be able to read in the field of linguistic intelligence, but he knows a lot of vocabulary to tell scary stories (Ebrahim Pourkomala, Naderi and Saif Naraghi, 2016).

Table 2-3: Multiple Intelligence Theory

IQ Categories	Educational activities (samples)	Educational Resources (Samples)	Educational Methods
Language	Lectures, debates, words games, storytelling, reading with memoirs	Books, voice recorders, type machines, stamps and books with tapes	Read, write, talk and listen to it
Logical and Mathematical	Riddles, problem solving, scientific experience, mental calculations, numbers play and mathematical logical thinking	Calculators, scientific equipment, math games and self-control mathematics	Quantity, careful thinking, putting in a logical framework and experiencing it
Place	Visual introduction, artistic activities, imagination games, metaphor, visualization and spatial mental map	Diagrams, maps, videos, Lego collections, art subjects, eye errors, cameras and visual library	Seeing, drawing, visualizing, coloring and mental map
Motor & Physical	Practical learning, drama, sports, tactile activities and raillexification exercises	Production tools, clay, sports equipment, tactile learning resources and self-centered items	Building, displaying, touching, various sports moves and feelings of instinct.
Musical	Rhythmic learning of tapping and using singing for teaching	Tape recorders, tape sets and musical instruments	Sing, tap and listen to it
Interpersonal	Group learning, peer education, social activities, social interpersonal gathering and simulation	Page games, shared products and stage equipment	Connecting it with your personal life, making decisions according to it and responding accordingly
Intrapersonal	Individual training, independent studies, facilities of study courses and intrapersonal self-esteem	Daily notes and resources of research projects	Connecting it with your personal life, making decisions according to it and responding accordingly
Naturalist	Study, nature, buological information and animal care	Plants, animals, natural tools (such as binoculars) and gardening tools	Connecting it with living things and natural phenomena

Source: Dayzadeh (2015)

According to Gardner's theory, the social studies curriculum, due to its interdisciplinary nature, is capable of developing multiple intelligences and can involve children in a wide range of learning activities. The categories of naturalistic intelligence and spatial spatial intelligence are closely related to geography lessons. Interpersonal intelligence has a good relationship with social sciences courses and citizenship education. In a social studies curriculum based on the research approach, the teacher should gain a good understanding of individual differences in students' intuition based on multiple intelligences. Children who are disciplined and careful, children who cannot tolerate ambiguity, children who seek conflicting ideas and resources, children who organize ideas and information in general categories or emphasize details, each demand specific educational methods, resources and activities. On the other hand, by developing a variety of methods, it is possible to provide a good ground for the development of other IQ categories in those children (Fallahian, Aram, Naderi and Ahmadi, 2012).

Basically, education based on separate scientific disciplines, although they provide useful information for students, often refuses to connect students with their real world, a world they will be considered a member of in the coming years. On the contrary, themed teachings in the form of themes, topics and skills that naturally exist in life are joined together and provide opportunities for students to apply their multiple intelligences in fully practical ways. In this context, the social studies teacher can use the context of each of the IQ

categories to advance his educational goals, for example, he should think about how to develop activities in the form of logical mathematical intelligence that strengthen numerical, arithmetic and logical skills (the same).

4.4.3. Bandura's Theory of Social Learning

The theory of social learning with a principled position in the early second half of the twentieth century has been proposed by a group of psychologists, especially Albert Bandura, with extensive effort and activity. Although this theory is based on conditioning the factor, such as behavior change, its main foundations are based on symbolization, hypothesis, searching for cause-effect relationships and predicting behavioral consequences. Therefore, this theory is a theory of behaviorism and cognition. The social learning theory presented by Albert Bandura was probably the most influential theory of learning and growth. Although this theory is rooted in many concepts of traditional learning theory, Bandura believes that direct education is not the only means of learning. Bandura's theory also takes into account a social element, saying that people can learn new information and behaviors through the observation of other people. This type of learning, known as observational learning (or modeling), can be used to explain a wide variety of behaviors (Dayzadeh, 2015).

According to Bandura, the environment undoubtedly has an effect on behavior. It is a social system that forces people to perform certain behaviors through encouragement and punishment, i.e., the so-called Bandura of human behavior is based on ambivalent

fatalism. In order to explain his social learning, Bandura points to things such as administrative framework, karvari and surrogate learning, learning and performance, the importance of imitation in learning, modeling and observation (Bahramipour, Kian & Niknam, 2016).

