The Amount of Reflection of Categories of Social Skills in Social Studies Textbook of First Year of Secondary School

Sajjad Majidi Parast and Esmaiil Ghasemi

M.A of social work, Allameh Tabatabaii University, Tehran, Iran
M.A of Curriculum, Kharazmi University, Tehran, Iran

*Corresponding author's Email: Majidisajjad@gmail.com

ABSTRACT: Goals of education to be made through curriculum and educational resources and one of the most important sources of student learning in education system is textbooks. Textbooks should be written to suit the purposes of education and new ways to improve the quality of students in all aspects and fields. Content analysis of textbooks helps practitioners and authors in the preparation, development and textbook selection to take rational decisions. This article studies the rate of reflected social skills in the social training book of first grade of secondary school. Therefore, we have analyzed social training book that contains four chapters and 78 pages. The methodology used in this study is a quantitative content analysis and paragraph is the unit of analysis. Four categories of social skills have been chosen to evaluate these skills. To find an objective and systematic study of the properties of the message content analysis technology was utilized. The findings suggest that social skill of self management with 21 paragraphs and 12.06 percent compared with the other issues examined in this study has a larger share and this shows more attention of authors of book to this issue. Other social skills such as consultation and communication with others with 8.04 percent are in the next place. Also there isn't any paragraph related to social skill of saying no. In this book student learning is changing from passive to active and dynamic style. So participation in class activities is increasing than in the past. Otherwise learning things that are more practical in real life should be concentrated. In other words, similar situations can be created to help students learn social skills from theory into practice run in textbooks.

Key words: Social training, Social skills, Textbook, Content analysis, Pupil.

INTRODUCTION

Man is inventory that the emotional needs, social and biological need to interact with others. Inability to communicate love and adore, makes life color and warmth gradually wiped out the significance of social relationships. Unfavorable conditions caused many problems in adapting to the challenges of everyday life that is rooted in their inability to express themselves effectively to family members, friends, colleagues and other people in social situations. Inability to express feelings and satisfying relationships with others, the cost is expensive and lack of social skills, the capacity of people to care for themselves and cope with the daily pressures, and makes them vulnerable. In a world dominated by new technologies and sophisticated man from the first moments of life are under his command and his unification efforts and the impact they are also not easily be measured and predicted, trying to nurture a grown man both physically, mentally, emotionally and socially and culturally closer to their optimal level and tone within the predetermined format, and does not give and their central role in the process has become

more difficult by the day. Certainly not in any way be a potential human being is born with that denied; but to reach your ideal, close to the highest degree of capabilities, requirements and facilities that are required to be provided when a person, it can be hoped that he could make talent flourish and to act out their potential to become a free man, independent, creative, sapiens, aware and responsible, productive and active in his community. According to Woodworth, "the character of a person multiplied his inheritance in an environment in which it lives (Ayagh et al., 2006). Education today is very difficult and complex. Education today is not only the task of transmitting the cultural heritage of the past. The development of culture and education is the most important responsibilities of the human realization and fulfillment of human reality except through education and awareness are not actually conscious education is a set of measures through educational programs, provides opportunities for children to develop the talents they bring out their inherent potentiality to actuality (Shokouhi,1989). One of the measures through education programs can help students find the

To cite this paper: Majidi Parast S, Ghasemi E. 2013. The Amount of Reflection of Categories of Social Skills in Social Studies Textbook of First Year of Secondary School. *Asian J. Soc. Econ. Sci.* 2 (1): 01-05.

1

transition is questionable social skills. Children who have acquired enough social skills to build relationships with peers and learning in educational environments are more successful than children who are lacking these skills (Biabangard, 2005). Therefore, in this study we analyzed the amount of content in social skills introduced in the first book of guidance and the ability to offer suggestions to improve and enhance these skills among parents of children who are the future of our society.

