

Designing an Integrated Social Education Curriculum Pattern in Elementary School

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Abstract

Purpose: The purpose of this study was to design a model of integrated curriculum of social education in primary school.

Methodology: The research method was mixed (qualitative-quantitative) of consecutive-exploratory designs. The statistical population in the qualitative section consisted of 85 curriculum specialists and education experts and in the quantitative section 830 social science teachers in the academic year 2019-20, Among them, 40 and 263 samples were selected using cluster sampling method, respectively. The tools used in the qualitative part of the interviews and the summary of the documents were extracted using the content analysis method of the Mairing sequential model and the deductive categorization system of 70 codes and 18 themes. Using the method of factor analysis, the extracted concepts were analyzed in 21 sub-categories and 10 main categories.

Findings: The results showed that considering features such as paying attention to learners' educational knowledge, reviewing curriculum content and emphasizing the components of flexibility, creating interdisciplinary understanding, learners' abilities and implementing higher education documents in the field of program integration Teaching, and modifying the organization's approach to content-based approaches to integrated approaches, can help strengthen the integrated primary education system.

Conclusion: Interdisciplinary methods and the logical integration of lessons in the academic guidance and personality development of learners can lead to the strengthening of learning transfer.

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1. Introduction

Among the important functions of the elementary school are the growth of values, social growth and rational growth. That is to say, the period of childhood, through the pervasive and ready-to-learn spirit of learning, creates the ground for any activity such as a role to remain on the lasting stone (Zarafshan, 2018). Also, each behavior appears in the child based on the values learned and its specific physical form. The child's entry into elementary school is mixed with specific behaviors, and it is the school's job to modify or model this behavior, and in this way it is possible to adapt the behaviors to human and divine values (Vidergor, Givon, Mendel, 2019).

Also, the most important goal of education in primary school is to create and strengthen life skills and adapt to the environment. This skill requires knowledge related to life, the philosophical belief that education is the same as personal development or a means of maintaining social life is not fictitious, because the individual and society are interrelated and inseparable and human beings need to acquire knowledge and experience in order to cultivate their true selves. It is obtained as a result of the environment and life in it. On the other hand, one of the concerns of education officials has always been that students are unable to apply what they have learned in life (Shin, ET all, 2019). On the other hand, education has different dimensions and types, and paying attention to all kinds in human education is something that cannot be avoided. Among the types of education, social education is very important because human beings are social beings and must prepare themselves for this institution (Raghfar, 2017).

Social education is the provision of the necessary measures to manifest desirable social values and rules in the individual in order to be effective in social interactions, including guiding others, opposing irrational opinions, agreement and compatibility, and the like (Mills, 2020).

Social upbringing, through which a person, during his lifetime, internalizes all the social and cultural elements of his environment in a conscious or subconscious way and makes it unique by building his personality, plays an important role in the functioning of the individual in society. Elements and components used in this definition that its aspects and dimensions can be interpreted and analyzed in different situations (Hosseini, 2018). Social training methods can be considered as the tools that can be used to implement the problem of socialization of people in a society. Some religious thinkers believe that the structure of human life is based on social life, and this is entrusted to his nature and essence, and due to his needs, man cannot be removed from it. This view, unlike some other thinkers, argues that the emergence of society and the return of man to social life are the product of his natural and historical evolution (Andrews, Rich, Stockdale, Shelley, 2014). Social education is important in the field of curriculum planning from three macro dimensions. The first aspect is related to the category of social education itself. The second aspect is to pay attention to this issue in terms of global reflection and international forums, and the third aspect is the importance of the issue related to the position of the social education curriculum (Rafiei, 2017).

