

The Extent to Which the Overall Objectives of National Education and Social Levels of Education in the Arab World (Descriptive Study)

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Abstract

This study aimed to identify the extent to which the overall objectives of raising social and national levels of general education in the Arab world through research and studies on social education material, national, and findings of the monitoring of those studies and research findings. And applied this study on the research and studies that could be obtained in this area, especially recent studies. And the study found that research and studies that analyzed and auditing, monitoring and classification, indicated the following results: the students' interest rule and satisfy material for their educational needs were moderately, as the traditional teaching methods Kalalqa and debate still is prevalent, as there are shortcomings in the use of school activities in the curriculum, and provide the capabilities necessary educational for him, and that the evaluation methods used are tests objectivity, but other questions are used moderately, and the lack of teaching aids, and the lack of teacher specialist to teach, any material social and national education, to emphasize the importance of education policy and set clear objectives and the concept of citizenship.

Key words: social and national education, general objectives, citizenship, research and studies,

Submitted

I've seen the last decades of the last century events successive and rapid developments have made the process of change is inevitable in most countries of the world, has concern some communities of this rapid change, including the Arab and Islamic countries that fear that these social transformations accelerated and associated development of scientific rapid to influence the values and principles, customs and traditions by the Western media aura. And the Kingdom of one of these communities that have passed quick changes included most aspects of economic life, social and cultural, thus affecting the cohesion and stability of society, and led to the emergence of attitudes, values and patterns of thinking are not consistent and the nature of Saudi society. Therefore use the state, like other states, the educational system as one of the most important social systems, which is based on the preparation of the individual and prepare to face the future, as well as maintaining the core values and principles of the society, and respond to the aspirations and national aspirations. The modern concept of citizenship based on spending collective based on mutual understanding in order to ensure individual and collective rights, and citizenship in the foundation feeling sentimental connection to land and members of other community dwell on the earth which is not in contradiction with Islam, because citizenship is a link between individuals living in a time and place given any specific geographic, and religious relationship that promote citizenship. (Fahd, 2010).

Hence the emphasis on material social education and national instilling values of loyalty and Alatanme and focus on the customs and traditions of good that enhance the cohesion of Arab societies, and to maintain social stability and permanence, in light of what the world is witnessing the enormous challenges in the field of technology and information, and this is reflected in the various sectors economic, social and political in general. The educational system in Education in particular, and this would contribute in bringing about many changes and developments in the process and educational different elements, and to find effective strategies towards teaching and learning processes (Majdi, 2012), in order to accommodate these developments growing in knowledge, and meet the needs of learners, and provide educational opportunities to the largest possible number of individuals, and to achieve quality standards in education, and breeding generations have the ability to communicate and dialogue with others Hence the focus on the Study of Social Education and national works on individual growth and development of the various aspects of his character to realize the meaning of national citizenship, loyalty and devotion to the homeland.

Where is the Study of Social Education and the National Investigation aimed first and foremost to find a good citizen, a citizen who believes in freedom of the individual and equality for all, and conscious of the problems of society, and is able to be resolved rationally and insight and belonging honestly and sincerely to the nation. Therefore came modern trends in the preparation of this article to focus on the following aspects: the development of critical thinking skills through the texts of different historical and geographical, and focus on

the method of individualized instruction and problem - solving skills , focus on the study of nations and peoples and stay away from people (ALI and other s , 1991).

Problem of the study

Between (Grelle, and Metzger, 1996) that social studies is the best transfer tool to highlight the harmony or socializing (Socialization), and to prepare students structure existing social or existing in the school and community , where that point the only force in the way of nurturing traditional , as saying , contributed a prominent role in making social studies play an active role in the task of national education in American society. Shows (Engle and Ochoa) as saying that education , which focuses on realities isolated or rigid, they are often not useful , but it is harmful to student achievement and the development of its intellectual property, and there is one subject is important in education , namely life in all its manifestations. Supports (Chapin and Messick, 1989) was confirmed by (Engle and Ochoa) about the need to connect learning students for citizenship in their schools, their community in which they live , where is the process of linking the curriculum of national education by students and the lives of the important elements in the development of citizenship and achieve their goals, and in order to achieve it must from students to practice the activities and experiences in their community and their environment directly. So is the problem of the current study to identify the extent to which the overall objectives of raising social and national levels of general education in the Arab world ? As it seeks Ministries of Education, through the teaching of this article to achieve a set of goals , including : the creation of a good citizen belonging to his homeland , conscious of the problems, capacity development , attitudes and values , develop a spirit of loyalty and Alatanme home, dealing with others, knowledge of the political system, the development of the spirit of solidarity with others , respect for the system , knowledge of the issues of the nation and challenges , problem-solving skills , the study seeks to know the extent to which these goals through study and research , classification and analysis.