Problem Statement

Achieving the goals of education through curriculum and educational resources and textbooks will be one of the most important sources are the students learning in the educational system. In our training activities will be realized in the framework of a textbook. In all countries for each subject at each grade is authoring a textbook, and is distributed in schools, teachers have focused their activities on the basis of textbooks, tests and assessment, mostly limited to the contents of the textbook. Hence, this is a very important role in the education system by training and textbooks for the realization of the importance of learning goals that are the focus of all those involved in education (Rashidi et al., 2008) Therefore textbook should suit the purposes of education and modern methods in order to improve the quality of students in all aspects and fields are written. In the preparation of the content of the textbooks, according to the principles and criteria of content, such as fitness goals, needs and interests of learners, scientific advances, and their application in real life, providing a variety of opportunities to learn and ... is necessary (Nik Bakhsh, 2008).

Kind of analysis for curriculum planners, authors and decision makers is essential curricular content analysis is very useful. This type of analysis helps the concepts, principles, attitudes, beliefs and all components made in the form of books and courses of action are to be evaluated and compared with the program objectives (Ibid). The content of textbooks, the amount is addressing the social skills and since life requires the collection of rules, regulations, customs and rituals and rules if certain conditions are not met the people who continue to endanger his relations in society. The law and the requirement for the communication and interaction skills, communication is having various people in the community. If people do not realize that the best relationship with peers and others around what if the community is generally is not going to enjoy your relationship with others. The skill of communicating with others as an expression of social skills takes place.

For years, psychologists tend to engage in social interaction and building relationships as important for mental health. In fact there were no such intention signs of injury. Steer and lack of interest in social relationships people are classified as Schizoid Personality Disorder and Antisocial Behavior in Children and Adolescents corner stringent lifestyle, based on the incidence of serious injury in adults. So knowing how creation and evolution by social orientation in mental health and moral development is important, it seems essential (Nouri et al. ,2010). Now, according to the expression of social status in life skills for future students and how to develop content and deliver the books to the students, to get the special role and the importance of content analysis of the subject. According to the discussions in this research aim was that the level of social skills in first grade social studies textbooks in the schools we analyzed.

Theoretical explanation

Textbook is one of the most important sources of learning in each student's education system and Iran also plays an important role in the curriculum of the education system. In other words, in most educational activities are carried out within the framework of textbook and most activities and educational experiences of students and teachers is organized around its (Arizi and Abedi, 2003). Textbooks for education policy are important in determining the content and focus are all involved in education. The importance of textbooks in the education system, focused, like Iran, where almost all of the training set and runs according to its content, more than other types of educational systems is and why it is important to spend too much time specialists in the textbook analysis can help in solving many current problems are education (Arambraster and Anderson, 1993). In our country most of the educational activity takes place within Textbooks that the content of these books, including the most basic policies are implemented to achieve the goals of education. So it is necessary to prepare them to be taken great care to meet the demands resulting from the rapid changes in social, economic, and academic needs of students. Textbooks do not just formal education, but an important impact on children's perception of their community.

Through books, children expand their vocabulary, with community members learned their role and importance in the community and learn social skills and have the ability as one of the main factors in determining collision damage and problems to be faced in the future to use it. So in compiling the content of

textbooks, students are given the necessary social skills and since many teenagers are trying to make decisions appropriate social and the period of adolescence is a developmental phase that the stereotype is perceived as a period of storm and stress (Hines and Paulson, 2006) and the transition from adolescence to young students in this course, students will understand how soft they are less involved with emotional problems (Edelsztein, and Morash, 2005). So much to enjoy healthy personal and social skills of students and their academic achievement is impressive. Social skills of high school students showed their success rate in relation to others, and it is likely to show academic success.

The amount of social skills in students is higher, as compared to other people who are less social skills, living, schooling and social behavior, more successful and more progress will be higher. In order to explain the extent reflect social issues social skills in first-year textbook training tips can be noted from the perspective that social skills are classified into various areas of communication skills, assertiveness, self-management and coping in students fit in a three-stage model includes receiving skills, processing skills and skills messaging or answering. Social skills of each of their students in the process of social development, to develop and flourish of his talents and good compatibility with the environment and those around requires communication and social skills. Social skills of each of their students in the process of social development, to develop and flourish of his talents and good compatibility with the environment and those around requires communication and social skills. The training begins the process of socialization of the family according to developmental age, school and community will be completed. The school's role and the role of textbooks in schools are more than evident.