On the other hand, the integrated curriculum means linking and blending the content of the curriculum in order to integrate students' learning experiences. Interdisciplinary curriculum is also a common approach to combining curriculum. Due to the new achievements in all aspects of life that have been achieved in recent years, education has not been unaffected by new changes and perspectives (Amini, Musayeb 2017). Some of these developments are so beautiful, efficient and practical that educators, teachers and students of teacher training and educational sciences are supposed to use them in teaching and interacting with students and classroom management (Asadi, 2016). In discussing the integrated curriculum and its role in education, it should be stated that students should have a comprehensive view instead of traditional teaching methods and division of a single subject in order to create meaning and create more knowledge (Maleki, 2018). One way to meet these expectations is to integrate a curriculum. It is a program that unites the subject by connecting the main concepts and skills to various fields (Ro, 2020). So, to put it more clearly, combining a curriculum is an attempt to connect educational education to education. It can be said that the integration of the curriculum as an educational approach includes the key to multidisciplinary content and challenges the

content and the world around us by using valid practical problems and issues (problem-based learning) and student interaction (McGarry, Theobald, Lewis, & Coyer, 2015).

But implementing a fusion program requires time, planning, and an environment away from stress to gain rich learning experiences, because students come to a deeper understanding of the subject through interaction and analysis, and this is the key to success in education. It is effective (Mutasa, Munsaka, 2019). Also, by examining the research inside and outside the subject, it became clear that no comprehensive research has been done so far on the design of the integrated curriculum of social education in elementary school and only relatively close topics have been done in this field, including: Mansouri Gargar; Hosseinkhahkhah, Alemi and Niknam (2019) studied the nature and logic of an educational robotics curriculum in elementary school. The results show that in the last decade, educational robotics has attracted the attention of researchers and teachers as a valuable tool for developing students' cognitive and social skills and supporting learning science, mathematics, language and technology. On the other hand, Hashemzadeh, Khanjarkhani, Heidarzadegan (2018) in a study examined the effect of the curriculum integration approach on the academic achievement of fourth grade female students in Khash city. The results showed that the academic achievement of female students in the control and experimental group in the post-test (after completing the integrated curriculum) is different, which means that the implementation of the integrated curriculum has been able to increase the academic achievement of mathematics, science, Social, Persian and art studies should be tested in three cognitive, emotional, psychological-motor areas of students in the group.

On the other hand, Yaghouti, Javadipour, Khosravi, (2013) in a study on the integrated approach in the physical education curriculum of elementary school: explained the possibility from the perspective of experts. The results showed that based on the results of this research, according to the experts, according to the components of curriculum planning, it is possible to prepare and compile a physical education curriculum in a combined manner. Also, according to experts, according to the gender factor and the amount of agreement, it is possible to prepare and compile a physical education curriculum in a combined manner. Due to the factor of teaching and interaction history of the three factors of preparing the physical education curriculum, there is a difference of opinion among experts. In a study, Ollila (2019) also integrated social studies curriculum into elementary school: a case study (Pennsylvania Rural School). The results showed that teachers believe that with the increase in teaching time for social studies, students' understanding of the subject and its concepts should also increase. However, the main disadvantage is the need for sufficient time and planning to integrate the topic. The interviewed teachers stated that the best way to integrate is to incorporate the concepts of social studies into class projects and activities. From the results obtained, it is recommended that the integrated curriculum theory be fully considered by key decision makers in the country. These results can help schools determine how to better improve social studies education, improve the quality of social studies education, and have a positive impact on civic competence in their students.

In a study, Gueudet, Poisard (2019) examined the design and use of combined curriculum resources for teachers and educators: a case study (an example of Chinese abacus in elementary school). The results showed that the combination of curriculum resources for primary school teachers and teacher educators greatly enhanced their abilities and capacities. In a study, Wong and Nguyen (2019) examined the integrated curriculum: preliminary results and experiences at a large private university. The results showed that the integration of long-term programs in health care education has been supported as a strategy to enhance academic experience, facilitate higher-level learning, and create different bridges. There was also positive feedback on integrated workshop cases in the curriculum. In discussing the importance and necessity of research, it should be noted that the importance of the elementary course in terms of growth and flourishing of students' talents is so important that in defining the new educational system, it has been called the "basic" course. The integrated curriculum also explains how schools can develop a codified program to activate

students in education using a variety of complex information resources so that students can understand the content of the curriculum.

