Images of Citizenship in the National Education Textbook for the Third Intermediate Grade in Iraq in the Light of Global Trends

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Abstract

The study aimed to identify the degree of inclusion in the book of national education for the third grade in Iraq to the image of citizenship in the light of global trends. The sample of the study consisted of the book of national and social education for the third grade intermediate in Iraq for the academic year 2017-2018. The results showed that the book included 90 times the image of citizenship in the light of global trends. Human rights ranked first, loyalty and belonging that come in the last grade.

Keywords: Citizenship Pictures, Global Trends, National Education Book, Third Grade.

Introduction

Education is the foundation of the rise of societies, because its mission is to build a man who can maintain his society and understand his role as a citizen with rights and duties and belongs to his homeland, which is called the term citizenship.

Citizenship is defined as belonging to and loyalty to the homeland, and the image, principles and obligations that the citizen bears towards his homeland in return for the rights he enjoys. It is the behavior of a picture in the life and conscience of the individual that becomes part of his personality (Jarar, 2011, 8).

Citizenship, is equal participation, which gives young people the knowledge and skill, and understanding the main social and political roles in the community at the local, national, national and human levels, as well as empowering them with national responsibility and educating them about their moral and behavioral rights and duties, making them more self-reliant citizens and participating in community building , 2002)

The idea of global citizenship has emerged as a reaction to the wars suffered by mankind and as a solution to economic, political and health problems. It supports the idea of preparing the individual and his interaction with his peers in a world of multiculturalism and rapid change and the effective contribution of mankind to leading the world towards development. International security and peace, and the promotion of social identity (Lucas, 2005).

Citizenship is aimed at preserving the social spirit and providing young people with the knowledge and commitment to the ethical image defined by society such as hard work, honesty,

respect for and obedience to the law. The concept of citizenship in the countries of the world has become increasingly important because of the urgent need to renew the national feeling, Among young people at one time (Khamis, 2006).

Global citizenship is characterized by knowledge of local issues and global issues, effective contribution to the building of society, rational decision-making in dealing with problems, and the acquisition of thinking skills necessary to adapt to and coexist with the civilization of the age (Mcdougall, 2005).

Global citizenship is the ability to coexist in a democratic, pluralistic and open world society and to participate in the building of a just and equitable world society that respects respect for privacy, renunciation of racial discrimination, fighting violence and emphasizing the sovereignty, dialogue and tolerance of world peace (Al-Qahtani, 2010).

Citizenship may take many forms, including positive citizenship in which the individual plays a positive role in confronting the negatives in society. Citizenship may be negative and stands for negative criticism only. Citizenship may be false, in which the individual appears only to have virtual (slogans, 2011)

Social studies books are a fertile ground to address citizenship as one of its main goals by providing students with the picture and trends associated with them, introducing students to their rights and duties, and preparing them to be good citizens by paying attention to the citizenship they create in their minds (Mary, 2007).

Social studies books are the first reference in the teaching of citizenship, because they are related to the organization and development of human society and interest in human being as a member of human groups, and the most important goals of achieving good citizenship (Qatawi, 2007).

It is a visionary, administrative and political system that devotes all its resources to granting the citizen all his rights and motivating him to abide by all his duties and responsibilities and to achieve justice, freedom and equality, thus giving citizenship its true meaning (Al-Rashidi, 2013).

In Iraq, the concept of citizenship has a particular peculiarity. Citizenship carries a deep meaning and needs great awareness, especially after the openness that has been achieved to the rest of the countries after Iraq was isolated for decades. The Iraqi constitution included the rights and freedoms that achieve citizenship through Article 3/2005). However, the concept of Omanization in Iraq has been faced with many obstacles and difficulties, and multiple problems such as the variety and different social and cultural components, and the tendency that controls the intellectual, social and cultural structure on which the relationship of kinship, blood link and associated tribal image, Here's how people think (Agil, 2009).

As a result of the importance of citizenship and global citizenship and its role in building society, several studies have been conducted on this concept. Ben Sulayem (2013) conducted a study aimed at identifying the image of citizenship in the books of civic education for the intermediate and basic stages in Algeria. The sample of the study consisted of (100) teachers and teachers of the intermediate and basic stage in the schools of the al-jelfa city, and the results showed that the image of citizenship in the books of civic education is medium.

