

EVALUATION OF ATTENTION BOOKS (PERSIAN AND  
SOCIAL STUDIES) OF SECOND ELEMENTARY  
COMMUNICATION SKILLS BASED ON THE MODEL OF  
ROMI WILLIAM

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**Abstract**

Review textbooks such issues in the past few decades has been of interest to researchers and education professionals. Due to this, it can reveal some shortcomings of textbooks and curriculum designers to develop better assist textbooks. The purpose of this study was to analyze the content of textbooks (Persian and social studies) during the second period beginning with emphasis on life skills-based model was William Romi. This descriptive study conducted. A sample of the population, and social studies textbooks Persian early in the second period (fourth, fifth and sixth) is a descriptive study of techniques for analyzing the content of the books in Persian and Romi William II of elementary social studies have been performed. The study sample consists of primary and secondary school textbooks sample Persian and social studies textbooks for primary second period. Communication skills are considered in this study results of the studies showed only civics textbooks in geography in the fifth grade components, communication skills, attention

**Keywords:** self-awareness, communication, primary school, by William Romi

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## Introduction

Life is an effort to communicate with self, others, nature, symbols, and so on. Each connection requires reasoning and understanding implicit in the message. Systematic content analysis found nothing but the relationship is not obvious and hidden messages and themes. Perhaps human life just is not possible without having to gather and analyze a feature that could put people in a position of creatures. The origin of human life adversity in the history of the past, present and likely future implications arising from the lack of true propositions, messages and themes implicit in them.

Content analysis is a method for investigating phenomena and concepts, has long been concerned authorities. But in recent decades as both a quantitative and qualitative research method as well as a disciplinary system has a special place. Textbooks, educational systems are an important part of learning resources and materials that constitute the primary school curriculum. Research on the analysis of textbooks is also a valuable effort. For teachers and students of the benefits and opportunities for learning in the design of these studies is impressive. Textbooks can also study the relationship between the number of students with learning difficulties reveal the curriculum and help to shape the curriculum concepts appropriate to be included in textbooks (Dogby, 2010). Curriculum and its content is one of the best tools to fulfill the students' commitment to social, civic and community spirit of it. The curriculum, social studies is a key learning area which is taught in almost all countries. That's according to new needs in education and social education lessons. I need to escape from the traditional approach of writing the National Curriculum and the establishment of the sixth change is necessary (Fallahian et al., 1391). Given the importance of textbooks and success, and also the needs of society and social and community norms are consistent with the philosophy and aim to

providetraining(Shabani, 1391). Resultsindicate thatperformancetestssuch as theThamesIranianstudentsinscienceandmathcoursesat theelementary levelis notappropriate Andmorestudents areable toanswer questions on theapplicationof judgments,anddo notmixandasahypothesisand problem solvingskillsareata lowerlevel. (Martin, 2008)Oneof the major factorsthat areoutofschoolcurricula,teaching process, either openlyor inhiddeninfluence. (Brydrman, 2009)

Due to the increasing complexity of society change and develop social relationships, preparing people to deal with difficult situations, it is necessary teachinglife skillsina varietyofcapacitiesis saidaboutpositivebehaviorandgoodcompatibilityprovidesAnd the ability of an individual to enable the acceptance of his responsibilities, without hurting themselves and others in order to effectively demands, suggestions and problems to be faced daily in cross-border relations. (KarimZadeh et al., 1388)

The importanceandnecessity of teachinglife skillsandlife skills trainingtimeconsidering thatpromotepsychosocialskillsis.Theperson'sabilityto deal effectively withconflictsituationsandhelpgivelifeandhelpshimwithotherpeople,society,culturea ndenvironmentof positiveandadaptivefunction andtoprovideentalhealth. Thus, life skillstrainingto reinforceorchange attitudes,values andbehavioris.(Nasseri, 1389)Therebycreatinga positiveand healthybehaviorsManyhealth problemscanbepreventedso thathelpchildrengrowanddevelopthe skills required tocreate agood lifeorincreaseconfidence indealing withproblemsAndalso helpin thedevelopment ofemotionalandsocial skillsnecessaryforeffectiveandproductivelife inharmonywith thesocialenvironmentis necessary. (shoarinejad,1387).