Questions of the study

Although the material social education and national endeavor to achieve the objectives of great variety and comes in the forefront : the preparation of a good citizen , loyal to his homeland , loving him, and dedicated to him, and careful in his service , but that the researcher sees through his academic and follow-up and brief him on the articles and the means various media and scientific conferences about the collapse of the system of values in generations , especially in the stages of public education , which emerged values peculiar including: lack of loyalty, and not belonging, cheating , and vandalism of public property , as well as school , lack of respect for teachers , adults, and other phenomena , making plenty attribute it to social education material , national and non-activation of its role in improving the behavior of students , so this study came to try to answer the following questions:

- 1 - What is the extent to which the overall objectives of social and national education in institutions of education in the Arab world through a review of research and studies ?
- 2 - What is the key recommendations that the guardian concluded the results of research and studies on the extent to which the objectives of social education and national education institutions in the Arab world ?
- 3 - What are the proposals and recommendations made by the researcher to achieve the objectives of social education and national education institutions in the Arab world ?

Objectives of the study : The present study aims to achieve the following objectives :

- 1 - Identifying the role of social education material and in the development of national citizenship values among students in general education in educational institutions in the Arab world.
- 2 - To identify the extent to which the objectives of social education and national levels of general education in educational institutions in the Arab world.
- 3 - Get the teacher's role in the implantation and development of national values among students in general education in educational institutions in the Arab world.
- 4 - to identify the contribution of social education decisions and national modify the behavior of students in general education in educational institutions in the Arab world.
- 5 - Get the results of the analysis and critique of research and studies on the extent to which the objectives of social education material and national levels of general education in educational institutions in the Arab world.

The importance of the study:

- 1 - might benefit teachers and Tbesarham the importance of teaching education Social and Aloutnahfa promoting the concept of loyalty and citizenship ?
- 2 - may be useful officials in the Ministries of Education, based on the planning and development of curriculum related material social and national education to achieve the desired goals and objectives .

3 - This study may be useful in the development of social education curriculum content and national planning , implementation and assessment .

4 - This study may contribute to open the way for research and other studies in the field of education curricula , national and social development in terms of topics and methods of teaching and assessment and examinations .

Terms of the study

Material social and national education : is one of the detectives prescribed in the curriculum of general education in educational institutions in the Arab world.

The stage of public education : we mean the educational phase , which starts from the first grade until the end of secondary school.

Theoretical framework and previous studies:

Material social education and national cornerstone in the educational process, and has a privacy unique to all other detectives, is Section underpinning the process of building the man that we want, and New Citizen his personality and spirit and mind, and Bmoatnth values and acquaintances basic social, and this topic is open for students windows awareness of the role of social, political and economic society and the consciousness of the community site in the world in the past, the present and the march of human civilizations and their interaction, hence the material of this section can only come from within our society and can not be replicated or translated from other systems, which confirms the importance of the Study of Social Education and national that the world has become smaller in the era of speed dialing, and expose our children to cases of anxiety and loss, holding shortage, simulation if they are not harmful Raskhi rooted in the values and heritage of their community aware of its problems and its advantages (and others, 1991).

The written material social education and national importance especially unique from other textbooks, it focuses on socialization and cultural compatibility between the sons of one nation (Ataiwrh 1994) Noimkn say that the vanguard of social studies of the utmost importance because of the role that received in the upbringing of a good citizen and building the man that we need him more than ever, that man skilled effective conscious that understands itself, and contributes to the development of society, and is aware of the problems of environment physical and human resources, faced and worked to resolve (the Open Education, 1993) and works well as parenting books social and national strengthen affiliation of the individual to his homeland, and his faith in its objectives.

Education is national is melting pot that are fused feelings emerging and their sense of belonging to the homeland him on top of that heritage historical and, traditions and Mothorath, if public education is a human adaptation adapted behaviorally with the surrounding environment socially and physically, the National Education is the man to live in a particular community, and adapts adapted sound with the rules and regulations and the laws of the society in which they live, and interact with him to provide his or her duties towards him, and took his rights from within the country and outside it, says Herbert Spicer "If education is to prepare for public life, Education is the National is the preparation of a good citizen, they are thus part of the whole." He says that the definition of citizen homeland in which they live,, Bnzation and laws and even its traditions, customs and habits, is what we call a national education (Nasser Hoahat, 2006). As well as providing students and students with facts, information, skills, principles and values, and embryogenesis ethics offices, and how to deal with others, which make the pupil stand on what his country and his nation from the date of the glories of great and makes him feel strongly their homeland and their pride and dignity, and proud of belonging to him, and to realize the value of cooperation between the sons nation.