Al-Rashidi (2013) conducted a study aimed at identifying the extent to which books of national education contribute to enhancing the values of citizenship among students. The sample of the study consisted of (312) teachers and teachers of social studies in the Hail region in Saudi Arabia. The results showed that the books of national education contributed greatly to the promotion of the values of citizenship for students.

Sigauke (2013) conducted a study aimed at identifying the degree to which citizenship is included in the social studies textbooks of the Secondary Teacher Education Program in the United States of America. The study sample consisted of (10) books of social studies books in the United States of America to show how to train teachers to teach the image of citizenship in schools, and the results showed that there are many concepts related to citizenship in the curriculum.

Aseiwi (2014Ersway) conducted a study aimed at exploring citizenship education procedures in Turkey's social studies curricula and the challenges it faces. The sample of the study consisted of (6) teachers and (30) students from the two schools. The results showed that the perceptions of citizenship and educational backgrounds of teachers have an impact on the education of citizenship for students, and the impact of sex and maturity and the social environment on citizenship education.

A study aimed at revealing the level of citizenship values in the content of the books of social studies history and civic education for grades 4, 5 and elementary. The sample of the study consisted of the books of history and civic education for the fourth grade and the fifth grade primary in Algeria. The results showed that the degree of inclusion in the history book and the book of civic education for the fourth and fifth grades is intermediate.

Hilali (2017) conducted a study aimed at identifying the image of citizenship in the curriculum of social and national studies for the third grade intermediate in the Kingdom of Saudi Arabia. The study sample consisted of social and national studies books for the third grade in Saudi Arabia. The results showed that the area of lessons that support the image of citizenship is low.

Farhan (2018) conducted a study aimed at analyzing the content of books of social studies for the primary stage in Iraq according to the dimensions of citizenship and develop proposals for its development. The results of the study showed that the historical dimension of citizenship came

first and the technological dimension in the last rank. The results also showed a large disparity in the distribution of the image of citizenship in the books of social studies in the three stages.

Comment on previous studies

The current study is similar to the previous studies in terms of the methodology used, except for some foreign studies that used a different approach such as Erswey (2014), Smith and Arends (2016Smith, &Arendse). And similar to previous studies using the card analysis content as a tool for study, and differ with them in terms of units of analysis and categories, which are the areas of citizenship and indicators identified by the researcher.

Problem of the study

The interest in developing the concept of citizenship in Iraq is an urgent necessity after the changes that have taken place in the political system in it, with the need to rebuild the person who is aware of his rights and duties and seeks to rebuild his society according to sound foundations to restore what was demolished. To answer the following questions:

1 - What features of the image of citizenship, which is consistent with the global standards available in the book of civic and civic education for the third grade in Iraq?

2 - Is there a balance in the distribution of images of citizenship that are consistent with international standards in the book of national education for the third grade in Iraq?

Importance of study

The importance of the study is to highlight the image of citizenship in the State of Iraq to improve the image of citizenship, to benefit from international standards to improve the image of citizenship in the book of civic and civic education in Iraq and to provide feedback to the authors of the preparation of books of social studies in Iraq .

Study limits and limitations

The study is determined as follows:

Time Limits: The study is limited to the second semester of the academic year (2018-2019).

Place limits: the study is limited tobook of National and Social Education in Iraq.

Objective limits: the study is limited universal citizenship standards, in accordance with the areas of human rights and social justice, intercultural, loyalty and belonging.

Determinants of the study: The results of the study are determined in light of the validity and stability of the study instrument.

Operational Definitions

Image of citizenship: What is dealt with in the book of civic and civic education in Iraq to the subjects of citizenship according to global trends, and identified by the frequencies and percentages of the study tool.

Book of National Education: is the book of national and social education for the third grade in Iraq. And scheduled for students in 2017-2018.

Global trends: The criteria set by the United Nations and UNESCO (2013) and some developed countries for the form of citizenship as a global concept between States and is concerned with human rights, democracy and social justice, which will be included in the book of civic and civic education in Iraq.

Method and procedures

Study Approach

The researcher used the descriptive analytical method.

The community of the study and the study sample

The study population consists of the national and civil education books for the intermediate stage in Iraq. The sample of the study consisted of the book of civic and civil education for the third grade in Iraq.

Instrument of the Study

The study instrument consisted of a content analysis card that included a list of global citizenship images that can be included in the book of civic and civic education. They were divided into four main areas: human rights, social justice, interculturalism, loyalty and belonging.