Oneofthe best ways toteachcritical thinkingeducationCenter forEducation andTrainingand schooltextbooksare consideredthemost importantand

frequently they realized its goal through. These day textbooks if properly developed, can play an important role in teaching critical thinking. (Yaghoobi, 1389)

The curriculum is designed to produce a conceptual map of the curriculum is intended as a set of resources, identification of program elements and types are used in connection with any of them. Due to the fact that our educational system is centralized. Certainly one of the most important components in life skills training curriculum and consequently official curriculum documents. Schools for the culture that one of the most important roles of socialization through formal and informal curricula. (Adib, 1382)

Education is tasked to prepare the next generation for the society today. This is important in the area of public education, including basic skills and aspects of professional life, it is up to those who want to live in community with the principles, norms, values and social norms, and citizens who deliver the community.

### **Research in this area has been few examples of them are mentioned**

Najafiet al (1391) in a study entitled and mental health prediction based on life skills in children, and for this purpose a sample of 800 patients was performed by the method of stratified sampling. The results showed that the knowledge of (life skills, and mental health) self - there is a significant negative relationship. After coping skills, self-awareness, and empathy were making significant role in predicting mental health had a total of 37% of the variation of these variables to predict psychologically healthy. The results indicate the importance of life skills for the prevention of disorder and has practical implications for education planners.

Research Karimiet al (1391) to assess the skills of high school students were tekab city. The research was descriptive. The population as of 2293 were all high school students tekab city. With a total of 300 sample size estimation using multi-stage cluster sampling method was chosen from among them.

Standard questionnaires measuring tool life skills of problem solving, empathy, critical thinking, decision making, coping with emotions, stress management, critical thinking, effective communication, self-awareness, interpersonal relationships was statistical analysis showed that the enjoyment of life skills, technical skills of high school students is lower than average. Students have the highest decision-making skills and creative thinking skills are the lowest they have been. Between creative thinking and coping skills, there is a significant difference between male and female students. Level of life skills in different educational levels in all skills, creative thinking skills, but there was significant difference.

Research Amir Ahmadi et al (1391) as a fifth grade science book to examine the content based on Dewey's view of the problem. The criteria for content analysis, the problem of Dewey's view it is essential skills. The general approach used to solve the problem using the book's approach to the study of Roman and Williams and essential skills of problem solving according to Dewey's view, Two checklists and essential skills of problem-solving process was performed with 87/5 final. These results indicate that in the books of the problem solving process skills and little attention has been paid in organizing the content, only 1 to 3 lessons of the book addresses the content and activities of the problem compare. The underlying problem is not teaching Problem solving skills are essential skills in the 10 components of the observation, classification, measurement, tool usage, data collection, and Hypothesis making predict, interpret findings and conclusions, identify variables, communication, evaluation and classification of research design, Problem solving skills are essential skills in the 10 components of the observation, classification, measurement, tool usage, data collection, Hypothesizing and predicting, interpreting findings and conclusions, identify variables, communication, evaluation and design of the study, stratified, less



attention has been uniformly applied. The frequency range of 0 to 37 and the difference is not included. Attention to the skills of interpretation, inference, conclusion, and less attention to the variables diagnosis and evaluation skills. Other skills with lopsided and unbalanced frequency between these two domains are scattered frequency of necessary skills, problem solving skills, global distribution and coordination among the ten observed 32/4.

Karamiet al (1992) The analysis of the text content and images, the junior high school math book of 1991, according to William Romite techniques and analysis of classroom training sectors, activities and lessons based on cognitive domain of Bloom. The findings revealed that the ratio of secondary to practice active involvement in math book was written. This analysis showed that in the book of exercises, activities and issues in higher levels of cognitive domain, is very small.

Jamali et al (1992) to determine the components of citizenship education, according to the knowledge, skills and attitudes of citizens in the social sciences in secondary school textbooks have been made. The survey of high school social science textbooks and the nature of the data, regardless of the sample, the population of the sample was considered. Content analysis was used for data collection checklist and its validity was confirmed by experts in the field. The results indicate that a total of 3194 units of counts recorded, 248 of civic knowledge, civic skills and 99 units to 103 units dedicated to the attitudes of citizens. However, each unit 103 to citizenship skills (the ability to choose and make decisions, solve problems, use of city facilities, personal and social responsibility, communication, self-critical evaluation issues, personal and social, able to talk and dialogue, empathy) one of the characteristics of the components of the study and textbooks uneven considered as a component of citizenship is not paid. According

to the findings of social science secondary school curriculum revision in order to pay more attention to the components and characteristics, is considered essential.

