

Objectives of curriculum planning in elementary school in Iran education

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Abstract

Curriculum planning is one of the most important ways of time management. Curriculum planning has an effective effect on students' academic progress. Students who study according to the curriculum will have a higher academic level and a greater chance of success both academically and professionally in their future lives. Having a standard and suitable curriculum in the elementary course makes the student gain high self-confidence in higher grades. This self-confidence, along with knowledge and information, provides the basis for studying in fields suitable for the student in good universities. Knowing the principles and goals of elementary school curriculum also requires knowing the goals of education in this period. Therefore, the purpose of the present study is to investigate the goals of curriculum planning in the elementary education system of the Islamic Republic of Iran. The method of achieving this goal has been done through data collection and document studies. Research sources include books, magazines, articles, and studies related to the subject. Some of the important goals of curriculum planning in elementary school are learning physical skills and physical activities useful for students, developing important skills related to reading, writing and arithmetic, learning basic life skills, how to have a balanced life in relation to others, the opportunity to gain Out-of-school experiences, having a deep understanding of one's own feelings and emotions and familiarity with other people's feelings, etc. In this research, an attempt has been made to investigate the goals of curriculum planning, to address the place of education in the elementary school.

Keywords: Curriculum planning, primary course, education goals

Introduction

Curriculum planners and teachers are responsible for the important task of educating students and should try to identify the factors that are beneficial in education. Curriculum planners should design educational and educational programs according to the needs of society and future changes and developments. If in the past, educational content forced students to memorize only the material, today's society has different goals and expectations from the education system. Today's society wants the education system to train students who, in addition to retaining and acquiring information and knowledge, are innovative, creative, and have a practical mind that can manage and lead themselves. Therefore, today's curriculum planners

should design their programs in such a way that the student understands and understands the content during the training, and not just learning abstract and simple material. As a result, educational goals and approaches in Iran's education system require fundamental changes. And these changes occur when a deep and sufficient understanding of the foundations, concepts, and models of curriculum planning is obtained.

The primary period is a very critical period from the point of view of children's personality development. In this course, subjects such as obedience, discipline, and the cultivation of creativity and general talents are taught. This course of education is also known as elementary education and general education. In Iran, the primary period is divided into two 3-year periods (the first period from 1st to 3rd primary and the second period from 4th to 6th primary), which is six academic years, and after this period, students enter the secondary period. Primary education is the most important stage that students go through in their education and is useful in their development. Students who face academic failure in the primary course will also face problems in their subsequent academic courses. For this reason, many countries have devoted all their efforts to the education of the students of this course. Therefore, correct and principled curriculum planning in this course is very important. If teachers and planners are familiar with the principles of planning for the students of this course and do this planning correctly, they can witness the flourishing of students' talent.

In order to design a proper curriculum in the elementary school, it is necessary to pay attention to the educational goals of this period. The most important goal in this course is to develop the potential abilities and capabilities of children. There are two categories of abilities and talents, general and specific, general talents, which should be developed in all members of society, such as mutual understanding and understanding of each other. Special talents are talents that are not the same in all people, and people differ in terms of special talents, for example, one person is very successful in mathematics and the other is very successful in painting.

In this article, by referring to researches, articles, and books about the goals of curriculum planning, it has been studied and examined its goals in elementary school. In this article, the concepts of curriculum planning, primary school and education have been discussed.

Research background

Ahmad Reza Nasr Esfahani in an article titled "School-based Curriculum Planning: Basics, Challenges and Prospects" investigates school-based planning and in the discussion and conclusion of this research it is mentioned: When implementing the program policy In addition to adopting a suitable solution to prevent the occurrence of any of its problems, school-based curriculum planning should