Based on the discussion and formulation of research hypotheses are derived as follows:

First grade social studies book content tips on how to create and develop social skills in each student pays?

The content of the book deals with the social teaching of basic first guide to creating and fostering communication skills, assertiveness, self-regulation and coping in school?

METHODS

The research method of content analysis is quantitative. Burleson definition of content analysis is presented. She knows the relevance of content analysis techniques for the systematic, objective and quantitative description of the manifest content.

Features that are included in this definition, a content analysis of the scientific method is to transform the results that can be obtained again regardless of the time and people (Lotan Koi, 1996). Gall and colleagues in other definitions of content analysis in quantitative research as "a research technique for describing the objective, systematic and quantitative content of a communication media have described." Accordingly, we believe that most of the content analysis of educational data collection on various aspects of encoding messages in a communications product (Gall et al, 2004). The content of the book in the social sciences and humanities, technical content analysis is defined by the results of objective and systematic search for specific characteristics of messages (Holst, 2001).

Stages of implementation:
Content analysis as a research method has these stages:
1. Select the target population
2. Description of measure
3. Select the classification criteria described
4. Set up unit
5. Identifying the elements of each class
6. Results and Information Processing (Nourian, 2009, p 21).

1- Statistical Society: The first book based social education grade school and general community sample statistics. This research focuses on analyzing text content of social studies textbook in the first grade secondary school education in Iran 2011-2012.

2- Description of measure: A detailed description of the selection criteria to select or create an appropriate classification helps. In the present study, a measure of the amount of social skills will form the basis of classification.

3- Classification criteria described: In this study, by combining different view of classification is presented below:
A) Communication skills
B) The area of assertiveness skills
C) The scope of self-regulation skills
D) Coping skills

4- Set up the unit: The unit recorded a significant part of the content is selected and placed on the floor and then gets counted, refers. The analysis of textbook content word (symbol), including, paragraphs, images or trial lesson or unit may be recorded (Nourian, 2009).

In this study, "paragraph" is recorded for the unit.

5- Identifying the elements of each class: At this stage, all content was studied and scrutinized. Each

paragraph will review the relevant category was counted.

6- Information processing and conclusions: After data collection, data tables were pasted. Finally, conclusions were summarized.

The purpose and content of the social studies textbook

The first glimpse of the social teachings of the textbook advice with regard to reforms in 2007 in a book in the field of content analysis was carried out to determine the goals, the purpose of this course as it is written in the early part of the book:

Given these objectives, the social teachings of the book consists of 78 pages and four chapters, the first guidance needs, live in families, groups, and roles in the group. The sections of each chapter are discussed several topics related to the topic discussed.

Classified into the categories of social skills

Classified into categories in order to discuss the social skills needed in the definitions of these skills will be presented. Social skills are a complex process that enables a person to behave in ways that others have deemed him competent(Haraji et al, 2003). Social skills to understand and communicate with other people, act according to the social environment, finding love, display acceptable behavior, his words, faced with the problems of creating a good relationship with the environment is defined (Gresham and Elliot, 1990).

Explanations and resources on topics such as social skills, researchers classify and Education Advisory Group of high school students transmitted editors, in the area of social skills, there are four main categories considered in this context:

1. Communication skills
2. Area of assertiveness skills
3. Self-management skills
4. Coping skills

After creating the main categories, sub-categories we presented in the form below.