A study of the sources, as well as the efforts made throughout the history of the curriculum, shows that the integration of curricula has never been as effective as it is today, so in the integrated curriculum, social education is also learning. And the learner is more motivated to train and learn and search for content. So, better and deeper training and learning is created. All of these factors lead to improved training and learning for learners in the face of the challenges of the educational environment. One of the research gaps that led to the selection of this research was that despite previous research on designing a model of integrated social education curriculum, there are shortcomings in this area that are partially solved by conducting this research, including a comprehensive research so far. In the case of the integrated social education curriculum, it has not been done in the primary school; therefore, this research can partially solve the gap of the integrated curriculum of social education. In this research, the model of integrated curriculum of social education in the primary course will be presented, which has not been presented in previous researches, and this can also have a suitable platform and position for users in this field.

The findings of this study can also be provided to planners to use the elements of a systematic curriculum based on students' social education and to include these findings in primary education courses to provide teachers with these qualifications. And train with this information. Therefore, the purpose of this study was to design a model of integrated social education curriculum in primary school, and the present study sought to answer the question of how to design a model of integrated curriculum of social education in primary school?

2. Methodology

The method of this research is mixed or combined (qualitative-quantitative) of the type of sequential-exploratory designs. The statistical population in the qualitative section consisted of 85 curriculum specialists and education experts and in the quantitative section 830 teachers of social sciences in the academic year 2019-2020, among them, 40 and 263 people were selected using cluster sampling method, respectively. The tools used in the qualitative part of the interviews and the summary of the documents were extracted using the content analysis method of the Mairing sequential model and the deductive categorization system of 70 codes and 18 themes. Using factor analysis method, the extracted concepts were analyzed to 21 sub-categories and 10 main categories. Regarding the research process, it should be noted that the required data were collected by "reviewing documents" and "interviews". 3 volumes of books and 11 articles were purposefully selected and studied, and a semi-structured interview was conducted with 22 women and 25 men. Each interview lasted an average of 60 minutes. The study of documents and interviews were based on information saturation of the researcher. In the interview section, notes were taken, and then, based on similarities with the original and centralized coding; codes were assigned to similar items and turned into categories that were the main purpose of the research. Data analysis in qualitative domain was based on content analysis of Mairing's sequential model and deductive classification system and in quantitative domain, factor analysis method was performed.

3. Findings

Table1. Demographic characteristics of subjects in both quantitative and qualitative sections

Demographic profile	qualitative			Quality	
	Social Science Teachers			Curriculum specialists and education experts	
	Number	Percent	Demographic profile	Number	Percent
Gender			Gender		
Man	119	45.35%	Man	11	54.52%
Female	144	54.65%	Female	9	45.48%
Age			Age		
25- 35	84	32.16%	30-40	8	0/19
36- 45	118	45.35%	41-60	9	
46- 60	61	22.49%	61-75	3	
education			Science ranking		
Bachelor	149	57.91%	Assistant Professor	8	41.53%
MA	105	40.2%	Associate Professor	8	39.47%
Doctorate	9	1.89%	full Professor	4	20.77%
total	263		100	40	100

The study and description of the demographic characteristics of the subjects in both quantitative and qualitative sections according to gender, age, education and scientific level are presented in Table 1, which includes social science teachers in the quantitative section and curriculum specialists and education experts in It is a qualitative part.