also pay serious attention to the broad concept of curriculum planning, which can seriously prevent the occurrence of such problems. As it has been said, curriculum planning is not only the preparation of the program, but the selection from among the prepared study materials and its adaptation to the needs and conditions of the school is also a type of curriculum planning. Therefore, at the beginning of the way, you should start from the simplest approach, which is selection and adaptation. This approach requires less expertise and cost, and the general supervision of central organizations can also prevent problems such as the lowering of quality and the occurrence of discrimination in schools. In addition, this approach to lesson planning makes educational managers to pursue its implementation with less concern and more desire. Nematollah Mousa pour, in an article titled "Curriculum Planning in Contemporary Iran", examines curriculum planning in contemporary Iran and states in a part of this research: During the period of the emergence of formal education in Iran, curriculum planning gradually emerged formally and played a serious role. Curriculum planning in Iran began with the "activity of curriculum planning", continued its life by "absorbing knowledge and gaining experience", created a special "structure" for its operation in the formal structure of the administrative organization, and "trained qualified people" with the intention of improving the practice and responding to the increasing needs. Therefore, after getting acquainted with the new educational systems and trying to benefit from them, Iranians started curriculum planning with "action", continued it by "creating structure and transfer of knowledge", and strengthened it with "expert training and human resource development", and it seems that by "producing knowledge", they formed its identity.

Meaning and Concept of Curriculum Planning

The word curriculum is equivalent to the English word "curriculum". This word comes from the Latin *curre* and means "the distance and the amount of the road that must be traveled to reach the goal." In other words, the meaning of the curriculum is the way and path that is designed for the growth and development of the student so that through it he can reach the desired educational goals. Ali Shariatmadari (1389) defined the curriculum as "all experiences, studies, discussions, group and individual activity and other actions that the student performs under the supervision and guidance of the school", from his point of view, the curriculum is not limited to the experiences and classroom activities of the students in the school and projects, experiences, searches and learning activities desired by the teacher, It also covers the needs of teachers and curriculum planners outside the school. Ronald Dahl, in the definition of the curriculum, points out that the school program is the formal and informal content and flow through which students under the supervision of the school acquire information and the way of understanding them or

acquire skills. They learn or change their attitude and value and create a personal value system for themselves. (Yar Mohammadian, 1400, 30)

There are various definitions of curriculum planning. This diversity is caused by different approaches and positions that exist on education. These different approaches also affect curriculum planning. According to the teachings of "advanced education", which emphasizes child-centeredness, one group believes that education and its programs should be tailored to the needs of learners, and the other group emphasizes the needs of society and issues of life in society. They consider it necessary to study "Sociology of Curriculum Planning". Another group of thinkers tend to the value of "knowledge" and its learning and emphasize on "subject-oriented" or "discipline-oriented" planning and insist on the development of thinking. There are also educators and scientists who consider education and, accordingly, curriculum planning to be a "cultural-political" construction. According to this group, "ideas", opinions, and thoughts about education and curriculum planning are influenced by the ideas and strategies of "governments". Determining goals, resources, content, methods and educational processes are done under their supervision and control. Hence, the difference in curriculum concepts and definitions is the product of different ways of planners and educators in understanding the relationships between schools, governments, and society. In addition, another group has an opinion on the idea and realities of "globalization" and "global village". They suggest the fundamental change of education, as a result of changing the patterns of curriculum planning, and show interest in the reconstruction of "human identity" for the third millennium and "transnational man". In the opinion of this group, which emphasizes on "developing the capacity of human choices in a capable society", education should not only provide qualified teachers, new buildings and equipment that are suitable for the characteristics of the third millennium. Rather, at the same time, it must restructure its programs in accordance with the new conditions of life in the global village. The full impact of the issues of war, population growth, control of weapons of mass destruction (nuclear weapons), the issue of civil rights of citizens, poverty, air and water pollution, the expansion of urbanization, mechanization and other issues that will undoubtedly arise in the future They are facing children who are currently in primary schools. (Taghipour Zaheer, 1398, 21-22)

Curriculum planning includes the organization of a series of teaching and learning activities in order to create desirable changes in the behavior of learners and evaluate the degree of realization of these changes. (Lewi 1390). Yar Mohammadian (1376) considers lesson planning as "a systematic process of identifying and prioritizing students' educational needs, designing and implementing learning activities and experiences

in response to these needs, and evaluating the effectiveness of these activities". He considers a lesson to include 1) needs assessment, 2) program design, which means converting needs into goals, choosing and organizing content and activities and teaching-learning methods, 3) implementing and implementing the program, and finally 4) evaluating and modifying the program. The purpose of curriculum planning is the flourishing of abilities and the balanced growth of different aspects of the students' personality. In other words, the goal of creating desirable changes is the learner. (Yar Mohammadian, 1400, 35-36)

