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TÍTULO: Estudio del lugar que ocupan los componentes culturales en el currículo de las Ciencias Sociales para el primer grado de la escuela secundaria en Irán.

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RESUMEN: El trabajo de investigación se basa en el método de análisis de contenido cualitativo, incluyéndose el documento nacional de educación, y aprobaciones del Consejo de la Revolución Cultural, de expertos en currículo y maestros de educación. La recolección de datos fue por una entrevista semiestructurada y un cuestionario hecho por investigadores. Los resultados de esta investigación mostraron que el nivel de atención a las metas cognitivas culturales deseables en el currículo de las ciencias sociales para los grados octavo y noveno de la escuela secundaria fue favorable, no así para el séptimo grado. Los métodos de evaluación del currículo para los tres grados fue la evaluación funcional, la evaluación cualitativa basada en la observación, la evaluación de proyectos individuales o grupales y la evaluación verbal.

PALABRAS CLAVES: componente cultural, Ciencias Sociales, currículo, escuela secundaria, Irán.

TITLE: Studying the place of cultural components in the Social Sciences Curriculum for the first grade of high school in Iran.

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ABSTRACT: The research work is based on the method of qualitative content analysis, including the national education document, and approvals of the Council of the Cultural Revolution, curriculum experts and education teachers. The data collection was by a semi-structured interview and a questionnaire by researchers. The results of this research showed that the level of attention to the desirable cultural cognitive goals in the social sciences curriculum for the eighth and ninth grades of secondary school was favorable, but not for the seventh grade. The methods of evaluation of the curriculum for the three grades were the functional evaluation, the qualitative evaluation based on the observation, the evaluation of individual or group projects and the verbal evaluation.

KEY WORDS: cultural component, Social Sciences, curriculum, high school, Iran.

INTRODUCTION.

One of the factors influencing the process of culture-making is the culture transferring through the education. Today's complex world demands the education that can be adapted to these complexities and meet the needs of the community in the cultural field.

As the education gets meaning through the curriculum, it is attempted the curriculum can answer to all current needs and accelerated transformations of the future (Azar KasbSeyyed et al, 2016). Achieving a superior, efficient and advanced educational system is one of the most important public pursuit goals in the world. Today, each country, plans and implements it, taking into account the importance of education at the community level and among officials and policy makers. Almost in all societies, the educational issues and goals are similar, but the methods and programming used in

teaching culture and cultural transfer and solving the problems, are related to the characteristics of each society (Eftekhari, 2003).

Theoretical and experimental foundations of research.

Culture and Education (Curriculum), one of the most important factors influencing the education in any society is the culture of that society, which influences it directly and indirectly. Culture and education are two basic elements of human life and two important parts of human knowledge that has a long history; two elements and parts that are inherently complementary each other and very difficult to separate them from one another.

Intrinsic interactions between culture and education in general and curricula, as the heart of education in particular, require the culture and curricula to be relevant in practice, reinforce each other, and provide the students with a thorough and balanced growth. But the reality in the educational system of the country is not this beautiful picture, but a picture of numerous challenges; challenges such as the relatively weak relationship between the content of social education books and extracurricular activities with student socialization (Behrouzi, 2013), the lack of relation between academic achievement and students' socialization (Bayat, 2003), the low level and importance of transferring the concepts of national identity in elementary textbooks (Pajouhandeh, 1995); the central emphasis of high school sociology books on Iranian and national identity and their emphasis on collective identity and not individual identity (Jamalifar et al, 2016), unbalanced and untargeted attention of cultural activities of schools to form the Iranian identity of students (Miller, 2000), and as a result, the ambiguity about the efficiency of schools in the field of culture, the tendency towards Western culture and the pattern of Western practices in adolescents (Zadmehr, 2015).

The contradiction between the view and the action in the interaction of culture and curriculum suggests these questions whether we have not come up with a proper understanding of culture and curriculum or have chosen an incomplete conceptualization of the concept of culture and curriculum.

Answering these two questions requires reinterpreting the concept of culture, the concept of curriculum and conceptual construction of culture and curriculum, the dominant conception of constructing the concept of culture and curriculum in the curricula in Iran and ways to improve this situation (ZamaniMoghadam, 2009).

Empirical foundations of research.

Jæger [10], in his research concludes that three conditions are needed in order to influence the cultural capital on the academic achievement: first, the parents have cultural capital; second, they must transfer their cultural capital to children, and third, the children must attract cultural capital and transform it into the academic success.

Other findings from this study include the fact that family cultural capital plays a role in the academic achievement of a person, and culture as a particular type of capital in terms of values and norms of society, is not such that a person acquires in a short time and or transfer it, but as something that enables individuals to interpret the various cultural codes, and some associate it with language (Sharafi, 2010), examines Korea's curriculum and points out that the attention to national identity in the curriculum of social sciences curriculum of Korea has been taken into consideration since the second half of the twentieth century. In addition, since then, the Korean curriculum has been revised seven times, which has been revised at every turn in light of social changes in Korea as well as the world (Araghiyeh et al, 2011).