Table2. Axial coding of concepts extracted from interviews and common themes extracted from analyzes

code	Concepts extracted
1	Attention of education policymakers to social education issues
2	Taking care of designing a social education model in the elementary school curriculum
3	The prevailing views of inclusive activism in the teaching-learning process
4	Elementary school educators pay attention to the topics of social education in the teaching process
5	The need for elementary school students to learn social lessons and educational concepts
6	Attention of new education to ethics in primary school media literacy
7	The need to pay attention to the training of global citizens in the elementary school curriculum
8	Supporting social skills in the elementary school curriculum
9	Using various methods of socializing students (lectures, seminars, camps, etc.)
10	The need to evaluate the validity of the curriculum model in accordance with the structure of social education in elementary school
11	Measuring educational policy in line with educational competencies for social responsibility
12	Development of combined curricula for priority educational sectors
13	Compliance with the content of the program .Combination with ethical standards
14	Prioritize the topics of the curriculum related to the structure of primary school social education
15	Determining the standards of social education in the integrated curriculum of primary school
16	Performance measurement or independent evaluation in each of the first to sixth grades based on socialization criteria
17	Emphasis on fostering the creativity of the elementary school and the educational program in realistic academic situations
18	Development of ethics-based, and behavioral counseling from reputable sources of social education in elementary school
19	Parents, students and counselors are aware of the educational developments in contemporary education
20	The success of the hybrid curriculum in the comprehensive development of social education for primary school learners
21	Self-reliance training of manpower trained in basic education centers (primary)

22	Government legal protections from social rights advocates for children's rights
23	Adapting new teaching methods to the goals of the elementary school curriculum
24	Active participation of students in combined library and drama programs
25	Preparing students to create fun and creative games in elementary schools
26	Intelligence and update of integrated primary school classes
27	Instructors' use of social media and new technologies in education
28	Utilizing the capacity of parents and child activists in social education-related courses in elementary school
29	The appropriateness of students' social training forms with the new theories of teaching and training
30	Proportionality of the duration of the activities of elementary school students in cultural education programs
31	Improving the scientific ability of trainers with continuous and in-service training in the field of integrated educational curriculum
32	Creating the necessary scientific and research opportunities in the field of integrated social training of educators by managers
33	Matching the integrated curriculum with the possibility of the elementary student's presence in social areas
34	Induction of insight in educators to participate in the preparation of the integrated curriculum of social education of new students
35	Instructors' attention to the context of local customs and issues in integrated curriculum planning
36	Using multi-linear and indirect methods in the integrated curriculum of elementary school
37	Changing the topics of the courses according to the scientific developments and the needs of teaching and new education of primary children
38	Developing students' social communication skills in an out-of-class environment
39	Efforts to cultivate the emotional and cognitive dimensions of elementary school students
40	Pay attention to the love and emotional support of the elementary student in the learning environment
41	Evaluate professional credentials to achieve the goals of the elementary school curriculum
42	Excellence in elementary school student personality in the integrated elementary school curriculum
43	Strengthening morale and vitality in basic trainers to participate in the production of integrated curriculum
44	Instructor retraining strengthens educational curricula
45	The rate of observation of scientific developments in extracurricular trainings by instructors
46	The need to increase the responsibility and acceptability of learners in side reinforcement activities
47	The effectiveness of e-learning teaching methods
48	Emphasis on measuring students' thinking and theoretical skills
49	The relationship and flexibility of curriculum content with students' social interests
50	Student satisfaction with the content of the integrated curriculum in social affairs
51	Emphasis on research and exploration in integrated curriculum content
52	Emphasis on research and exploration in the content of the curriculum components of socialization
53	The level of compliance with the needs of society in choosing the content of the social education curriculum
54	Compliance of the curriculum with the aim of promoting the sense of leadership of students in the field of education
55	Paying attention to the interests and abilities of students on choosing the goals of the program .Social Education
56	Educational system policies in the field of combined elementary school curriculum
57	Acceptance of developmental theoretical skills in the social education curriculum
58	Legal support and allocation of special budgets for scientific and educational activities
59	Changing the topics of the courses according to the scientific developments and the needs of education and training of the elementary school
60	Creative educational transformation of students in combined sports and cultural programs
61	Preparing students to hold and participate in practical fun workshops in elementary schools
62	Quality of response and integrated feedback provided to elementary school students
63	Giving students the opportunity to think about educational issues and harms
64	Acceptors are motivated to learn art and parenting in elementary school
65	The use of teaching methods based on scientific circulation, storytelling, etc.) in the education system and training
66	Believing in the opportunity for elementary school students to analyze and evaluate life issues
67	Improving the scientific ability of parents and peers with continuous training in the field of integrated educational curriculum
68	Attention to religious teachings and doctrinal support in the learning environment by foster care educators

