National and social values in school curricula: (a study of content analysis for the national education curriculum for the intermediate level)

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ABSTRACT

This research deals with analyzing the school's role in promoting social and national values in students 'hearts through the most important tools of the school, namely the curriculum, after which it is one of the tools of political upbringing. The values that students acquire through school curricula, the student's belonging to his country and a sense of national unity, openness and tolerance with others is enhanced.

KEYWORDS: Values, curriculum and political upbringing.

INTRODUCTION

The school is a complex, symbolic, formal institution that includes the behaviour of a large group of actors and involves a system of relationships between groups that connect them through a network of relationships that perform an educational action through a succession between a group of teachers and learners.

A school is a social unit that has an atmosphere that helps to a large extent informing the student's sense of personal agency, and in defining his view of the existing social structure. It plays a vital role in the process of political upbringing, especially as it represents the student's first direct experience outside the family, from several angles. It undertakes the intentionally inculcating the values and political trends sought by the political system through curricula, textbooks, and the various activities in which students engage, and not in an image. Automatic as in the family or other institutions. The school also affects the type of political trends and values that an individual believes in, through the teacher's relationship with the student, the teacher's performance of his work, and the administrative organizations. (Al-Mujaydel, 2008)

Several justifications make the school a role in national education, and they can be summarized as follows:

1. The school represents a social structure and a cultural milieu that has its traditions, goals, philosophy and laws that are designed to be consistent and consistent with the culture, goals and philosophy of the large society which is a part of it, interacting with it and with it, and influencing it and being affected by it to achieve its political, social and economic goals.
2. That the school curriculum is compulsory, which all students study, and therefore it is considered an important tool to achieve intellectual communication and social cohesion in society.
3. The school is one of the official institutions that the political authority employs to spread the higher values it seeks among students.
4. It contains the individual for a long period, whether it is for the school day, for the school year, or the age of the learner, so it affects him and modifies his behaviour, in addition to providing him with various information that helps him in his life.

Therefore, the school is a social constructor that has an idea, philosophy, and goals that it seeks to achieve through interaction, jobs, and the political and social roles of this building, and it plays an important role in inculcating political values and trends among students through two

pivots: the curriculum and the prevailing school climate. (Ali, 1999) The importance of the research lies in that it seeks to know the school's role through its curricula (national and social education) in promoting and developing social values among students, and how it will affect their future orientations and political views, noting that the national and social education curriculum has been changed more than once, After 2003.

Research Methodology

Two approaches have been adopted in the study of the research topic:

1. Descriptive approach. This approach was used in a theoretical framework
2. The content analysis approach. This approach was used in the content analysis of the national and social education curricula for the intermediate stage.

Course of Study

The school curriculum is the tool through which society and the state strive to achieve its goals, by shaping the behaviours of its members in a manner consistent with the needs of society for the behavioural patterns that serve the human being, and it is an effective means to achieve comprehensive development plans.

The curriculum provides the student with the main concepts and facts that help him to research and continue education, and the curricula differ for each country so that each society has its curriculum that draws its foundations from the philosophy and culture of the society and its components. Therefore, the curriculum can be defined as a set of educational, social, cultural, sports, artistic and scientific experiences that the school plans and prepares for its students to learn inside or outside the school to provide them with patterns of behaviour or modify or changing other patterns of behaviour towards the desired direction and through their exercise of all the necessary activities accompanying the learning of those experiences That helps them grow their growth. (---, 1997)

The curricula confirm that civilization is the result of human capabilities on the one hand, and works to provide him with useful knowledge that helps him meet the challenges that stem from the conditions of the era in which he lives and the

needs of the future that awaits him and the changes in the environment surrounding him on the other hand, and from here the curricula became fully responsible for facing The challenges of the era in light of the following: (others S. H., 1999)

- Schools are an integral part of the lives of nations and their way of life.
- Education should be a positive social force.