In general, piaget's theories are understood that social studies education with a collaborative approach offers students the opportunity to participate and empathize. This partnership and empathy take place in the school space and is in accordance with the rules. Teachers can also determine students' progress, moderate questions and guide them. The presence of a skilled, knowledgeable and interested teacher is an important issue. But when one experiences without a teacher, this is useful. When learning people in the process of growth from a self-directed, individual and intensely personal perspective, it leads to feelings and methods of social thinking. Here, the role of social environment is very important. The peer group provides sources of motivation and information in the form of languages that are more suitable for students' cognitive structures than teacher-to-peer learning and based on the practice book. Unfortunately, students often encounter a second method in elementary social studies. On the other hand, it is concluded from Gardner's theories that the social studies curriculum, due to its interdisciplinary nature, is capable of developing multiple intelligences and can involve children in a wide range of learning activities. The categories of naturalistic intelligence and spatial spatial intelligence are closely related to geography lessons. Interpersonal intelligence has a good relationship with social sciences courses and citizenship education. Bandura, on the other hand, believes that in the theory of social

cognition, learning is mostly done as awareness processing, meaning that information about the structure of behavior or environmental events become symbolic representations in the form of carvari or movement and surrogate. In fact, karvari learning is achieved as a result of individual's actions. Behaviors that are obtained due to successful consequences. Bandura's social learning theory has several hypotheses for learning and behavior performance. These hypotheses represent the interaction or trading between the person, environment and behavior in the form of diagrams, which are related to bilateral interaction, karvari and proxy learning, and learning and performance.

5. Discussion and Conclusion

Humanities include various sciences, one of which is social studies. Social studies are a combination of the textbooks of history, geography, civics, economics and sociology. The knowledge of social studies is a series of information about the facts of human life and the phenomena that exist in human life. In social studies, we can understand various social, cultural, historical, scientific and political processes. Considering the scope of the concept of social studies, it can be guessed that the scope of social studies goes back to the beginning of the formation of human social life. School, on the other hand, is a social institution that plays an important role in the development of people's personality through the school of children and adolescents learning the way of life. It is the school that gives students how to perform certain activities and the quality of cooperation by competing in activities.

According to Piaget's view, many of the topics discussed in the social studies class are more important than the important result, the process of children's thinking and the way the subject is reasoned and evaluated. In this regard, Bandura refers to issues such as administrative framework, hierarchy and surrogate learning, learning and performance, the importance of imitation in learning, modeling and observation. Gardner also believes that in a social studies curriculum based on the approach of intuition, the teacher should gain a good understanding of individual differences in students' intuition based on multiple intelligences.

Today, the aim of education is to create a suitable context for students' efforts and research. to realize lifelong learning. Social studies education emphasizes on scientific information, social and mental skills (including observation, measurement, comparison, classification and communication, etc.) and socialization, self-knowledge and acquiring attitudes and values. Social studies are a relatively new discipline that has been introduced in most of the world's educational system. Given the complexity and challenges of the present world of social studies education, it should be based on a systemic approach that allows individuals to understand the connections and interactions between the constituent elements in creating a specific situation.

In summary, the purpose of social studies education can be as follows: providing a set of knowledge in the field of social sciences and tailored to the audience, expanding the educational objectives whose learning is a priority, paying attention to local and regional needs in the field of social sciences, providing a second chance for

complementary and compensatory education, and filling possible gaps, expressing the content of lessons in a variety of different ways. for students. In fact, it is through the teaching of social studies that students learn social skills such as sense of responsibility, critical spirit, problem solving ability and strengthening communication skills and sociological insights. Based on the findings of this study, in order to achieve the goals of social studies and revise the curriculum, suggestions such as that in social studies course, teachers use active training methods to create mobility, activity and creative thinking in students. Practical and practical education can lead to its rapid and sustainable learning. School administrators, in collaboration with parents and teachers, can provide scientific visits to various topics of social studies and provide students with a variety of learning opportunities, and finally it is suggested that schools, and teachers, with proper training of social studies course objectives, the field of learning social and communication skills, critical spirit of ability to solve problems, etc. among the students.

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