In a study showed that the Japanese policy makers in the Ministry of Education have the same views with high school students and teachers on the importance of giving education the role of education in the development of national identity in schools (Ghasemi, 1998). In his article on education in Japan, Fereshteh (Ghourchiyan et al, 2004) states that one of the prominent features of Japan education is the emphasis on the cultural aspects and national identities. He illustrates this happens through emphasis on Japanese philosophy as well as on the basis of Japanese ethics.

In the United States, it has been included the integration of national identity and culture in education, and traditionally, education contributes to cultural and national identity, while in some Asian and African countries, many students experience only neutrality. Also, in the Norwegian educational system, national identity has entered into the structure of the curriculum and emphasizes this principle that should be approached to the extent possible by the learners (Antweiler, 1999). The main goal, Study of the place of cultural components in the curriculum planned for social sciences curriculum of the first grade of high school in Iran. Sub Goal, determining the level of emphasis on the dimensions and components of a desirable culture in the curriculum of the social sciences curriculum for the first grade of high school in four elements of purpose, content, teaching - learning methods and evaluation.

Materials and methods.

The research method is qualitative content analysis and the statistical society includes the national document of education and approvals of the Cultural Revolution Council and the curriculum specialists and educators and tutors.

A qualitative criteria sampling method was used to select a sample from the document and approvals of the Cultural Revolution Council, and a targeted sampling method was used to select a sample of the community of specialists (curriculum planners and teachers). A semi-structured interview method was used to collect information from experts (curriculum planners and teachers), and a documentary method was used to collect information from the national document and the decisions of the Cultural Revolution Council.

For analyzing the data from the document, the analytical analysis method was used and analytical content analysis method was used for data analysis. To answer this question, the method of analytic analysis was used. To answer this question, data from an interview with a group of experts involved, with the subject of cultural education, was analyzed. Finally, after analyzing the interviews from the

viewpoints of the participants in the study, it became clear that the curriculum on the education of dimensions and components of culture has four components of purpose, content, teaching-learning methods and evaluation.

Result and discussion.

In this section, the findings of the study are presented. In the following, the table and its analysis are presented: Answer to a detailed research question. How much is it paid attention to the social sciences curriculum of the first grade of high school focused on the dimensions and components of the desirable culture of this program in the four main elements of the purpose, content, teaching- learning methods and evaluation?

A. Goal.

Table 1. The level of emphasis on desirable cognitive-cultural goals in the 7th grade of social sciences curriculum.

	Knowledge		Skill		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Create insight and deep understanding in students.	5	71.4	2	28.6	7	100
Familiarizing students with moral virtues.	1	50	1	50	2	100
The growth of reflection and thinking.	0	0	0	0	0	0
Introduction to cultural heritage.	1	50	1	50	2	100
Familiarizing students with the emotional role of the family.	0	0	0	0	0	0
Introduction to the rules.	3	75	1	25	4	100
Total.	10	71.42	4	28.57	14	100
	Knowledge		Skill		Total	
Cognitive Objectives approved in social sciences curriculum of the first grade of high school.	24	60	16	40	40	100
Attention to desirable cultural cognitive goals in the goals approved in social sciences curriculum of the first grade of high School.	10	71.42	4	28.57	14	35

The level of attention to desirable cultural cognitive goals in the goals approved in social sciences course of the first grade of high school is 35%.

Table 2. The level of emphasis on the desirable cultural-attitudinal goals of the seventh grade.

	Attitudinal goals	
	Frequency	Percentage
Criticism.	0	0
Create interest in historical topics.	19	37.2
Create interest in the homeland.	15	29.4
Creating interest in the cultural heritage and Islamic symbols.	13	25.5
Revolutionary identity development in learners.	0	0
Creating a commitment to common norms.	2	3.9
Belief in common cultural, social and political values.	0	0
Belief in the unity among religions.	0	0
Respect and recognition of cultural and linguistic distinctions.	0	0
Creating a sense of pride toward being Iranian and believing in national dignity.	0	0
Creating a self-belief spirit.	0	0
Obligation to legalism.	2	3.9
Total.	51	100
valuable objectives approved in social sciences curriculum of the first grade of high school.	80	100
attention to the desired cultural-value goals in the goals approved in social sciences curriculum of the first grade of high school.	51	63.75

The level of attention to the desired cultural-value (attitude) goals in the approved goals of the social sciences curriculum of the 7th grade is 63.75%.

Table 3. The level of emphasis on the desirable cultural-cognitive goals of the eighth grade.