Primary education

The elementary school plays an important role in the development of the concepts and meanings of the things that the child faces in his daily life. This course is the continuation of the cognitive, biological and social development of the child which is founded in the family; It is also a period in which the child is provided with the right opportunity and situation for education, training and learning the correct way of communicating with others, and the talents of each child gradually blossom. Since the condition for entering the next academic courses is to pass the primary course, investing in this course and paying attention to its quantitative and qualitative improvement has provided the basis for the success of students in the next academic courses. And it reduces their drop in education and training in this period. Usually, in most countries of the world, the number of primary school students is more than the number of students in other academic courses; Based on this, a major part of the advertising activities in the world today is carried out around the issues of the primary period, and a major part of the facilities and large investments, as well as a huge part of the human forces, are used in this period. (Hatam and Zinali, 1396, 15)

Before the formation of the new educational system, there were mostly home schools and religious schools in Iran, religious people managed the home schools and the children were taught Quran and Persian literature. After the constitutional revolution in 1290 AH, the Education Law was approved for the first time, thus introducing elementary education as the first stage of the structure of the modern education system of Iran and the need to expand the modern primary education was raised for the first time in the history of Iran. In 1322, according to the Compulsory Education Law, primary education was introduced as a general education and compulsory education course. (Sheikh Ahmadi et al, 1402)

Currently, the elementary course in Iran is divided into two 3-year periods (the first period from the first to the third primary and the second period from the fourth to the sixth primary) which is six academic years. And after this period, students enter the first secondary school.

Objectives of primary education

The Supreme Council of Education, in its 325th session, after the necessary surveys, reviews and studies, and considering the important task that the Ministry of Education has in cultivating and educating the children of this country Based on the Constitution of the Islamic Republic of Iran, the basic goals of education were approved as follows: 1. One God (there is no god but Allah), 2. Divine revelation and its fundamental role in the expression of laws, 3. Resurrection and its constructive role in the evolution of man towards God, 4. God's justice in creation and legislation, 5. Imamate and continuous leadership and its essential role in the continuation of the Islamic revolution, and 6. The dignity and high value of man and freedom combined with his responsibility before God. In order to realize such ideals, it is necessary to pay attention to the following basic goals in education: 1. Spiritual and educational goals 2. Scientific and cultural goals 3. Social goals 4. Political goals 5. Economic goals. - After the victory of the Islamic Revolution, the importance and necessity of planning and providing appropriate policies have always been discussed in education and after the approval of the country's planning in Day month 1360, after the government announced 1361 as the year of planning. (Vakilian, 1381, 132)

Primary education has a heavy responsibility. Between the ages of six and eleven, the child gains access to experiences that are very important in his understanding of himself and his surroundings. On the other hand, childhood learning is the foundation of every person's future experiences. The experiences of elementary school children are often objective and visible, and this is necessary to establish a connection between the child and the real environment in which he lives. Nevertheless, in the curriculum of the elementary school, experiences should be provided for the child in order to acquire formal thinking. Achieving formal thinking is one of the goals of education. Elementary school can expose the child to experiences that help him achieve formal thinking. This goal should permeate the entire elementary curriculum. Children go through different developmental stages from childhood to adolescence, if there are no experiences in the child's developmental stages, the development of his formal thinking may be delayed. (Hatam and Zinali, 1396, 16)

In Mehr 1377, the Supreme Council of Education divided and approved the general goals of education under the following headings based on the ultimate goal that "the perfection of man in the Islamic education system is to reach God's proximity": 1- Religious (3 goals) 2- Moral (7 goals) 3- Scientific-educational (8 goals) 4- Cultural-artistic (8 goals) 5- Social (12 goals) 6- Biological (3 goals) 7- Political (6 goals)) 8- economic (9 goals). - After that in Ordibehesht month 1379, based on the eight general goals above and "in line with the mission and mission of education and directing the all-round growth of

students based on the teachings and orders of the religion of Islam" determined and mandated the goals of each of the elementary, academic and secondary education courses that "administrators, planners and all people who have a role in the education and training of students should act in planning affairs, organizing activities and performing related tasks in such a way that until the end of the academic courses, it is possible for students to achieve the set goals "(AlagheBand, 1396, 201-202)