Validity and reliability of the instrument

To verify the validity of the tool was presented to a group of arbitrators with experience and specialization in some Jordanian and Iraqi universities, and make adjustments according to their suggestions, and the stability of the tool was analyzed the book of civic and civil education for the third grade intermediate in Iraq, and then the researcher re-analysis after a month according to steps Analytical analysis adopted by the researcher in the first analysis process, and to

ascertain the coefficient of stability according to the formula of Holistic $= \dfrac{2M}{N_1 + N_2} \times 100$

Where (M) represents the number of frequency of the agreement, and (N) represents the number of frequency of the analyst. The results showed an appropriate agreement between the two analyzes. The total reliability is (0.88)

Analysis unit and categories

The idea was chosen as a unit of analysis, or the categories of analysis are indicators contained in each area.

Statistical processing

To answer the study questions, frequencies and percentages were used

To ensure the stability of the study instrument, the Holistic equation was used.

Discussion of theresults

Results related to the first question: What features of the image of citizenship that are consistent with the international standards available in the book of civic and civic education for the third grade in Iraq?

This question was answered through the researcher's review of the previous theoretical literature, researches, periodicals and books related to the images of citizenship in particular, and social studies in general, through which the researcher obtained a list of images of citizenship that are consistent with the international standards to be included in the content of books of civic and civic education for the stage Iraq, which was later used as a tool for the current study.

Results related to the second question: Is there a balance in the distribution of citizenship images that are consistent with the international standards in the book of national education for the third grade in Iraq?

In order to answer this question, the researcher analyzed the content of the book of civic and civic education for the third intermediate grade in the sample of the study in light of the images of citizenship in the light of global trends. The results were as shown in Table (1, 2,3,4,5).

Table (1)

Shows the Frequency and percentage of results of analysis of the content of the book of civic and national education for the third grade average for each field of citizenship images in the light of global trends and areas combined

Rank	Domain No	Domain	Frequency	Percent
1	1	Human rights	39	43%

2	2	Social justice	25	27.77%
3	3	Intercultural Interaction	19	21.11%
4	4	Loyalty and Affiliation	7	7.77%
		Total	90	100%

It is clear from Table (1) that there is a discrepancy in the content of the book of civic and national education for the images of citizenship in the light of global trends. This may be due to the fact that the human rights images included in the book of civic and civic education are at the core of the subjects of social studies, especially civic and civic education, which is one of the main components of the third-grade curriculum. While "loyalty and belonging" came last with the lowest frequency (7) recurrences and a percentage (7.77%). This may be due to the authors' interest in this picture in other stages of study.

This finding is consistent with the study of 2017, Sigauke, 2013, and Farhan (2018) in terms of the imbalance in the distribution of citizenship images in the light of global trends in the book of civic and civic education for the third grade average.

Table (2)

Shows the results of the analysis of the content of the book of civic and civic education for the third grade of the average images of citizenship in the light of international standards (human rights images

	First. human rights	**Frequency**	**Domain percentage**	**Domains percentage**
1	Equality of rights and duties between men and women	9	23.07%	10%
2	Right of education	8	20.51%	8.88%
3	Giving children their rights and preventing abuse	7	17.94%	7.77%
4	Respect of freedom of opinion and expression	5	12.82%	5.55%
5	Right of work	4	10.25%	4.44%
6	Recognition of rights and duties of individuals	3	7.69%	3.33%
7	Right to participate in the political process	2	5.12%	2.22%
8	Right of a safe life	1	2.56%	1.11%
	Total	39	100%	43%

Table (2) shows that the most common forms of global citizenship available in the book of civic and national education for the third grade in Iraq are "equal rights and duties between men and women", which reached (9) recurrences, The aim of the development of learners is to understand family education properly as a social function, and to protect the rights and duties of individuals and to promote gender equality.

This is due to the fact that the planners of civic and national education curricula have suggested that the development of such a picture among learners in the intermediate third grade is an early issue for the learners, and their view was that such a picture could be developed In the advanced stages, the student being closer to practice this image in practice.

Table (3)

 The results of the analysis of the content of the book of civic and civic education for the third grade of the average images of citizenship in the light of international standards (social justice images)

Second. Social justice Duplicates Percentage of field Percentage of areas.