69	Use worksheets and checklists to evaluate students' activities in the field of educational affairs
70	Interaction of schools with local institutions and experts in the field of integrated social education curriculum themes
Theme 1, Philosophical Foundations	
concepts	The problem of new anthropology based on the educational goals of the curriculum
	Creativity of integrated teaching methods of the early period in the contemporary era
	Adherence to the educational rights of primary school students in the field of participatory learning
	Attention of education to social skills evaluation skills in schools
	Development of professional ethics in the curriculum planning system of education centers
	Respect for behavioral values and empower students to socialize
Theme 2, Fundamentals of Sociology	
concepts	The need for continuous communication between education and students' educational affairs
	Education focuses on ethics and media literacy in schools
	The continuous connection of education with the world of culture and art is effective in educating them
	The need to pay attention to the education of the global citizen in the ideology of education
Theme 3, Psychological Basics	
concepts	Pay attention to learning based on position in elementary school subjects
	The mission is to create and support basic student communication skills
	The need to increase learners' responsibility and acceptability in the learning process
	Utilizing a variety of methods in presenting social upbringing content
Theme 4, environmental characteristics	
concepts	Educational system policies in the field of integrated social education curriculum
	Acceptance of basic theoretical sciences and ethical models in the social environment
	Allocate funds to the scientific and research activities of primary school children
	Training the manpower needed for the future from the heart of today's elementary schools
	Legal protections of the government from primary school education holders
Theme 5, the content of the integrated social education curriculum	
concepts	Compliance of curriculum content with professional neural standards
	Observing the choice of curriculum content with the integrated structure of social education
	Produce up-to-date electronic content in children's parenting programs
	Communication and flexibility of curriculum content Integrated education with students' social interests
	Student satisfaction with the content of the integrated social education curriculum
	Emphasis on research and exploration in the content of the integrated social education curriculum
	The level of attention to the appropriateness of integrated curriculum topics with social life
	The level of meeting the needs of society in choosing the content of the integrated social education curriculum
Theme 6, the goals of the integrated social education curriculum	
concepts	Designing and validating the integrated curriculum of social education in elementary school
	The success of the curriculum in the all-round educational development of elementary students
	Positive change of the curriculum .Teaching with the aim of promoting the sense of leadership of elementary students in the field of social education
	Pay attention to students' interests in choosing the goals of the integrated social education curriculum
	Changing the topics of the courses according to the scientific developments and the needs of education and social integration training
Theme 7, Learning and Learning Processes	
concepts	Adapting new teaching methods to the goals of the integrated social education curriculum
	Active participation of students in the integrated social education curriculum
	Students' readiness to learn and integrate social education
	Quality of feedback provided to elementary school students
	A good opportunity for students to think about the integrated issues of social education
	Efforts to nurture the emotional and cognitive dimensions of elementary school students
	Belief in creating opportunities for students to analyze and evaluate social education
	Pay attention to love and emotional support in the learning environment
	Continuous improvement of future-oriented social skills training processes