The goals of primary education: 1- The most important goal in the primary period is to develop children's talents. Talent means students' potential abilities. Talents are general and special. General talents must flourish in all members of the society, otherwise, people will not be able to participate in group and social activities. For example, in this context, it is possible to mention the cultivation of understanding powers in children. In the primary period, understanding and general agreement should be established between people; Because this strengthens the similarities of people. Special talents are talents that do not exist in all people in the same way and people are different in terms of special talents. Some people are higher in a special talent than others and some are in another special talent., such as mathematical talent, music, painting are superior. Cultivation of special talents takes place in high school. Although some special talents appear at the end of primary school years, most of those talents flourish from middle school onwards, and the grounds for their flourishing is provided in high school. In other words, middle school is the time to recognize special talents through regular observation and questionnaires, but middle school is the time to cultivate special talents. Cultivation of special talents does not happen in all people, There is no need to educate everyone and it should only be realized in some people who have special talents. These talents do not blossom easily and their recognition and cultivation are not easy. Special talents strengthen the differences in people, unlike general talents which strengthen the similarities in people. . 2- Acquainting students with religious education: In the elementary school, students should be introduced to the mysteries of creation, the lives of the prophets, the Innocent imams, and the simple verses of the Qur'an in accordance with their intelligence and abilities. In the teaching of these issues, necessary measures should be taken by simplifying and presenting concrete examples. 3- Strengthening the sense of order, responsibility and respecting the rights of others: In this period, discipline, responsibility, respect for the rights of others and self-control should be taught to the child so that the self-control and self-centeredness of the child is gradually adjusted. Here, the proportionality of the principle of credibility and authority must also be respected. 4- Creating a sufficient insight into civilization: In the primary period, children should be introduced to sciences such

as history, geography and social sciences. The purpose of teaching such sciences in this course is for children to communicate with the time and place around them and feel they belong to the civilization of their country. 5- Education of health information, safety, laws and social norms: Children in this period are intellectually capable of understanding the rules, as a result, social norms, health and safety education can be presented to them. In elementary school, through teaching social norms and values to children, the school makes them understand that the necessity of social life is to respect the rights of others. (Samii Derone, 1394)

Basics and principles of curriculum planning

Curriculum planning has three important bases, each of which has a scientific infrastructure. For example, psychological foundations deal with educational psychology, philosophical foundations originate from the philosophy of education, and sociological foundations are influenced by educational sociology. (Yar Mohammadian, 1400, 56)

Philosophical principles of the curriculum: 1- In order for curriculum planning to be a conscious and rational matter, it needs to study philosophy and its relationship with the elements of the curriculum. 2- Philosophy in all human daily activities; It is especially important in educational decisions and educational activities. 3- Philosophy is considered as theory and curriculum as practice. In other words, philosophy is the theoretical basis of education and curriculum. 4- The metaphysical assumptions of philosophy have a greater impact on determining the goals and educational content of curricula. 5- Philosophical epistemological assumptions have the greatest effect on the definition of learning, and determining the method of teaching and learning in the program. 6- Values assumptions of philosophy have a decisive effect on determining the nature of values and the source of values and how to learn and teach values. 7- Existing educational philosophies are somehow rooted in major philosophical schools. (Yar Mohammadian, 1400, 72)

Psychological principles of the curriculum: 1- Learning is the center of education, and the goal of teaching and training. 2- The growth and evolution of learning theories has had an important impact on the teaching of the life program. 3- Childhood is an important period in the intellectual development of students. And teachers and parents should pay attention to the special issues of this course. 4- Teachers are responsible for helping students learn critical and creative thinking. 5- A child's social development has a close relationship with his cognitive or intellectual development. Therefore, educators should pay enough attention to this important aspect of child development. 6- Teaching and learning requires solving practical problems and requires the implementation of the scientific method. 7- One of the basic duties of teachers is to cultivate

students' creative and critical thinking. 8- Creative and critical thinking complement each other and are necessary to achieve the goals of education. 9- Teachers can develop thinking in their class by using principles, techniques and measures. (Yar Mohammadian, 1400, 96-97)