	Second.Social justice	Frequency	Domain percentage	Domains percentage
1	Health attention	**7**	28%	7.77%
2	Equality between different social strata	**7**	28%	7.77%
3	Work on democracy	4	16%	4.44%
4	Denial of racial discrimination	4	16%	4.44%
5	Global cooperation on the basis of freedom, justice and equality	1	8%	2.22%
6	Fighting poverty, hunger, homelessness and Unemployment	1	4%	1.11%
7	Brain and brain drain	0	0	0
8	Avoiding aggressive behavior	0	0	0
	Total	**25**	100%	77%

Table (3) shows that the two issues of "attention to health and equality among the different classes of society" came first (7) recurrences, and this may be explained by our true religion that the interest in health is one of the purposes of Islamic law, And the well-being of the individual can do the prayers and prayers that Allah ordered for them.

 as for the image of equality between different classes of society may explain that our religion is the right to promote equality and justice among all people, and therefore focused on the content of the book of civic and national education in order to provide the learner, Be capable And the elimination of aggressive behavior "in the last place without any repetition. This is due to the fact that such images are difficult for learners in this age to absorb and develop, and that it can be developed in the upper grades Of the study.

Table (4)

The results of the analysis of the content of civic and national education textbook for the third grade of the average images of citizenship in light of international standards (images of loyalty and affiliation)

	Third. Loyalty and affiliation	**Frequency**	**Domain percentage**	**Domains percentage**
1	Contribute to cohesion among members of society	3	42.%	3.33%
2	appreciation of homeland	1	14.28%	1.11%
3	Defending the Earth in case of war	1	14.28%	1.11%
4	Appreciate the local and international symbols	1	14.28%	1.11%
5	Preserving the State property and contributing in developing them	1	14.28%	1.11%
6	Work on conveying a bright image of the state to the world	0	0	0
	Total	**7**	**100%**	**7.77%**

Table (4) shows that the most common forms of citizenship that the book of civic and civic education contributes to the third grade of development among learners in the area of loyalty and belonging is "contributing to cohesion among the members of society", which reached (3) recurrences, And the civilian that seeks to develop it among the learners, because this image of the impact on the life of the learner and which is reflected directly in the behavior in the classroom and school and society, and comes in sync with Iraq's efforts to promote the values of loyalty and belonging in the learners to be an effective weapon to meet the challenges of globalization and its negative consequences on Community and national values. The picture: "Working to convey a bright image of the state to the world" in the last place without any repetition and may be attributed to the lack of awareness enough to students to recognize this image and application.

Table (5)

The results of the analysis of the content of the book of civic and civic education for the third intermediate grade of the images of citizenship in the light of international standards (intercultural interaction.

	Fourth.Intercultural interaction.	Frequency	Domain percentage	Domains percentage
1	promotion the culture of peace and the peaceful resolution of disputes	4	21.05%	4.44%
2	Respect for the cultural diversity of each people	4	21.05%	4.44%
3	Development of love between different nationalities	3	15.78%	3.33%
4	Maintaining the local and international heritage	3	15.78%	3.33%
5	Develop respect and love among peoples	2	10.52%	2.22%
6	Respect the laws and regulations of each country	1	5.26%	1.11%
7	Recognize the diversity of languages, religions and philosophies as components of global culture	1	5.26%	1.11%
8	Respect for others' material and intellectual rights	1	5.26%	1.11%
	Total	19	100%	21.11%

Table (5) shows that (4) repetitions of the paragraphs "work on spreading the culture of peace and peaceful conflict resolution" and "respecting the cultural diversity of each people" came in first place. This may explain the need to develop the thinking skills of learners in how Resolve conflicts that start with personal disputes and reach international disputes, in order to improve the negotiation skills of learners.

"Respect for the systems and rules of each country" and "recognition of the diversity of languages, religions and philosophies as components of world culture" and "respect for the material and intellectual rights of others" came in the last place with a single repetition. This

explains the desire of the curriculum makers to develop values of respect and dignity , Respecting regulations to build a good citizen.

Recommendations

In light of the results reached, the researcher recommends the following:

- The need to consider the book of civic and national education for the third grade in Iraq to enhance the image of citizenship in the light of global trends.

- The need to include the values of loyalty and belonging and work to convey a bright image of the state to the world in the books of civic and civic education for the third grade in Iraq.

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