In this research, Martin Jones and colleagues (2009) conducted in connection with the life skills needed to conclude that the individual skills of athletes including social skills, respect, family interaction and communication and interpersonal skills such as self-organizing, self-discipline, confidence esteem, goal setting, performance data management and motivation of the most important life skills needed for fairness. The results Beverly Joyce Love (2009) A study of state standards in English language arts curriculum consists of Bloom Survey teaching eighth grade in 36 US states showed that 96% of the lowest floor of the Bloom 1 and 2 Remember (recall) is considered. Verb used to classify the most common cases. Only 5 states directly Bloom 1 or 2 in the introduction of revised documents, table of contents, guidance documents, acknowledgments, appendices and bibliography mentioned. The results showed that while in some states Bloom compound 1 and 2, the majority of the standards at the lower levels of Bloom's taxonomy is written.

This research Bob laolyr et al (2010) in connection with the communication skills required of graduate students did concluded This dramatically increases the confidence and skills to communicate with others and are more flexible in their.

Results show that the more education a student-centered rather than teacher-centered. Often centered teaching strategies and a focus on rote learning, knowledge and understanding of the course grade below the range if the range of mental and emotional cognition remains completely intact. Results show that the more education a student-centered rather than teacher-centered. Often centered teaching strategies and a focus on rote learning, knowledge and understanding of the course grade below the range if the range of mental and emotional cognition remains completely intact.

Research results Mnrs et al (2012) as measured by school based life skills programs for high-risk sample: a longitudinal multicenter controlled study, this study examines the effects of two types of life skills-based program on drug addiction and health in sample with high numbers of disadvantaged students is social

### **Considering to the question under consideration is whether the expression**

According to William Roman pattern books (Persian and social studies) the extent to which the primary focus is on communication develop the skills?

#### *Research*

This research method of content analysis is based on Roman William pattern. William Rumi method comprising the notion that some of the categories of active and inactive categories related to others To determine how the content is presented in the form of words, texts, questions, activities, and images are placed in the appropriate category and the frequency categories active than passive, the active involvement of students with content or content ratio is calculated. The activity coefficient is an indicator of involvement of students in the learning process of textbook shows. Active involvement of the division factor categories achieved on the inactive category. It should be noted that in this study, the primary school textbooks, the entire text, images, questions and activities of Persian literature, social studies, the initial period is analyzed.

#### *The data collection tool*

To collect the data necessary to analyze social studies textbooks Persian and early second period, the proposed method used by William Rumi. In this method, all content, including text books, questions, images and activities within certain categories, encrypted the category or units of analysis are encrypted and will be



judged on it. To judge the different components of special books, used the same piece of content.

*Statistical population , statistical sample*

The population of this study are of Persian literature and social studies in grades fourth, fifth and sixth grade of the elementary included in academic year in the schools of teaching, are 93-1392. In this study, in order to get accurate and reliable results about the book and its content is limited to the text, questions, images and activities are thoroughly checked And the study sample is consistent with the target population.

Collecting information about text book

All pages of text that is meaningful concept in the selection of the active and inactive categories identified. In an analysis of the text, is the smallest unit and to the smallest meaningful unit is able to sense it. So each of the sentences according to its nature and comply with the following categories can be grouped. (Shafii, 1384, p. 94)

The results

*According to William Rumi pattern books (Persian and social studies) the extent to which the primary focus is on communication skills?*

Persian book (reading) Level: Elementary fourth component relationships

Was calculated Considering to a formula based on the number obtained by Roman and Williams (0/36) reading Persian Book of the fourth component of communication is lacking.

:Persian (read) Level: Elementary fifth communication skills

Was calculated Considering to a formula based on the number obtained by Roman and Williams (0/15) of the Persian reading

The fifth component of the total lack of communication skills.

:Persian (reading) level: sixth grade communication skills

Was calculated according to a formula based on the number obtained by Roman and Williams (0/36) Persian reading the sixth book in the total lack of communication component.

The first part of the fifth grade civics, geography, communication skills

Was calculated according to a formula based on the number obtained by Roman and Williams (0/54), the fifth grade geography, civics book a total of communication skills is a component.

Done calculate according to the values obtained (0/11) book civics portion of the total lack of communication component is acceptable because the range of (0.4. to 1.5), respectively.

Fifth grade civics third sector: civil communication skills

Was calculated according to a formula based on the number obtained by Roman and Williams (0/33) Civil Division of the studies he second part of the fifth grade civics, history, communication skills.

The fifth is the total lack of communication skills, basic social component

Fifth grade civics third sector: civil communication skills

Was calculated according to a formula based on the number obtained by Roman and Williams (0/21), the sixth book social studies component in the total lack of communication skills.

## Resources

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