Social principles for curriculum planners: 1- Paying attention to the social ideals and ideals of society with the aim of developing and strengthening national cohesion in the goals and content of curricula. 2- Transferring basic social skills, paying attention to the appropriate content of professionalism, functionality, Implementation of curricula and development of responsive curricula. 3- Aligning extracurricular and extracurricular programs with the official program by using interviews and group observation and scientific tours by students and using group discussions, group projects, and work units as teaching methods. 4. - The use of social trends in the heart of the school, compatibility, agreement, similarity, cooperation, opposition and the use of the concept of the laboratory school of society. 5- Detailed analysis of the changing trends and recognition of the consequences and effects of these changes and their reflection in the curriculum. 5- Basic attention to the problems and individual interests of learners in curriculum planning, along with social interests and expectations, as well as the evaluation of the content of the fields of knowledge. In addition to other features, curriculum planning should be constructive. That is, it enables young people to create their own meanings and concepts rather than easily accepting the meanings created by others. The above points are hints and inspirations that can be taken for curriculum planning according to the sociological basis of curriculum planning. (Yar Mohammadian, 1400, 128-129)

If the primary school curriculum is supposed to be effective in the flourishing of abilities and improving life, its program should be appropriate to the time, place and other social conditions. It is wrong to think that the social conditions will be constant and the same as in the past months or years Therefore, the outline of the primary school program should be determined according to the needs of the society and the learner who lives in it, which requires more attention to the realities of contemporary times and more attention to coordination and adaptation to the changes and demands of the third millennium. (Taghipour Zaheer, 1398, 43)

Curriculum planning in primary schools

Iran's education system in general and curriculum planning system in particular are managed in a centralized decision-making manner. Therefore, the curriculum is fully defined in advance and in the form of a textbook, it removes the possibility of any interference from the teacher and the student. The issue of decentralization of curriculum planning system has been raised by experts in Iran's education system in the last few years and has attracted the

attention of those involved in education and training. Decentralization is a logical response to today's situation and challenges, because decentralization requires the full participation of people in making decisions and planning their destiny. (Piri et al, 1390, 2)

The school-centered strategy has been proposed in Iran's educational system since 1376 as the main factor of educational reforms as a platform for the realization of comprehensive and all-round participation of the people in education and training. And following that, in the executive regulations of schools approved in 1379, they define "centered school" as a strategy to facilitate access to the goals of education and training by delegating part of the decision-making powers to school members. In addition, it is stated in the executive charter of the schools, that the differences caused by geographical and environmental conditions and the limitations of resources and facilities require that the administration of schools should be based on increasing decision-making power, relative independence, flexibility and decentralized methods and Participatory, To make the general atmosphere of the school dynamic, lively and active and to make the capabilities and morals of the managers, teachers and students flourish and manifest well, so that by this means, by delegating the necessary powers to the schools, a more suitable environment for achieving the goals of education and training is provided. (Piri et al, 1390, 12)

One of the important pillars of education is curriculum planning. Without planning, nothing can be done at any time. The educational process in each academic period is related to various factors. The teacher's role, students' interaction, educational aids, learning environment, learner's abilities and curriculum content are among the factors that each have a special effect on the learner. Curriculum is a set of rules and regulations that gives logic and organization to the set of elements related to learning. In the education and training of elementary school students, proper education should be considered for their effective life. Therefore, the programs of this course should be prepared and implemented according to the following principles: 1- It should be in harmony with the educational stages of this course. 2- It should be in harmony with the stages of children's development of this course. 3- It should be suitable for the duration of education. 4- To be in harmony with the progress of science and technology. 5- It should be in harmony with the available implementation facilities. 6- It should be arranged in such a way that it attracts the interests of children. 7- Be in harmony with the educational methods of this course. 8- Be in accordance with the needs of the child's life and society. 9- There should be a logical connection between the content of the course materials of each grade and also between the content of each lesson in different grades. (Sheikh Ahmadi et al, 1402)