The academic curriculum consists of several foundations that must be available, to lead to the objectives envisaged, which are as follows: (Ibrahim, 1994)

- Philosophical foundations of the educational curriculum: Each curriculum is based on an educational philosophy that stems from the philosophy of society and is closely related to it, and the school works to serve the community by formulating its curricula and methods of teaching in light of the philosophy of education and the philosophy of society together, and whenever the school philosophy agrees with the general philosophy of society, the result is To the unity of building society, its integration and achieving its goals.
- The cognitive and value foundations of the educational curriculum: The method of teaching and learning and its content depend to a large degree on what the individual understands of what knowledge is, so it is the duty of the curriculum to be concerned with direct knowledge (direct experiences), without neglecting indirect or alternative knowledge such as (a textbook), as it should. He has to be concerned with the subjectivity of the knowing person, his psyche and his emotions, and he has to be concerned with the subject, field and sources of knowledge. The psychological foundations of the educational curriculum: They are represented in the psychological principles reached by psychology studies and research on the nature of the learner, the characteristics of his growth, his needs, inclinations, abilities and preparations, and about the nature of the learning process that must be taken into

account when developing and implementing the curriculum.

- Social foundations: They are the social forces that influence the development and implementation of the curriculum, which are represented in the cultural heritage of the society, the values and principles that prevail, the needs and problems that it aims to solve, and the goals that it strives to achieve. Curriculum content, organization, learning strategies, tools, and activities are all within a coherent framework to achieve the desired social goals to be achieved. Therefore, it is necessary to reconsider the contents of the school curricula to conform to the general philosophy of society, and at the same time to open up to the world to conform and adapt to new scientific and technological developments, and changes in the general concepts of human societies.

Value

The scholars of humanities and sociological studies, psychologists, economists, politics, and pioneers of philosophical thought have been interested in studying the values that are among the philosophical concepts around which disputes revolve within the framework of various philosophical doctrines and ideas. And value for achievement and development. (Marshall, 2007)

Values represent the first elements of the social structure and represent the desirable qualities and ideals of social action that people aspire to and aspire to, and sociologists consider them a level or criterion for selection from among alternatives or possibilities available to a social person in a social situation, and scholars put five directions to analyze and clarify the concept of values: (Hijazi, 2013)

- First: through abstract ideals in human society.
- Second: Clarify the concept using objectives, interests, directions and goals
- Third: through some of the innate and vital needs and considering that values are a process of appreciation that a person undertakes to satisfy his needs and desires.

- Fourth: Through the social and cultural construction of the society and the actions approved by the society.
- Fifth: Culture with its different patterns and frameworks.

Most scholars and thinkers agree on the importance of values in societies for the important role they play in forming individual and group behaviour, due to their importance in that they: (Al-Surti, 2011)

- It works to guard the systems and protect the social structure from deterioration and collapse.
- It represents the middle link between belief and social and political systems.
- It represents one of the permanent sources of the human movement.
- It provides the individual with a sense of what he is doing and helps direct towards that purpose.
- Take as a basis for judging the behaviour of others.
- Enables the individual to know what he expects from others, and what their reactions are.
- The individual can sense right and wrong.

Parsons believes that values "are those aspects of the agent's directives that oblige him to maintain certain criteria and selection criteria, and when the agent is forced to choose, the valuable vectors may bind him to certain standards that help him make his choices. Values are among the determinants of human behaviour, through which we judge Cultural components and behaviour. Values express preferred behaviour patterns and their identification is linked to the desires, needs and norms prevailing within the prevailing culture in the society. Many national and social values directed at human behaviour are acquired through the school, as they form the personality of the student later, and provide him with the knowledge and skills necessary to form the spirit of good citizenship within him. And cooperation among its members, (Mahmoud, 2001) as much as the values that students acquire through school curricula are important, so the student's belonging to his country and a sense of national unity, openness and tolerance with others is enhanced.

Political upbringing

It is the process of recruiting or integrating the individual into a political system, by providing him with information about symbols, institutions, and political procedures, teaching him the role of a negative or positive member in the ruling system, and understanding the system of values and ideology that supports the whole system, and nations can preserve the continuation of their political heritage from Through the indoctrination of new generations into stable patterns of thinking and behaviour, through the educational system, the means of mass communication, the workplace and neighbourhood groups, and through the political institutions themselves, It is noticeable that scholars go in their definition of political upbringing in two directions: (Turki, 2012)

- First: The political upbringing is the indoctrination of the individual the set of political values recognized in society, which led to the continuation of the society's survival.
- Second: Political upbringing is a process through which a person acquires the identity that allows him to express himself through what the individual does in the performance of his duties.

