

Philosophy of teaching Sociology

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Abstract

The basic question of this paper is: What is the philosophy of teaching sociological science? The answer to this question is presented in two sections. First, the philosophy of the emergence of sociological science came in Europe from a series of social and intellectual necessities two hundred years ago. Second, the philosophy of teaching sociology is based on three aims of science: description, explanation, and prediction. In the descriptive field, sociology can provide accurate descriptions of the current state of society and identify social issues for policymakers. In the explanatory field, it not only identifies the causes of social phenomena but also the meanings of social behaviors. It helps us find solutions. Through explanation, sociological insights are gained for individuals. We are made aware of mental biases by explanation. Finally, by critically explaining and reaching the true roots of things, the most obvious things in society are questioned. In the field of prediction, it is also able to predict the future status of social phenomena, through which, policy makers are forced to engage in social planning. In the end, results have been obtained on the philosophy of teaching sociology, and this fundamental solution is proposed that teaching sociology is important when it is demanded by society and the state.

Keywords: Education, Sociology, Description, Explanation, Prediction

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Expending on cognitive theories and learning perspectives in effective teaching geography

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2

Abstract

Thinking is the preoccupation of thinkers in the field of cognition, and this point proves the vastness and depth of meanings. Nowadays, teaching confronts with two questions: "what to teach and how to teach". The issue of what to teach is crucial. But the way and the purpose of our teaching is more crucial. Epistemology, on the one hand, as a necessity of organizing education and as a connecting line of targeted education guides the present study. Teaching geography based on learning theories is considered as entering to the realm of learners and students and their learning process for living and their relationship with environment especially in the present world wide web. This article attempts to decipher the concepts and themes under study, to analyze, integrate, and synthesize the findings by integrating and studying between macro-micro and analogy-induction method. It tries to show the geography of education perspective and teaching geography to the readers and teachers of this science in a lesser-known path of resources. The present qualitative approach for teaching geography is not only a mere fundamental review but has considered practical aspects.

Key words: learning theories, epistemology, thinking, geography, networking society

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Education of social studies: Conservative Approach or Transformative Approach

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Abstract

This paper examines the prevailing approach to social science textbooks in Iranian schools. In general, it is possible to distinguish between two approaches in the education of social studies: Conservative Approach in education of Social Studies and the Transformational Approach in education of Social Studies. The conservative approach considers the education of social studies to establish the order and maintain the balance of society, and the transformational approach introduces the education of social science as a way of modifying and reforming the status quo. The claim of this paper is that the prevailing approach to education of social studies in Iranian society is a conservative approach. The analysis of the contents of the social studies books the elementary schools and the high school shows that the prevailing approach to education of social studies is a conservative approach.

Keywords: education, social science, conservative approach, transformational approach.

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The Philosophy of Social Studies Teaching in Education System of the Islamic Republic of Iran

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Abstract

The growth and prosperity of human existential dimensions in the process of social life and interaction with the social space. Different communities need to know the environment and the way they communicate and interact with the environment to manage the optimal and productive interaction with each other and with the environment, and they try to do this important to the citizens through the process of various education. Because people are familiar with, values, social, economic, historical and cultural processes, and their rights and responsibilities to other, the most important mechanism in the educational system for achieving this important goal are through the "social studies education".

Findings of the research that have been obtained through the descriptive-analytical method from various sources of libraries show that different thought and philosophy, for various affairs, including in the field of science, take particular approaches and tendencies. Hence, they have specific the criteria of the scientific, ethical and value system. In the basic subjects of the epistemology and social studies, anthropology, cosmology and axiology, each of them had content and put it on the scientific foundations, content, and methods of their education social studies. In the of the formal education system in our country, the goals of teaching and teaching social studies in six areas of religious and moral, social and political, biological and physical, aesthetic and artistic, economic and professional, scientific and technological definitions and specified based on the Islamic thought and philosophy.

Keywords: philosophy, Education, social studies, teaching

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Identifying and Critiquing Historical Sources and their Role in History Education Case Study: Tarikh i Yamini

1

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Abstract

A history teacher needs a variety of tools and methods to teach effectively and to be successful in achieving educational goals. Historical resource is one of the most important tools of a history teacher in teaching. Historical resources help the teacher develop a better understanding of history in learners. The Tarikh i Yamini and its translation is one of the oldest historical texts, especially about the history of ministers, the situation of the Samani government, the early Ghaznavids and other contemporary governments. Due to the importance of information, this book has always been considered by historians as one of the most important sources of Iranian history in the fourth and fifth centuries AH. In this research, it has been attempted to explain the place of Tarikh i Yamini among Iranian historical sources by the use of historical method and review study, it also has shown the place of this book among its contemporary sources and explained its importance in historiography of next era.

Keywords: History education, Historical resources, Tarikh i Yamini, Abdul Jabbar Atebi

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Content Assessment of 5th Grade of Elementary Social Studies Book Regarding Social Skills Components Based on Shannon's Entropy Technique

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Abstract

Social skills acquisition is one of the most effective strategies for helping children and adolescents in building relationships with peers and improving learning in educational settings. The purpose of the present study is to evaluate the fifth grade social studies textbook in terms of social skills. This study uses quantitative content analysis method for text analysis of social studies textbook and the Shannon entropy method used for analyzing the importance of social skills categories and its components. Analysis of social studies textbooks show that all social skills categories (Communication Skills, Group Skills and Assortment Skills) in the fifth grade of elementary social studies textbooks have been considered. Distribution and presence of social skills components have been dealt with, respectively, in reasoning skills, group skills, feedback skills, effective listening skills, adaptive skills, emotion expression skills and finally verbal skills. Dating skills, no-say skills, and criticism skills do not have a place in textbook.

Keywords: Social studies, Social skills, Shannon entropy, Elementary fifth grade.

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