The innovative and forward-looking approach in the curriculum is considered a basic necessity in education. In this context, the future-oriented and realistic view of students, teachers, managers, families and other curriculum elements in the production and implementation stage of the program has been emphasized in the 1404 horizon perspective. In order to improve the quality of learning opportunities, education should make changes in the content of future curricula that will develop the future research ability of learners. This requires that the curriculum specialists compile the content of the curricula in such a way that they develop the ability to think about the future and recognize it in the learners, that is, the learners can imagine the desirable future in their field, problems and possible changes. and believe in their ability to respond to this future and change it. Despite this, the formal education courses have not yet been able to create a new attitude towards the current rapid changes and the ability to think about the future and its possible issues in the learners, which requires more efforts and seriousness from experts and experts in the field of curriculum in the field of future studies. (Hafizi, 1399)

In the design of the educational system and curriculum in Iran, idealism and unattainable goals, an extremely heavenly and unrealistic perception of man can be seen (Manteghi 1381) and there is no precise and comprehensive definition of an ideal man and an ideal society (Goya, 1378). The current trend of designing and developing revolutionary curricula in various subjects such as science or Farsi in elementary and guidance courses, which in recent years have brought changes in education to some extent in the form of maintaining the existing centralized conditions, a movement that is It should be based on extensive study and numerous experimental experiences and comprehensive research of the educational system in the design and production of curricula in different conditions and situations, and it should rely on the doctrine and theory of education, a coherent and transformative theoretical basis, in the design and compilation of curriculum planning ,There is no curricula in sight. As a result, centralism, inflexibility of curricula, a general and uniform state in curriculum planning and mainly subject-oriented orientation, maintaining the existing conditions in the school, the program is somewhat resistant to the influence of the teacher and the school, centralized and prescriptive and in the amount Significant depending on experience and innovation, without paying attention to the design of appropriate learning opportunities in school and unable to create a context for the real participation of teachers and schools in revising and transforming the curriculum and improving students' learning, in the current conditions, it is still quite noticeable. . But this stagnation is at a time when the developments caused by the expansion of democracy, the globalization of communications and extensive developments in the field of culture, science, economy

and politics at the global level, the social and economic developments of the last decade of Iran, the developments related to the knowledge of education and training and the Curriculum planning, the entry and influence of parents, associations, organizations and institutions with new thoughts and ideas have created fundamental ambiguity in the results of such a centralized educational system with a uniform and pre-prescribed curriculum, and the evidence of its fundamental weakness and backwardness has become fully evident. (Salesbili et al., 1384, 408-409)

Curriculum implementation conditions: 1- Creation of program transmission and distribution networks: timely and sufficient preparation and distribution of textbooks, teacher's guides, necessary materials and equipment, instructions and executive regulations. 2- In-service training of teachers: Retraining of teachers is a requirement for the implementation of any new curriculum. 3- Teacher training for curriculum planning: continuous communication with teacher training centers and universities to inform the needs of curriculum planning and also to help improve the quality of these centers' programs. 4 - Officials' justification: Administrative officials, managers and school inspectors should be informed about the necessary decisions regarding school curriculum changes. In order to provide the structure, resources, materials and equipment, provide the necessary support to the schools. 5- Form and content of exams: Exams should be appropriate to the educational system and help to improve it. (Ahmadzadeh, 1397, 12-13)

The functioning of the primary school curriculum is determined by two basic factors. On the one hand, there are millions of school-going children in the country. Children with great potential to live in society, but different in terms of ability and capacity to learn. On the other hand, there are countless problems in the society and things must be done to improve and enrich people's lives. From this point of view, the curriculum is a thinking tool that connects these two basic factors together. Therefore, the curriculum of the elementary school includes experiences through which children achieve self-development and at the same time learn to participate in building a good society, a good country, and for a better life for all. Some implications and implicit concepts of this broad definition of the curriculum in the beginning are as follows: 1. Curriculum only includes children's experiences; curriculum is not only in textbooks or in course subjects or in the program and teachers' interest and attention to certain subjects and issues. The subjects to be learned actually have the same role as a road map for traveling. In the evaluation of the curriculum, it is necessary to carefully examine the quality of life that is the result of the curriculum. 2. Curriculum is more than the content of subjects to be learned. Although choosing useful and appropriate content is the most important responsibility of curriculum planners and teachers. But content alone does not constitute the curriculum, unless the content