	Knowledge		Skill		Total	
	frequency	percentage	frequency	percentage	frequency	percentage
Create insight and deep understanding in students.	13	72.2	5	27.8	18	100
Familiarizing students with moral virtues.	7	63.6	4	36.4	11	100
The growth of reflection and thinking.	0	0	0	0	0	0
Introduction to cultural heritage.	0	0	0	0	0	0
Familiarizing students with the emotional role of the family.	2	66.7	1	33.3	3	100
Introduction to the rules.	2	40	3	60	5	100
Total.	24	64.86	13	35.13	37	100
	Knowledge		Skill		Total	
Cognitive Objectives approved in social sciences curriculum of the first grade of high School.	35	60.34	23	39.65	58	100
Attention to desirable cultural cognitive goals in the goals approved in social sciences curriculum of the first grade of high School.	24	64.86	13	35.13	37	63.79

The level of attention to the desired cultural-cognitive goals in the approved goals of the social sciences curriculum of the 8th grade is 63.79%.

Table 4. The level of emphasis on desirable cognitive-cultural goals in the 8th grade.

	Attitudinal goals	
	frequency	percentage
Criticism.	0	0
Create interest in historical topics.	27	84.4
Create interest in the homeland.	1	3.1
Creating interest in the cultural heritage and Islamic symbols.	2	6.2
Revolutionary identity development in learners.	0	0
Creating a commitment to common norms.	1	3.1
Belief in common cultural, social and political values.	0	0
Belief in the unity among religions.	0	0
Respect and recognition of cultural and linguistic distinctions.	1	3.1
Creating a sense of pride toward being Iranian and believing in national dignity.	0	0
Creating a self-belief spirit.	0	0
Obligation to legalism.	0	0
Total.	32	100
Valuable objectives approved in social sciences curriculum of the first grade of high school.	56	100
Attention to the desired cultural-value goals in the goals approved in social sciences curriculum of the first grade of high school.	32	57.14

The level of attention to the desired cultural-value (attitude) goals in the approved goals of the social sciences curriculum of the 8th grade is 57.14%.

Table 5. The level of emphasis on the desirable cultural-cognitive goals of the ninth grade.

	Knowledge		Skill		Total	
	frequency	percentage	frequency	percentage	frequency	percentage
Create insight and deep understanding in students.	7	58.3	5	41.7		100
Familiarizing students with moral virtues.	0	0	0	0	0	0
The growth of reflection and thinking.	4	50	4	50	8	100
Introduction to cultural heritage.	2	40	3	60	5	100
Familiarizing students with the emotional role of the family.	1	50	1	50	2	100
Introduction to the rules.	4	57.1	3	42.8	7	100
Total.	18	52.94	16	47.05	34	100
	Knowledge		Skill		Total	
Cognitive Objectives approved in social sciences curriculum of the first grade of high School.	39	55.71	31	44.28	70	100
Attention to desirable cultural cognitive goals in the goals approved in social sciences curriculum of the first grade of high School.	18	52.94	16	47.05	34	48.57

The level of attention to the desired cultural-cognitive goals in the approved goals of the social sciences curriculum of the 9th grade is 48.57%.

Table 6. The level of emphasis on desirable cognitive-cultural goals in the 9th grade.

	Attitudinal goals	
	frequency	percentage
Criticism.	1	3.6
Create interest in historical topics.	11	39.3
Create interest in the homeland.	5	17.9
Creating interest in the cultural heritage and Islamic symbols.	0	0
Revolutionary identity development in learners.	9	32.1
Creating a commitment to common norms.	2	7.1
Belief in common cultural, social and political values.	0	0
Belief in the unity among religions.	0	0
Respect and recognition of cultural and linguistic distinctions.	0	0
Creating a sense of pride toward being Iranian and believing in national dignity.	0	0
Creating a self-belief spirit.	0	0
Obligation to legalism.	0	0
Total.	28	100
valuable objectives approved in social sciences curriculum of the first grade of high school.	61	100
attention to the desired cultural-value goals in the goals approved in social sciences curriculum of the first grade of high school.	28	45.90

The level of attention to the desired cultural-value (attitude) goals in the approved goals of the social sciences curriculum of the 9th grade is 45.90%.

CONCLUSIONS.

Considering the study of the curriculum guideline for social sciences curriculum and the teacher's teaching guide and social science textbooks of the first grade of high school, the attention to the dimensions and components of the optimal culture of this program in four main elements of the purpose, content, and teaching - learning methods and evaluation, are as follows:

According to the information obtained: of all the objectives of the 7th social sciences curriculum, only 35% focus on the desirable cultural components of the program. Also, the emphasis on the goals of a desirable cultural approach for the seventh grade, the attention to desirable cultural value (attitudinal) goals in the goals approved by the curriculum of social sciences curriculum, is 63.75% of the total goals. The attention to desirable cultural cognitive goals in the goals approved by the social sciences curriculum for the eighth grade is 63.79% of the total goals. The attention to desirable cultural attitudinal goals in the goals approved by the social sciences curriculum for the ninth grade is 57.14% of the total goals. The attention to desirable cultural cognitive goals in the goals approved by the social sciences curriculum for the ninth grade is 48.57% of the total goals. The attention to desirable cultural attitudinal goals in the goals approved by the social sciences curriculum for the ninth grade is 45.90% of the total goals.

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