And also that of the objectives of material social education, national and seeking Arab states to be achieved are: promotion of belonging to the homeland and to ensure its security and stability and defend it, and familiarize students with them and what their rights and duties as citizens, and to bring awareness of family to build a family intact, and develop the skills of dialogue and to express an opinion and participate in the debate, and the definition of students on their homeland and its achievements and the struggle of their parents top and the development of pride Palantmaellama Arab and Islamic countries, and the importance of change and communicate with the outside world (Saudi Educational and national). Thus, it is clear that the material social education and national contribute to the development aspects of the student's personality to be a bus and a comprehensive awareness and perception range of concepts, trends and convictions that make it realizes Maan national and citizenship ahead of loyalty towards it locked belonging to a lead role with sincerity and awareness toward their homeland At that sees one of the researchers that social education and national is a process of growth and development for the aspect of personal emerging through which that develops and promotes a range of information, concepts and trends and associated out of the habits, skills and values that help to understand the society in which they live, and play its role and create awareness, efficiency and responsibility (Nasser, 1994).

Then the material social education is one of the most prominent substances that help to develop patriotism among students and the concerted efforts of four points, namely: family, school, society, and the media, family is

the foundation first, to find a good citizen, which predispose to her son social atmosphere Islamic necessary to grow healthy growth, the school is educator and role model is, which is the pupil numbers nodal and morally through role models and socialization sound maintain faith correct dominated by love and sincerity in words and deeds, as the media has a role in creating the social atmosphere and the provision of air psychological process of socialization sound and mentions Here one of the researchers in this regard that the National Education ranging from the political dimension and the social dimension, where Tattabrbaada key dimensions of science Community Education considering that the human creature political, social, and whenever mastered society upbringing of generations upbringing citizenship intact, the more he advanced and sophisticated the better, and more coherent , and vice versa (Salloum, 1995) Hence, the social education and national work on individual growth and development aspects of his personality to be a bus and a comprehensive awareness and perception set of concepts, attitudes and beliefs, Klmcharkh and political freedom, and equality before the order and justice in jobs and education and all the rights (Alhfeza, 2005) .

Education is national in this context refers to it: the process that provide the students with knowledge, skills and understanding in order to play an active role in their communities, whether at the local, national or global, and to be citizens are characterized personalities notebook, responsible and conscious of its duties and rights, and is working on the development aspects of their personalities spiritual and ethical, cultural and developed to be confident of themselves, and responsible for their actions and their behavior inside and outside the classroom, which is also encouraging them to play an active role in the life of their schools and their neighbors. National Education students' learning about the national economy, and its institutions, values, and principles of democracy, respect for others deepens, according to their national identities, religious and ethnic groups. The National Education concerned qualifies students to learn respect for the law and sovereignty, and respect for the rights of others in thought and political production, and make them aware of the role of power and the importance of community in building a life and political decision-making, as means of National Education to deepen understanding and respect for the work of the institutional, tolerance and acceptance of criticism, and the other opinion. The aim of the national education in American schools lies in the construction of American student to be able to interact with the environment and society to be the owner of motivation in a responsible manner, and is committed to, and a citizen active in a democratic society and the political system, and are achieving this goal by directing students to the political values, and knowledge of political,

As the material social education and national also aims to equip students with the information they include the values, principles and directions of good, and brought a human to become a good citizen possess in his behavior and his actions morality good, and have a knowledge of the extent to which he can take responsibility for service religion and homeland and society (Almaiql, 2004). It also aims to instill a set of values and principles and ideals among students to help them to be good citizens, capable of effective and active participation in all national issues and problems (ALLAGANY and Jamal, 1999).

To illustrate the modern trends of citizenship education must be emphasized that there is no agreement between the communities about the priority that should be given to any of the objectives of the educational system, would you be the priority of cognitive goals "knowledge" that concern the education of individuals with the skills and knowledge? Or the value of the objectives that concern the preparation of individuals in order to acquire citizenship, and the creation of citizen retains the values of right to participate in the life of the community? Or be the objectives of socialization that are trying to make individuals more attuned to enter into reciprocal personal relationships with others? If we look to all political systems, we find that it is seeking one form or another in order to achieve optimum of political harmony among its citizens, and highlights the political socialization theme head extends from the National Education in the Western world, the concept of Personal Training systems in the former Socialist, and to the concept of direction or guidance spiritual in the formats charismatic political and, in all cases, controls the operation of several variables including attitudes, goals and loyalties towards political power.

He pointed out that a socialist countries have been keen before transitions huge, which began in the last third of 1989 to emphasize that education by targeting service of the political system, for example, the main purpose of the educational system in Czechoslovakia is the attention the idea of school policy to raise young people to do an active role in building a popular democratic state. In Yugoslavia فهدفه the empowerment of small generations to contribute to the continuous development of the productive forces, and strengthen social bonds, and education on the spirit of loyalty to their homeland. Teaching physical education plays a key role in the national broadcast of socialism in the spirit of these communities. Was the goal of teaching in Romania is to influence the ethics of young people and prepare them to participate positively in the future socialist society. The aim of National Education in East Germany to provide students with the historical and political knowledge to know the laws of social development. And remain there is an important fact cited Ahmad is that the possibility of the educational system and its role in the transmission of values and political beliefs do not differ from one society to liberal democratic or inclusive society authoritarian, but at one side of the so-called feedback which they can affect

students in the political system and the values that espoused. Hence it is clear that there is general agreement among professionals that the achievement of good citizenship is a main objective of the educational system in all countries, which led her to the attention of education national, but this interest varies from one country to another (Majada, 1999,). In light of this it must be emphasized on the role of the school in the development of good citizenship and effective it is to the development of democracy by using education and the emphasis on different ways of teaching within the school of life for the development of citizenship, and the most important contemporary trends as follows: -