Upbringing aims to teach the individual a set of information about his society and to know the rights, duties, values, and standards that facilitate the process of his adaptation to his society and the prevailing political system, and the objectives of political upbringing are achieved by understanding the members of the society of the political values prevailing in their society, through their awareness of the meanings of right, justice, good, evil, dialogue and conflict. And that would be the instilling in the minds of individuals since the beginning of their lives through several institutions, perhaps the most prominent of which is the school. (Chalabi, 2005)

The goals of political upbringing are achieved through the individual's introspection of the prevailing political values in society and the world, which has become a communicative village, hence his awareness of the meanings of truth, justice, good and evil, dialogue and conflict. One of the requirements for adapting our national systems directly or indirectly concerned with political upbringing is for any development process to emphasize a set of alternatives and new options

within the priority of strengthening the following system of cultural and ethical values, which is the establishment of political upbringing on (Al-Kafi, 2006)

- Freedom instead of authoritarianism.
- Knowledge rather than physical possession.
- Work rather than favour (from power and money).
- Teamwork instead of unilateralism.
- Freedom of the woman instead of the domination of men.
- Institutions are an alternative to individualism.
- Creativity instead of following.
- Social contracting instead of narrow loyalties.
- Efficiency is an alternative to favouritism.

That is, what the individual learns from information to develop political concepts about his local as well as global community and knowledge of the rights, duties and values, standards and directives necessary for the society and the political system, but at the same time it is a process of different dimensions, it may aim to preserve the prevailing political culture in society or to modify and change Political culture or creating a new political culture, and this is done according to the policy of the prevailing regime and the political class controlling the general situation.

The educational dimensions in the transmission of national and social values

Teacher style

The teacher is the first pillar in the process of raising students with his scientific capabilities and methods of teaching, and the values and ability he carries in dealing with students. And a carrier of information, a guide and a guide for students to equip students with national and social values that qualify them to be later members of a society capable of peaceful coexistence and acceptance of difference to ward off conflicts resulting from intolerance, and neutralize aggressive, racist behaviour and attitudes of discrimination.

Trends and values related to achievement, change, equality, cooperation, and the ability to shape the environment and competition are largely

shaped by the teacher, his culture, and his methods of classroom management. In addition to the teacher being a carrier of the values of society, it also affects the degree of students' participation in political life through the pattern of his dealings with them and the nature of his relationship with his students. This relationship may be authoritarian so that the student may not discuss the teacher inside or outside the classroom, and here he is not waiting From the pupil to accept to participate when he reaches the stage of maturity, and the opposite can happen in the case of a democracy of the relationship between the teacher and the student. The positive interaction between the teacher and the learner enhances the process of providing students with an awareness of community issues such as education on dialogue, participation, criticism and self-expression, and the development of the values of belonging, responsibility and teamwork. (al-Multi, 1990)

The role of the curriculum in the political upbringing

Education is one of the basic human rights that the state must guarantee to its citizens, to prepare qualified citizens with a degree of responsibility to assume their duties as citizens in society, and at the same time, they have sufficient awareness of their rights guaranteed by the constitution, and represents the nature of the automatic school curricula through which they are passed The national and social values of the upbringing, which reflect the existing educational philosophy, which constitutes the culture of the students and their attitudes, intentionally and not automatically.

The curriculum is the spirit of the educational process, the heart of the educational institution, and the centre of the subject matter, and it is all the experiences that the student acquires through the various activities that he practices in the school, classroom, library, laboratory, workshop and playgrounds, it is the whole school life and it is teaching and learning that is done intentionally in the classroom or outside it During the school day.

Political upbringing usually takes place through more curricula than others, such as national education and history, in addition to the Arabic language curricula through texts, verses of poetry, pictures, drawings, and the Islamic education curriculum by focusing on religious texts and mentioning Islamic personalities without others, and in some countries, these political upbringing courses are included. Which may promote a political ideology or a religious doctrine representing the doctrine of the existing political system to legitimize it, and by promoting the values of compliance and obedience to the existing authority, accepting reality without criticizing it, and maximizing the symbols of power. In addition to that, the method used in indoctrination and memorization hinders the development of self-abilities and works to create similar personalities who adopt a single point of view that eliminates the critical spirit and prevents the emergence of creative people and thinkers. (others D. A., 2015)

At the same time, school curricula play a role in other countries in developing the spirit of responsibility of the learner, so he feels the contribution of others and their role in society, and develops the individual's sense of belonging to his country, nation, culture and human civilization, including the values, skills and experiences it includes and provides him with the knowledge and skills necessary to develop the spirit of good citizenship, including what it contains The values of democracy, respect for human rights, volunteer work, real participation in building nations, knowledge of rights and duties, and the provision of conditions that help translate these values into behaviours and practices within the school, in the family and society.