Theme 8, professional qualifications required for employment	
concepts	Provide community-based instruction in the field of programming for elementary school students
	The relationship between learning outcomes and social training skills required for employment
	Production of curriculum in order to acquire the necessary qualifications in the administrative and social fields
	Development of elementary school curricula for priority sectors and professions
Theme 9, Standards of Integrated Social Education Courses	
concepts	Adaptation of students' training courses to new integrated social education theories
	Proportion of the duration of students' field activities in integrated social education courses
	The impact of traffic between school and the labor market during integrated social education courses
	Establishment of successive problem-solving workshops during the integrated social education training course
Theme 10, continuous interaction with scientific and research centers	
concepts	Improving the scientific ability of educators with continuous training in the field of integrated social education curriculum
	Creating the necessary scientific and research opportunities in the integrated field of social education for educators by managers
	Interaction of primary schools with local institutions and experts in the field of social education
	Allocate research credits and participate in integrated social education conferences to educators
	Holding scientific seminars and exchanging information with other scientific centers
	Theme 11, Coaches' Participation in the Production of Integrated Social Education Curriculum
concepts	Creating mobility in primary educators to participate in the production of integrated social education curriculum
	Primary school teachers' attention to context and local issues in integrated social education curriculum
	The rate of observation of scientific developments in integrated learning of social education by primary school educators
	The effect of teachers' curriculum on the knowledge, research and insight of elementary school students
	Involvement of primary school educators and experts in the production of integrated social education training content
Topic 12, Evaluation Methods	
concepts	Use worksheets and checklists to evaluate students' activities in the field of social education
	Direct observation of the behavior of elementary school students in different situations to assess the field and measure their effectiveness
	Assess students' skills based on self-assessment methods and individual projects and group evaluation
Theme 13, Features of Acceptors	
concepts	Acceptors are motivated to learn integrated social education courses in elementary school
	Specialized development of students in the field of integrated education of social education in primary school
Topic 14, Facilitators	
concepts	Supports senior management educators
	The structure of educational and cultural centers
	Trained coaches
Theme 15, obstacles ahead	
concepts	Management barriers
	Value barriers
	Legal hurdles
Topic 16, Educational Consequences	
concepts	Produce efficient content in primary education
	Promoting teaching methods in integrated teaching of social education
	Improving the level of information of teachers in the field of integrated education of social education in primary school
Topic 17, Educational Consequences	
concepts	Increasing the level of knowledge of students in the field of integrated education of social education in primary school
	Improving the professional competencies of students in the integrated teaching of social courses in elementary school
	Promoting the elements of promoting integrated components of social education in elementary school
Topic 18, Economic Consequences	

concepts	Entering the job market and employing elementary school graduates
	Nurturing skilled labor in the field of integrated social education
	Increasing the effectiveness of elementary school graduates in the future community

Table 2 first presents the information obtained from the content analysis of the research interviews, which includes 70 concept codes. In the next step, an attempt is made to present similar and contemporary categories in the main themes. Based on the conceptualization of the categories, the themes were extracted in the form of more abstract concepts. After preparing and compiling the table of basic concepts and categories, as the first step in qualitative analysis of the information obtained from the content analysis of the interviews, to complete this process, the resulting concepts, at a higher level and more abstract to achieve the main themes, They were grouped together. After comparing the grouped categories, the related categories were categorized into a general theme, and based on the topics in the related theories or concepts arising from the research literature; general topics were considered for these topics. . According to the general purpose of the research in order to develop a model of integrated social education curriculum, primary students were extracted and according to conceptual commonalities, each of these concepts was placed in categories and in the final analysis of basic concepts, with sufficient knowledge of this. What are the different themes, how do they fit together, and the story they tell about the data, draw a satisfying map of the topics, which ultimately includes the quality of the interviews and the summary of the documents and Documents 70 codes and 18 themes were extracted. Also, Table 3 is related to the path coefficients and significant values in the quantitative section (descriptive analysis of the statistical population, which includes 263 teachers of social sciences in Bushehr primary schools).