Role of the school within the contemporary trends in citizenship education: school social unit has its own atmosphere, which helps significantly to the formation of a sense of personal effectiveness student, and in the determination of his outlook toward the existing social construction. They play a vital role in the process of political socialization, particularly as it represents the experience first direct student outside the family, from several angles, they shall instill values and political trends that Eptgaha political system deliberately through the curricula and textbooks and different activities that engage the students, not in automatic, as is the case in the family or other institutions. The school also affect the type of political attitudes and values that he believes in the individual, through the teacher student relationship, and through the teacher's work performance, and through administrative organization (Ali, 1999): -. The quality of the teacher: When the teacher is a master of article tuition depth where, it acquires Kdrackbyra of respect for the students, and therefore it is easier to influence them intellectually, if added to the treatment shows where his faith orientations existing political system and enthusiastic about him, the way becomes easy to instill values of this system in the hearts of students and vice versa. . The relationship between teacher and student: different relationship in the classroom between the teacher and the student teacher to another and from one school environment to another, it may be the relationship with the nature of authoritarian does not allow the student to discuss opinions and ideas posed by the teacher may exceed to the use of methods of tyranny and oppression, or be The teacher democratic nature of the deal with the kind of students the freedom to let them express their opinions and ideas through useful discussion which helps the growth of their personalities and increase their self-confidence, but this method or that its impact on the attitudes of students certainly whether negative or positive. . Administrative organization: each school management style and certain organizations manage their school, and stops the growth of the student's sense of belonging and self-بالاقتدار Social on the possibility of joining these organizations and to contribute in the affairs of the school, and the extent permitted by the flow of views in most directions. Hence the clear influence of the nature of the school system to the students, in a system based on conservation and repetition, the longer exam results only indicator to assess the students, highlighting trends and individual rampant cheating and competition negative, while disappear like these trends in learning system based on reading and see the free and instills values of innovation and collective cooperation (Mashat, 1992). He noted Qahtani to the school environment that has a direct impact on achieving the objective of National Education, as the composition and quality of life within the school affect the student more than the work of the official curriculum بمواده and its contents are planned, as believed by some educators who see the potential to improve or develop national education of through the hidden curriculum, any rules and regulations prevailing within the school, practice of students for the responsibility of teaching themselves, to resolve differences and problems they face in their school will make them learn how to work responsibly in their communities while believes another group of educators that required the student to school, to be judged on its capacity and adequacy of Using the official curriculum so that it can play a role of responsible citizen in the community in the future (Al-Qahtani, 1997). There are a number of reasons that make the school's role in national education, and can be summarized as follows: - that the school represents a social structure and Osta culturally has its own traditions and its objectives and philosophy and laws that have been developed in line and consistent with the culture and the goals and philosophy of the community at large and that is part of it, interact in it and with it, affect it and affected by it in order to achieve its political objectives and social and economic development. - That the mandatory courses studied by all pupils, and therefore is considered an important tool to communicate the intellectual and social cohesion in the community. Longer school official institutions that employed by the political authority to disseminate top that Tbnghaha the values of students. Contain the individual long period of time whether it's for school or day for the academic year or for the age of the learner, to affect it and adjust its behavior, in addition to impart various information that help him in his life

Previous studies

First: Arab Studies

Colorful Arabic studies that addressed the issue of Social Education National , including the study of Petra (1994) and aimed know the impact of a training program in the performance of teachers within the classroom in Mbgesa social education , national and extent of acquiring the efficiencies of diverse and necessary for the teaching of social education and national for grades fifth and the seventh , and these competencies : the ability to

develop thinking and taking into account individual differences . And the study population consisted of all social education teachers and was chosen as the national random sample them at (180) teachers . The study adopted the method of personal observation and concluded that the training programs impacted positively in giving teachers the necessary skills to teach, particularly in the areas of development thinking and taking into account individual differences , and employ knowledge in life.

And conducted Amari (1995) study aimed to evaluate the curriculum of national education at the stage of basic education in the Republic of Yemen in the light of the foundations of the curriculum , where the study population consisted of all teachers of National Education in the stage of basic education in Sanaa and hit the sample (620) teachers were selected randomly . Showed a sample of the study highly of the importance of the sources of intellectual and philosophical Platform for National Education, The study also showed the presence of statistically significant differences in the estimation of the study sample to the degree standards provide a development platform of National Education and development decisions curricula and teaching methods in colleges of education in line with the trends civic education.