National and Social Education for the first intermediate grade

- **The relationship between the ruler and the ruled:** The issue of the relationship between the ruler and the ruled has not been addressed, but rather the system of government in Iraq is that it is a pluralistic, federal, representative, and parliamentary republic headed by one president, and here it was necessary to stop at the word of one president and that the common knowledge in all republican systems is the existence of one president, so what is the significance Emphasis on one boss.
- **Identity:** The Arab dimension came first, as the rapporteur indicated that the majority of Iraqi society is Arab and that

Iraq is an integral part of the land of the Arab world, as no natural barriers are separating it from the motherland, in addition to the existence of other ties such as language, history, civilization and common interests. Two pictures were attached, one for the map of Iraq and the second for the map of the Arab world. As for the presence of Iraq within the Asian dimension, the decision did not mention anything about it.

- **Social integration and coexistence**: The course addressed the issue of integration and coexistence among the components of Iraqi society by emphasizing that Iraq possessed a cultural heritage that extended for more than ten thousand years to which all its components of different religions had contributed and lived in brotherhood with each other until the present time, and that the cities of Iraq are inhabited by Iraqis without Discrimination and the principle of justice and equality guaranteed by the new Iraqi constitution. A map of Iraq has been attached showing the nationalities distributed according to their national costumes. Thus, this map contradicts what was mentioned by the decision that the cities of Iraq are inhabited by Iraqis without discrimination and on the principle of justice and equality, because it determined the existence of Nationalities within specific geographical areas, and by confirming the outfits worn by the population of Iraq in northern, central and southern Iraq, and it was more appropriate to decide that this demographic distribution of the components of society Iraqi through his assertion that Iraq is a homeland for everyone. (Hajjaj, 2003)

- **Preserving the public interest:** The course came with a simple sign of preserving the public interest by emphasizing on students to preserve the school's assets from trips, blackboards, lamps, water taps, clean classroom walls, and take care of the school garden.

- **Citizenship:** the course dealt with good citizenship only from the duties that a citizen should have without referring to any of the actual citizenship rights that

must be implemented in light of the circumstances that Iraq is going through. These duties are summarized by the issue of saving and rationalization of spending and citing the popular proverb which he wrote In parentheses, an affirmation of its valuable content in good citizenship, as the committee composing this approach believed, which is (the white shark is useful on a black day). Between relatives and friends) at a time when the citizen is already suffering from a lack of all these services, and accordingly, the concept of citizenship in this approach seeks for the citizen to assume responsibility for himself and his family and to adapt his situation away from all the good things in this country that if invested properly away from Administrative corruption would raise its standard of living and preserve its dignity and humanity, which was violated by the high rates of poverty and the resulting spread of many of the phenomena As dangerous as terrorism, begging, delinquency, homelessness and crime, the curriculum also included the state's affirmation of the importance of citizen's savings in achieving economic and social development, even though Iraq is one of the countries rich in oil resources, as its oil reserves are estimated at (143) billion barrels of world reserves. The amount of (1131) billion barrels, and the study of the citizenship included a group of pictures, but it included some shortcomings in achieving the goal to be achieved through it, as a woman appeared depositing money in a bank, in addition to a picture showing the countrymen helping their families with work on the farm, And a picture of the housewife preparing food. (Turki, 2012)

National and Social Education for the second intermediate grade

- **Work and achievement:** The national education course for the second intermediate grade came with an explanation of the importance of work and production by referring to the beginning of the topic to (A boy passes an agricultural field in which an old farmer works while

he is ploughing the land, and the boy asks him, How do you work when you are an old man? The course also deals with the view of Islam and the heavenly religions about work, and mentioned a Quranic verse about work ((and say work, and God will see your work, and His Messenger and the believers)) and emphasizing that work is a duty of whatever kind, for God's prophets and messengers were eating from the hard work of their hands. Noah and Jesus, peace be upon them, are carpenters, and David, peace be upon him, a blacksmith making shields, Moses, peace be upon him, shepherd sheep, and our noble Prophet Muhammad (may God bless him and his family and grant them peace) tended the sheep of some of his people rights. The course mentioned a set of activities that illustrate the individual's contribution to work and achievement, such as the student's contribution at the school level by participating in cultural, social, professional, sports, artistic and scientific activities as well as the student's participation at the family level by participating in the practice of work that leads to the cleanliness of the home, caring for the garden and doing things. Home repairs to fixing faults in some household appliances, cooperation among all family members, and rationalization of spending, as well as addressing the role of women in work and their contribution to production by addressing the multiplicity of fields of work in which women entered, and emphasizing the importance of women in the vicinity of their family and the vicinity of their society, Several pictures were used that document the importance of work, but they were not comprehensive to the topic, as it was limited to the student's participation in the housework and the woman's work. (Ali, 1999)