Table3. Route coefficient and significant value

Route		Route coefficient	Significant amount	Condition
Internal components	Individual characteristics of students →	0.62	8.39	Confirmed
	Elementary Social Science Instructors →	0.73	12.38	Confirmed
	New education system →	0.68	12.41	Confirmed
External components	A healthy and moral society →	0.50	11.74	Confirmed
	Social beliefs and norms →	0.72	12.09	Confirmed
	Instructors and parents →	0.52	5.56	Confirmed

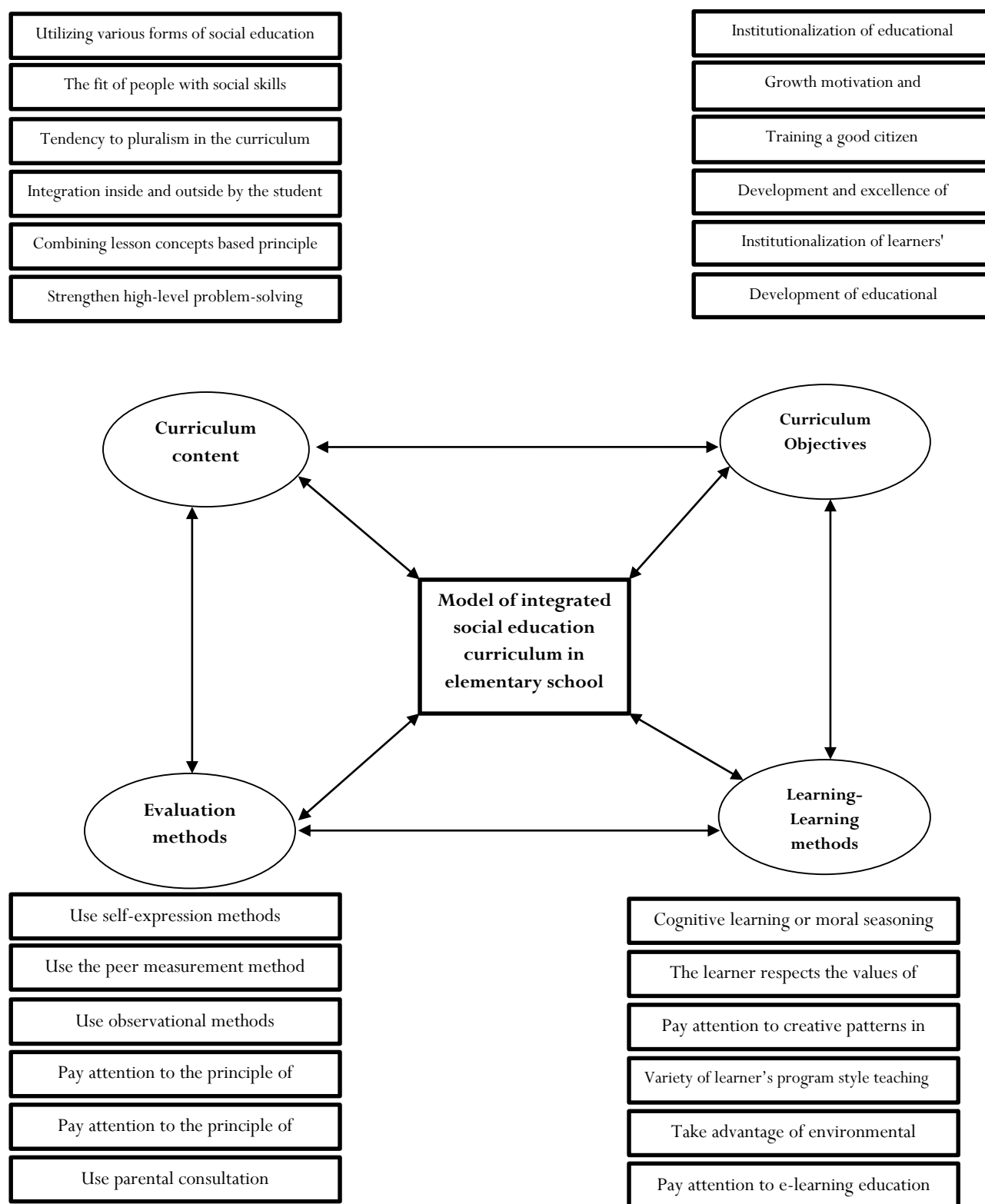


Figure1. Integrated social education curriculum model in elementary school

4. Discussion

The purpose of this study was to design a model of integrated social education curriculum in primary school. The results of the first question of this study showed that considering the related components and features such as paying attention to the principle of diversity of data source in accreditation of learners' educational knowledge, reviewing curriculum content and emphasizing flexibility components, creating interdisciplinary understanding, learners' abilities and Implementing higher education documents in the field of curriculum integration, reforming the teacher education system and raising complex and multidimensional issues, and reforming content organization practices from subject-oriented approaches to eight integrated approaches can strengthen the integrated primary education system. Also, the significant effect of combining the curriculum with the components of social education, especially in primary school curricula. On the other hand, organizing and designing curriculum content in the style of integrated curriculum is irrelevant to pervasive interests, and due to these problems, the design and implementation of curriculum in a combined manner is recommended.

The results are in line with the findings of Yaghouti, Javadipour, Khosravi (2013), Mansouri Gargar, et al (2019), Hashemzadeh, Khanjarkhani, Heidarzadegan (2018), Ollila (2019), Gueudet, Poisard (2019) and Wong, Nguyen (2019). In response to the above question, it should be noted that since the educational system has different functions in society. One of these functions, which are to cultivate students' moral and cultural abilities, is to incorporate the concept of integrated social education into the curriculum. The importance of this function is due to the fact that education in the shadow of social education has significant effects in various dimensions such as creativity, emotional and moral development, creating socialization skills, cultivating group and communication skills of students. However, despite this effect, social education in some educational systems, including in primary school, has a secondary and marginal position in the curricula of educational centers. This can be achieved through the design of a desirable integrated curriculum model and optimal accreditation. . In this study, after stating the most important basic principles of social education in the elementary school, the desired model is presented. This pattern consists of three basic elements in the following order:

1- Prescriptive element that oversees the development of goals, content selection, determination of teaching methods and patterns of learning and evaluation of social education 2- Non-prescriptive element that includes flexibility and decentralization in the social science curriculum. 3- Integrated element in the curriculum of heavenly gifts and social sciences. Undoubtedly, the educational institution, as an important organ of the Islamic society, has important tasks to face in this social, political and cultural process, so that it can always preserve its ethnic and religious culture. In fact, society is nothing more than the formal and informal education that governs itself by the family, the media and education, politicians, athletes, and, in short, the patterns that emerge from that society. These two, society and education, are so intertwined that one can easily judge another by studying one. A study of the interactions between education and society shows that these two are not only inseparable but also completely intertwined. Socialization is one of the most important mechanisms of today's societies in culture building for progress and development. It will sooner or later help community leaders in any society achieve their goals and sustainable development. The more knowledgeable a person in a group or community is, the easier and more successful the community will be (Mazboohi, 2014).

Therefore, if a society intends to progress by preserving its indigenous culture, it has no choice but to be aware first of all the members of the society, and secondly to get acquainted with all the values, norms and cultural customs of the society with the educational method. Educational planning in any country should be done in accordance with the social culture of that region. In discussing the limitations of research, it should be noted that since this research was conducted in the elementary school, in order to increase the credibility and generalizability of the results, it seems necessary to conduct additional research. Also, in the discussion

of research proposals, it should be stated that interdisciplinary method and logical combination of lessons are necessary in academic guidance and personality development of learners, because it can lead to strengthening learning transfer. Learners have the opportunity to learn the similarities of concepts and strategies better than the way in which disciplines are taught separately, and to apply concepts in different contexts. It also teaches them how to think, make decisions, and express their thoughts. Organize, acquire learning, research, collection and analysis skills, and lead to the development of learners' thinking.

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