And has Alchlol (1996) study aimed to know the degree of prevalence of political concepts in the books of social and national education , the Supreme basic stage in Jordan. Where the researcher analyzes the content of education books social , national and select a sample of teachers in social education and national consisted of (67) teachers were selected randomly , the study showed that the history books of the ranks of the top three of the main stage was ranked first in containing political concepts , then the national Education books and civilian ranks of the top three in second place. The study also showed no statistically significant differences for the prevalence of political concepts in the books of social education and national stage Upper Basic attributable to specialize , or qualification, or experience and the lack of consensus between the results of the analysis of content, and the point of view of teachers about the prevalence of political concepts in the books of social education and national .

Omari conducted (1997) study aimed to identify the extent of the contribution of social education curriculum and national foundation of knowledge of the national affiliation of the pupils first four rows from the viewpoint of supervisors and teachers . Where the study population consisted of all supervisors basic stage and the number (33) supervisor and (707) teachers , and used the questionnaire for the purposes of the study , the study showed no statistically significant differences in the estimation of supervisors to the extent to which the curriculum in the foundation of knowledge of the affiliation 's national pupils according to the variable experience and scientific specialization , also showed no statistically significant differences in the estimation of the contribution of teachers in the curriculum foundation of knowledge for national affiliation depending on the variables of gender , experience and specialization.

As Zidane (1998) has conducted a study aimed at identifying the degree of taking into account the decision of National Education for grades (the first six) of the qualities a good citizen from the viewpoint of teachers in the northern West Bank in Palestine and the study population consisted of all teachers Platform for National Education, 's (1522) teachers were selected randomly sample using a questionnaire , where the study showed that the qualities of a good citizen confined to three areas of political, economic and social development. It also showed a statistically significant differences in the response of the national education teachers about the qualities a good citizen variable depending on the sex and the level and type of study and the study showed that the estimate of the parameters for the qualities of a good citizen is higher than males.

Also, the Rabayah (1999) study aimed at evaluating books of National Education for grades (fourth , fifth and sixth Statute) From the perspective of teachers in the Palestinian Authority areas through the application questionnaire was developed and applied to the sample was chosen randomly at (754) teachers . The study showed a statistically significant differences in the response of the national education teachers in subject areas Calendar variable depending on sex and qualification and experience .

And conducted Fariha (2002) field study aimed to identify the effectiveness of the school in the national education and the availability of the basic elements of civic education among students in the third grade secondary education in Lebanese schools , such as the acquisition of students for positions of national, social , political, and study the impact of variables such as race, religion and the type of school and the culture of the father and mother . Was chosen as a random sample of (1511) students to achieve the objectives of the study . The results showed that there are significant differences between the students' knowledge related to education of national and independent variables sex , school, religion, and culture of parents and school type , the study showed a correlation between what he knows of students in the law and societal issues and their political positions , and confirmed positive previous positions they have, while the study showed weakness a historical knowledge they have.

And has Abbabneh (2002) study aimed to identify the extent to contain books of National Education of values within the objectives of existing national and Platform for upper primary stage in Jordan, through the use of a content analysis of national education books for grades (VIII, IX and X). The study results showed that the

books of National Education to eighth grade are the most saturated national values and wrote the ninth grade and tenth are the most saturated values economic study also demonstrated a mismatch between the percentage of containment wrote of National Education of the values of national and proportion of its existence within the goals of the Platform of National Education of the basic stage , and recommended prepare a list containing the core values that should be available in books

Private classes VIII , IX and X .

And has Hoahat (2003) study aimed to find out the degree represents Jordanian university students to the concepts of citizenship , and knowledge of the impact of variables sex of the student and the parents' education level and type of school from which he graduated student and his environment and the type of university that taught Pettmthelh to concepts of citizenship . The study used the questionnaire , where the selected random sample of (1866) students from six universities . The study showed positive results in students' attitudes toward : National Identity and the waiver of public property for the public good : and pride in the Jordanian flag and non-discrimination , the study recommended the need for studies on representing students from other universities to other aspects of the concepts of citizenship .

Second: Foreign Studies :

Varied Foreign Studies , which addressed the issue of national education , including the study of Betts (Butts, 1989) , which sees the need for a platform for civic education so that it takes into account the curriculum is designed to prepare citizens that combines goals include values unite the community , such as freedom and pluralism , privacy and obligations and human rights, to make them a high degree of respect, and between the national values of the global community as a whole , promotes tolerance .

According Mabe (Mabe, 1993) that the national education is closely linked to moral education ; astronomical educates man civilians, it must be linked to the moral education in order to help individuals to be aware of their roles and their relationship to the political system .