is part of the child's experiences. 3. The most important task of the curriculum is to guide life. Curriculum should be specific environment (rather than infinitely broad) and systematic, checked and simple for specific purposes. 4. The work of curriculum planners is specialized learning work that is done consciously and in order to direct children's talents and interests towards active and effective participation in local social life and the larger society. Also, the work of curriculum planners is to help children enrich their lives and participate in the improvement of society by introducing them to useful information, skills and attitudes. 5. The issue of curriculum planning is not only to pay attention to which subject should be learned, or to strengthen the learner's mind, or to increase his knowledge, rather, attention should also be paid to improving the lives of the individual and society. (Taghi Pour Zaheer, 1398, 22-23-24)

Educational content of the primary course

Education in the primary period and for children of this age includes students working directly with matters and objects, that is, using teaching methods actively (Merlin, 2008). In the past, it was thought that the important factor of learning, especially school learning. Intelligence is the innate nature of a person that he inherits from his parents at birth. In the new theories of the psychology of intelligence, the majority believe that an important part of intelligent behavior is cognitive functions. The importance of the new approaches is that they insist on the belief that in contrast to the innate abilities of the individual, which are hereditary and immutable, cognitive functions are acquired and changeable. Therefore, intelligent actions can be taught and learned. In this regard, the content includes cognitive skills and research activities such as observation, problem-solving skills such as problem recognition, and scientific attitudes such as having the upper hand. These skills are common in all sciences, and therefore, the intertwining of the concepts of experimental sciences or other sciences is considered a necessary principle. (Kazemi, 1395, 13)

In our formal education system, content selection, such as setting ultimate goals, is done in advance and the content is presented in the form of textbooks. But sometimes you don't do regular instructional design for formal education, in such cases, you have to choose the content you want to teach yourself from the available materials according to the goal. Sometimes, due to the lack of suitable content, you are forced to create content yourself. In this case, you should follow some principles to choose the content: A) Scientific validity: The content must be scientifically valid. It means to teach a concept, to learn principles, or to teach a method that is not outdated and scientifically rejected. With the high speed of scientific developments, it is especially important to pay

attention to the validity of the content. In the current situation, it is no longer possible to provide the required scientific content to the learners; Because what they learn soon gives way to new scientific findings, in such a situation, it is necessary to teach the content of the programs "how to know". b) Paying attention to the learner's needs: because the students' learning experiences are based on the course content. Therefore, in choosing the content, in addition to paying attention to the overall psychological abilities and characteristics, the content should also be prepared as a healthy and suitable food for his digestive system. Sometimes the selected concepts may not be in line with the overall understanding or the examples that are mentioned may conflict with the learner's interests. The more these types of coordination are, the greater the overall desire and motivation to understand the content will be, and the possibility of more learning activities will be provided for the learner. (Gurchian et al., 1389, 70-71)

c) Content organization: Content organization and regulation is very important in the implementation process. The special feature of determining the content in education is that its content and materials are less than the content of traditional education. The question may arise as to why? Because the selected materials and content are prepared exactly based on the analysis of needs and are in harmony with the goals and types of existing skills. Also, if possible, easy topics should be presented before complex and difficult topics, and theoretical concepts should be presented before practical activities. The meaning of content organization is to arrange content components and elements in such a way that they strengthen each other and cause effective learning. Choosing the content is like the materials of a building, and organizing the content is like arranging and combining those materials and materials to build a building. (Gurchian et al., 1389, 71)

Dr. Fatemeh Ramezani, Deputy of Elementary Education of the Office of Textbook Authoring and Planning, describes the missions of the two primary courses as follows: A: The main mission of the first elementary course is to teach basic skills; In this way: training skills to enter the next academic courses; Teaching skills for a successful life and being a successful and effective citizen; teaching basic learning skills such as observing, classifying, reasoning, using the senses and memorizing and recalling; Teaching skills for growth and effective presence in society and the future world, such as self-esteem, self-control and self-leadership. If our goal is to cultivate these characteristics in elementary school children, the teaching materials that are original with them today will be the means to realize these characteristics in children. Relying on elementary school games and designing integrated programs are one of the tools of providing opportunities in this period. In the policies of this era, it is necessary to pay attention to children's freedom of action, it is