- **Collective responsibility and participation:** The course addressed the importance of collective responsibility by addressing the public services provided by the state to the citizens, and explained that administrative, security, health, educational, municipal, electricity,

drinking water, communications and recreational services have been created by the state to facilitate the lives of citizens. On these services by spreading the values of cooperation with the security men, and with the municipal departments to provide a clean environment, awareness of the optimal use of electricity and potable water and the preservation of public and recreational facilities, and the citizen has responsibilities and duties, in the beginning, preserving public services as well as preserving his private property and The relationship between public money and private money is an inseparable one, and a saying has been cited (we are all travelling on one ship, relying on its sensitive resources, and we are all concerned with its safety for our safety and our security, and only the preservation of the ship protects us from annihilation).

- **The Arab and Global Dimension:** The Arab and global dimension was addressed by mentioning Arab and regional educational organizations considering Iraq a member, such as the Arab Organization for Education, Culture and Science, the Islamic Organization for Education, Science and Culture, and the Arab Bureau of Education for the Gulf States with an explanation of the tasks of these organizations. (---, 1997)

National and Social Education for the third intermediate grade

The national education course for the third-grade intermediate did not include the values indicated by the research except for simple references regarding the values of identity, integration and coexistence. (Hijazi, 2013)

- **Identity:** the national dimension came first, as there was one indication in the decision that the ancient and modern Iraqi history is rich in legal legislation produced by the Iraqi thought, such as the legislation of Hammurabi, the king of Babylon and Urnmo, and Ishtar of the kings of Sumer, and one image was included to confirm that Iraq is the country of legislation through an obelisk image Hammurabi. As for the identity of

Iraq within the Arab and Asian dimensions, the reporter did not mention anything about it.

- **Integration and coexistence:** There was also one indication that Iraq is a multi-national country, religions, sects, and the Islamic religion in which the majority religion is, and a picture has been attached to the Iraqi parliament that has nothing to do with the issue of integration and coexistence except about the proportions of the social components in the parliament seats.

- **The relationship between the ruler and the ruled:** The approach addressed this relationship by mentioning the bodies authorized by the constitution to regulate the relationship between the state and the citizens, and limiting them to the legislative authority (the House of Representatives), the executive authority (the Council of Ministers), and the judicial authority with mentioning the jurisdiction of each authority and attached each authority with a picture of the Council Deputies, another for the cabinet building, and the third for a judicial institution.

- **The Arab and International Dimension:** The global dimension was addressed by mentioning international educational organizations such as UNESCO, the United Nations Children's Fund and UNICEF, with mention of their origins and goals.

RESEARCH RESULTS

1. Most of the values addressed in the national education curricula for the three stages were not mentioned in detail, and the most important of these values were mentioned in the form of signs such as identity, peaceful coexistence, and the relationship between the ruler and the ruled.

2. The curricula have moved away from clarifying the importance of the values of integration and peaceful coexistence and the rejection of violence among the pluralism of Iraqi society, especially in light of the conditions that the country is going through from the waves of terror that seek to sow discrimination among the Iraqi people.

3. The presence of Iraq within the Asian and global dimension was not mentioned except through the presence of Iraq as a member of some educational organizations.

4. The emphasis on citizenship was weak. Is it possible to activate citizenship that achieves social integration in light of such approaches that diverge from the true content of what should be included in this concept of affirmation that the strongest loyalty and belonging to this land - the homeland, and peaceful coexistence between the various pluralism of society And the achievement of equality in rights and duties before the law, which in turn is reflected in the achievement of social equality that promotes the integration of the people of the same country?

5. The National and Social Education curriculum urged the values of work and achievement and was successful in reviewing the importance of work, such as the student's contribution at the school and family level, the role of women in work and their contribution to production by addressing the multiplicity of fields of work in which women entered.

6. The attached pictures of the topics of social and national values and the three stages did not clearly express that real content of these topics.

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