In research Drsko (Drisko, 1999) , which aim to highlight the responsibility of the school and its role in the deepening of the national education , research found that the most important responsibilities of education in the United States : is to support and strengthen democracy as a way of life , through the establishment of schools include the principles of democracy and its values in the curriculum subjects ranging from kindergarten through twelfth grade , where the focus is on teaching students not to leave to see the teacher and personal diligence . As well as by making the ideal of democracy or democracy basically correct and pure in the culture of the school and its environment. There must be a focus on the need for the exercise of democracy , and the application of students' knowledge , principles and values in the reality of the lives of students. In the same context, see the research that teach civic education in the curriculum , in the current era in America has failed because the teaching of U.S. history begins in the classroom (fifth , eighth and atheist century in public schools , and that the content of curriculum on the history of the United States is limited and insufficient ; example are talking about the Declaration of Independence by paragraph one to the maximum extent , while talking about dealing with the Constitution a little better . on balance research concluded that it is not enough to include democratic values and principles in the curriculum and books , but we must do is mandatory according to the rules of true democracy .

The Hahn (Hahn, 1999) examine the goal to make a comparison about the reality of National Education in Britain , and the United States , Germany, Denmark , the Netherlands and Australia in terms of policies , practices, through the response of students in age (14-19 years) for identification in addition to an interview their teachers. The research found that both Britain and Australia and the Netherlands have no specific policies based on the submission of national education in the curriculum for this specific purpose. While in Denmark , Germany and the United States have specific policies aimed at forming students to be good citizens. The research concluded that the results relating to each of the States covered , in Denmark there to meet programmer within the school day between students per class aims to deepen the ways of dialogue and discussion and exchange of opinion among students about issues and problems concerning Besvbm or students themselves . As students study material specializing in social sciences include knowledge and information about the political system, and social , economic and international relations , as well as to all students of all ages in Denmark studying topics in politics. The Danish schools also greatly interested in student councils and give them the opportunity to contribute to decision-making, democratic debates , along with the presence of government funding for these councils to decide faceted councils which spend these funds. The research concluded that the curriculum designed for civic education in Germany and the United States varying focus on issues that are related to controversial political issues in their community and are not allowing them ample opportunities for discussion and opinion. As well as the research found through interviews and observation resolution to that curriculum if they contain political education , students are more interested in the public and national issues against the lack of attention when you do not include a curriculum focused on this style in education. The search

is over to the conclusion : that educators have the responsibility of political education for emerging generations to be more motivated , and likely to participate in public life.

Kirk also conducted research (Crick , 2000) aim to integrate curriculum addresses the National Education as the rest of the curriculum , such as geography, history and English in Britain . The research found the need for a curriculum inclusive and holistic includes knowledge and information about the legal and human rights and responsibilities as those of the community also includes knowledge about various aspects of the judicial system, and it relates to people's lives , and includes knowledge and information on national diversity , geographical, religious and ethnic in Britain and need to be respected and understood by students. As seen research that this curriculum must include knowledge and information on central and local government and public services they provide, and how to finance and areas that could be for community members to contribute to them, in addition to the Provisions of knowledge and information on the parliamentary system and forms of government, election system and the importance of voting , resolve differences and conflicts fairly , and the importance of the media in society. This curriculum also must include knowledge about the world as a society Connie has its political , economic , environmental and social , in addition to providing curriculum knowledge about the role of the European Union and the Union of the Commonwealth and the United Nations.

The Phillip (Phillips, 2000) research goal is to identify the degree to meet the curriculum in the province of Wells in southern England to the needs of students' future in the field of education at the center of active participation in the development and renewal in the political culture of a century atheist century and marked by giving a " Wells " a kind of administration and form self microcosm of the government , which holds some of the affairs of the administration , such as : education and parliamentary elections. The search was based on an analysis of the documents and related civic education curricula , governance the degree Mstqublatha . The research found that the National Education to be a future , and serve members of the community is essential for teachers to pay attention and focus on the students' understanding of the conditions of society and its development , depending on the development of industry and the development of remote or rural areas , and the development of the national rights of the members of the community and respect for , and understanding of the world and knowledge of aspects of the history of different focus in the fight against racial discrimination and lack of acceptance in " Walls " of such reactions to Irish immigrants , as well as for immigrants from different corners of the Earth . Search mode a set of principles that should be on the national education that underpin Ktamiq respect for culture , heritage and identity of Oelzaan by teaching them in a way makes them do not think of adhering to the cultures of alternative or the other, and to the continuity in national education programs that promote awareness of the students work the political system , responsibilities and duties, and so through the activation of a history to be a way to do so. In addition to deepening the responsibility and hard work in all areas of Wales to face and address the problem of racial discrimination , afflicting all white schools .

The research found that the documents relating to these policies crafted to achieve dissatisfaction and lack of attention to issues of policy in the emerging , although the National Education (traditionally) aimed to prepare the community to take their place in society adults , so see the search that the issue of national identity of those countries highly questionable. And the research analyzed the national education programs in both countries , and concluded that the program in France announces intake for the principles of freedom , justice and solidarity, equality and human rights manner suggests that there is a problem in the application of these principles and it must be hard work to be planted in emerging markets. In the UK , the program does not explicitly address the national identity , and finds that after the national concept of education must develop the emerging through education and not through pressure , hard work or direct . It is possible to develop a program by volunteering in public rather than through participating in demonstrations and marches demanding change. And research found that both programs do not have a minority interest despite the reference to the need to move away from racial discrimination .