necessary to create a rich and lively environment for the emergence of individual differences and to gain first-hand experiences with the help of flexible programs and the participation of families. B: The main mission of the second primary period is socialization. providing educational opportunities to help the learner to recognize his abilities, limitations and interests; Cultivating creativity and imagination and scientific and logical thinking; understanding cause and effect relationships; Ability to identify and recognize values (good and bad); Paying attention to the differences and limitations of students in acquiring basic knowledge, concepts and basic skills in the fields of learning in the form of integrated curricula (which simultaneously cover the learning content of other fields) to deepen learning; Providing educational opportunities, gaining individual and group experiences in the school environment and outside of it, accepting responsibility for one's own performance and that of others, cultivating the spirit of orderliness, legalism and collective work in the socialization of the student with the participation of the family. (Dadar, 1397, 15)

Evaluation in elementary school

Evaluation is a systematic process for collecting, analyzing and interpreting information in order to determine whether the desired goals have been achieved or are being achieved and to what extent. (Hasani, 1389, 25)

The process of measuring and evaluating itself is considered as a basic activity for the teacher. In this act, the teacher pursues goals. Sometimes the teacher intends to obtain information about the level of preparation of the students or obtain information about their learning process, and sometimes he intends to compare their situation with the goals; Therefore, three types of measurement and evaluation can be distinguished based on the validity of the objective 1- Initial assessment and evaluation 2- Formative assessment and evaluation 3- Final assessment and evaluation. In the first type, the teacher intends to organize his teaching process; Therefore, it should have information about the level of knowledge, awareness and attitudes of students, whether they have acquired basic knowledge, skills and attitudes or not? The initial assessment provides appropriate data for the teacher to make appropriate educational decisions in this regard. In the second type of evaluation, the teacher looks for information based on which he can make appropriate educational decisions about the teaching and learning process in the classroom. This type of evaluation and measurement is used to identify the weaknesses, strengths and problems of the learning process and to correct and improve it. The most important feature of this evaluation is its corrective and therapeutic orientation, which gives teachers and students the opportunity to make the desired changes in order to better fulfill their goals and expectations in

the process of their activities. (Hasani and Ahmadi, 1387, 115-116)

In the third type of assessment and evaluation, the teacher collects information about the student's situation for another type of educational decision. Basically, in the final evaluation of how the goals are achieved, information is collected. (Hasani and Ahmadi, 1387, 116)

Conclusion and Recommendations

The main purpose of the current research is to investigate the concept of curriculum planning and its goals in the elementary school. Examining the documents of these results shows that choosing a curriculum that suits the needs, interests and talents of students leads to academic success and academic progress of students and also helps students to do better in choosing the right field in higher education levels. Many factors will influence the academic progress of students, but in this research, the role of curriculum planning in the academic progress of students and its goals have been investigated. Curriculum planning is the most important part of the educational system in any country. Many researches have been done about education at the primary level, which, considering the importance of this level in the growth and prosperity of students, makes it necessary to pay more attention to curriculum planning at this level. Considering the importance and role of teachers, coaches and administrators in the elementary school, it is necessary to know the important goals and functions of this school from the point of view of educational activities and study the way of lesson planning in it. The studies and surveys conducted show that curriculum planning leads to the improvement of learning in elementary school students. With correct curriculum planning and using the right educational system, in addition to improving students' learning, one can witness academic progress at this level and higher levels. In order to achieve a suitable curriculum planning, it is better for teachers to be teachers instead of imparting knowledge, play a more colorful role in the development of curriculum in schools, and students should take an active role instead of consumers of knowledge in learning activities. In order for the proper curriculum to be implemented in the educational system, it is suggested that the following points be taken into consideration by those involved and responsible in the country's education and training:

- Paying attention to the interests and talents of students and the needs of the community in developing curriculum
- Designing educational programs and planning for in-service training for teachers in the field of curriculum planning
- Allocation of funds, facilities and equipment in schools, in order to support the curriculum

-Creating a suitable space for the participation of officials, parents, teachers and students in making lesson planning decisions

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