In research Margisco the (Murgescu, 2002) , which aimed to highlight the role of the textbook as a tool for understanding and stability in the communist countries of East Asia through the re- writing of this book and its construction is different to what it is during the communist era . The search mode a number of conclusions that will make a textbook effective tool in the consolidation of stability and understanding and cooperation within those countries, and between each other, which concluded that the textbooks must be formulated to make them free from hostility towards peoples, nations and ethnic groups other . Also must be written religious books , geography and literature , it included on the knowledge and information about national rights and duties , and this is the responsibility of the managers and the rest of the pillars of educational administration . This will only be achieved through re-training of teachers to be aware of and able to history and civics and values while preparing them in the teachers ' colleges and universities before and during the service .

The Jdt (Judith, 2002) examine the objective to know the school's role in developing and promoting national participation among students at the age of 14 years (28) state through the application questionnaire on a sample of (90,000) students in different countries, where the research found that the school contribute effectively to

accelerate the national participation, when entrusted with the task of teaching civic education through the presence of the content of theoretical and practical skills , and when having an atmosphere open to debate and dialogue to show the importance of participating in the elections , and when the spirit of participation in the school environment , while school that students did not receive a national breeding and training Mharria did not plan to enter the university in addition to the sources of education in their homes a few face special challenges and difficulties in the manifestations of national Education .

Method and procedures :

Methodology : This study is one of the surveys The researcher used descriptive qualitative analytical method , depending on the method of desktop data collection from the research findings and previous studies.

Sample of the study : The study sample consisted of (40) research and scientific study addressed the research and studies conducted in the Arab world about the material social education , national and the extent to which the overall objectives in the institutions and ministries of education in the Arab world , the selected sample of the study in the manner accessible (available) , which occurred in the hands of a researcher from the Court of unpublished studies . The researcher relied on recent studies.

Study tool : the researcher on the scan tool studies and analysis, and analysis card included the following elements : the purpose of the study , the methodology of the study , the study sample, the study tool , the results of the study , the study's recommendations .

Results of the study:

First: the results related to the first question : answer the Aldrashalawl question which stated : To what extent achieve the overall objectives of the social and national education in institutions of education in the Arab world through a review of research and studies ? Show the researcher through analysis and monitoring , classification and review and evaluation of studies and research to monitor the following results: the need to develop decisions and curricula and teaching methods for the Study of Social Education and national colleges of education in line with modern trends of education, twice a historical knowledge of the students , the lack of balance and consistency in some books of social education and national in terms of values , where he wrote saturated with national values , and some values, economic , non-use of educational activities that seeks to develop the attitudes and abilities of the student and the practice of concepts and information that he learned in his life, including serving his religion and society and the Arab nation , the reflection of the issues and problems of society in the Study of social Education the national was moderately , as the students' interest rule and satisfy material for their educational needs were moderately , as the traditional teaching methods Kalalqa and debate still is prevalent , as there are shortcomings in the use of school activities in the curriculum , and provide the capabilities necessary educational him, and methods Calendar used are tests objectivity , but other questions are used moderately , and the lack of teaching aids, and the absence of a teacher specialist to teach , any material social education and national levels, emphasizing the importance of educational policy and the development of clear objectives for the concept of citizenship , and the extent to which the objectives of social education and national primary was moderately , and the contribution of the decisions of social education and national modify the behavior of primary school students were moderately , and activities والأسئلة in the curricula of social education and national came moderately , and that there is an imbalance in the distribution of those activities on the stages of the classroom , and that there are problems in the curriculum and means and activities , calendar and textbook, that the objectives of material social education and national was not clear to many teachers , especially some of the goals of the cultural dimension , social and economic , as that decision may be omitted some aspects of the content of major importance in the national education , and that there were difficulties with the teachers to have access to the means and activities appropriate to the material, and how to use them , and the teachers expressed their lack of training and their needs for training courses in all aspects of national education to qualify them in an appropriate manner , and that the degree of taking into account the education curricula of social and national qualities of a good citizen was moderately , as to be inadequate in the calendar in some of the books , and the percentage of sentences that contain values not exceeding 10%, and the lack of balance in the distribution of goals by levels , while the content contains a small number of values, and Rhode some values significantly in books such as : cooperation, sacrifice, freedom, courage, consultation, and not the growth of the values of the students , and not feeling teachers are important , and not knowing the authors of textbooks proper way which is made by which included the social values of textbooks , lack of activities, curricular and extra-curricular activities that help develop values, and lack of clarity methods integrated in the organization of curriculum content , and the prevalence of the traditional methods of teaching , and the الأسئلة and drills were the extent weak, and that the fees and maps are not clear enough , nor does it take into account the books Study of social Education and national following aspects: does not address the content of terms and changes of art, is not interested in the activity of school , does not address the problems society, and takes into account the needs and

tendencies of students, and their level of mental and scientific , does not contribute to the development of creative thinking have , nor does it take into account the integration and coordination with books detective other , non- graded from easy to difficult, and does not provide ideas on a regular basis and sequential , and linking the former Ballahak , and displays the attitudes and experiences for the development of skill to solve problems, especially in history and geography , but for the means of education are inadequate for the material , with no accuracy and clarity of information , lack of color harmony and objective way , and in the field of questions Calendar they do not measure the various aspects of the content, do not take into account the differences individual , and measure the area of emotional and self- kinesthetic , but easy, nor does it evoke thinking students, and devoid of diversity, between the essay questions , objectivity and semi- essay , and curriculum content lacks significantly for the topics that contain between Storha trends and national values and nationalism of the Arab nation and the Islamic and non-observance content transition from the concrete to the abstract, and the weakness of the activities in raised learners, nor does it help to increase interaction their home , and there is weakness in the Calendar formative and calendar final , more values that contain written the preparatory stage is political values , and cultural values, economic values , and the values of military , and religious values , and social values, and the values administrative and moral values , and security , and chart the results of studies also indicated that parenting books social and national neglected facts and concepts , terminology and generalizations and theories, and the lack of integration among the topics of historical and geographical , and not focus on the problems of the individual and society, the non-observance of principles and psychological principles of learning when learners, and the inability of the curriculum to encourage students in decision-making and research, and not to link the material to current events in the local environment and the Arab world, and poor handling of the problems of social , cultural, political , and his inability to develop thinking skills when students , and do not write references raised, and the lack of examples, and lack of involvement of teachers in the development of the Platform for social Studies and national development, and not to fit the curriculum with the number of servings weekly , and no information is available about the authors and their expertise , not available further reading and texts for analysis, lacks maps for accuracy , there is no additional bundle or complementary Kalohrat , films and recordings , and these books do not earn teachers special skills to analyze the books, and does not include how to manage a seminar , or an operator descriptive name , or a dialogue inside and outside a row .

Second: the results of the second question , which states : What is the key recommendations that the guardian concluded the results of research and studies on the extent to which the objectives of social education and national education institutions in the Arab world ? By monitoring and classification and analysis of recommendations for research and Aldrasa T. was monitored following recommendations reached by the studies to activate the material social education and national They are as follows : a focus on strengthening national belonging in the hearts of students, and entrusting the teaching of social education and national teacher specializing in the social sciences, and diversification in Topics curriculum, and conducting studies on the difficulties that prevent activation of material social education and national instill values of citizenship among students , and urged students to participate in political activities and social development outside the classroom , and organizing visits various meetings varied with officials to get to know the reality of the country, and urged the students to participate in the volunteer work and charity to serve the nation and the citizens , and cooperation and collaboration with all institutions of society family, school and media institutions , and the mosque and the church , rehabilitation and training of teachers working in the field of social education , national , and focus in the preparation of teachers on aspects and principles of national education, and how to be planted and represented among students. and guidance teachers and mentored and evaluated during the upbringing of their students' education and national education to be sound and accurate . And to provide for supervisors educators are minutes away from the reality of the practice of teachers of national education , and therefore the shortcomings and weaknesses that must be taken care of بتصويبها , the need to provide educational tools that help to absorb the subject , holding training courses for teachers of social education , national , and training new teachers before the start of teaching , call students for reading , analysis and discussion of cases and stories about individuals associated with the life of the civil societies in the past , present, and connecting students activities of national and instill love of order and respect for the law in the hearts of students , training students on how to address the problems and identify the methods of scientific research in addressing social issues, and to instill the spirit of initiative that contribute to the national rooting Maan and citizenship.

III : Results for the third question , which states : What are the proposals and recommendations offered by the researcher to achieve the objectives of social education and national education institutions in the Arab world ? In light of the findings of the study researcher recommends the following: the need for good preparation for teachers of social education , national, and that pre-service and in- order to deepen the spirit of accountability after the deepening of accountability among students and accept criticism and self-criticism , and to encourage students and open opportunities for them to employ the knowledge and information practical application to serve their community . Mainstream training programs and awareness for teachers social education and national and

enable them to develop the capacity of their students to choose their representatives, and develop their spirit of political participation. , And further studies relating to analyze the decisions of social education and national ranks different , to detect the strengths and weaknesses are giving way for further development and upgrading for the benefit of the community and students . , and further studies that reveal the obstacles faced by the teaching of social and national education to overcome them and develop appropriate solutions. And conduct similar studies on teachers in other subjects on the relationship education Alajtmaiho national . Conducting studies and research, analytical platforms for social education and national , to get to know its content and methods of teaching and evaluating the suitability of students, the need to contain the books on the activities and questions develops when the student's thinking , creativity and include the skill to solve problems, and Turku activities and questions on field trips and visits , and focus on the value of collaborative work through curricular and extra - curricular activities .

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