The first chapter begins with a discussion of needs are only one part. This season has seen eight pages and social skills to communicate with strangers, expressing its needs and gain the support of others. There is only one paragraph of the first chapter in the area of communicating with strangers. These social skills have devoted a whole book to less than 1 percent. Chapter 5 deals with the requirements stated in this paragraph, since this chapter is required so that there are more than 13 paragraph is assigned a large percentage of these social skills. There is one paragraph in this chapter draw on support from others. The second chapter of the book has 37 pages and 9 as the highest volume; most of the social skills required in this sector have been addressed. Paragraph 10 is seen in the area of communication skills, identify your salary, paragraph 4, and paragraph 3 of self-care skills has been pointed out in paragraphs 11 to consult with others and self-management skills in paragraph 16, so that the second chapter is devoted to his skill with the most points is the same skill. The third chapter of the book continues with a discussion group. In this chapter, social skills, establish friendships in paragraph 8 is observed. In the area of assertiveness (not to say, express their needs and to identify their rights and others), there is no paragraph. Consulting skills in the first paragraph, the first paragraph of autonomy, gain support and disciplined others in the third paragraph, the first paragraph is marked variability. The fourth chapter is a short chapter that is only one part is about 10 pages. This season, there are only two social skills; communication skills, self-management skills are also seen in the fourth paragraph to paragraph 4 is allocated.

DISCUSSION AND CONCLUSIONS

First grade social studies books and school reform in 2007 with a new approach to authoring the textbook has been developed. In this book, students learn the passive mode has become a dynamic fashion. Bring samples of work outside of class, summarize, question answering open questions of the students, all student participation in class activities is greater than in the past. However, theoretical issues raised and discussed in the book that is how to apply them in everyday life requires practice and create a situation similar to the original position. It requires skills learned in workshops and classes that can convert theory into practical form of practical and tangible for students and theoretical skills learned to bond with her routine life.

The findings of this study can be concluded that self-management skills, counseling and communicating with others is one of the important necessities and social development of the students that accounted for the greatest percentage of the book. However, no mention has been no expression skills and assertiveness skills in areas such as self-care, and about 1.73% in the third paragraph, the needs of the expression of 0.05 percent and the identification of paragraphs with the rights of others 1 paragraphs 4 and 2.2 percent, the lowest rate among surveyed have social skills. However, it should be considered that the authors

seek to enhance classroom activities and student participation rates are relatively low therefore considered the volume of the book assume that teachers can teach and enhance the participation of students with little concern for teaching the book. Thus, referring to the lack of social skills and low frequency of some of the skills can be attributed to this issue.

Suggestions

1. Share books, pamphlets, videos, and anything that helps students to become more familiar with social skills.

2. Screening program for students with fewer social skills than other students, and classes and workshops in order to improve the current state students.

3. Concepts of social skills training in the form of fiction and poetry (with commentary), along with the direct method can be effective learning among students than the last.

4. To teach students to use social workers and counselors who have sufficient expertise in the area of social skills seem essential.

5. Using workshops so that students can learn social skills in textbook theory into practice run, because examples of these skills can be seen in everyday life and run a workshop atmosphere in society could somehow reconstruct the blatant that students become familiar with social skills.

6. Training in social skills by inviting parents and school presentations in the areas of social skills in their children

7. Training of teachers and trainers with the necessary social skills to students through brochures, films, workshops.

8. Collaborative Education to conduct research on a broader and deeper level of social skills in school.

REFERENCES

Arambraster, B. B and T. H. Anderson (1993). A textbook of translation: Hashem Fardanesh, Journal of Education, No. 33, Spring.

Arizi, Hamid Reza. Abedi , Ahmad (2003). Content analysis based on the book curriculums of primary school achievement, Journal of Educational Innovations, Second Year, No. 5 , Autumn.

Byabangard, Esmaeil (2005). Adolescent Psychology, Tehran: Islamic Culture Publishing Office.

Fathi , Fatemeh. Fatehizadeh, Maryam. Nasr Esfahani, Ahmad Reza (2005). Social skills can be transferred from teacher to high school students, Journal of Research, No. 2.

Ghezel Ayagh, Soraya (2006). Children's literature and promote reading, Tehran: Samt , Fourth Edition .

Harajy, Own. Sanderr, Christine. Dickson, David (1998). Social skills in interpersonal communication. Translated by Khashayar Beigi and Mehrdad Firoz Bakht, Tehran: Publication of growth.

Holesti, Al R. (2001). Content analysis of the Humanities and Social Sciences, translated by Nader Salar Zadeh Amiri, Tehran, Allameh Tabatabai University.

Levy, A. (2005). Fundamentals of educational planning, translated by Farideh Mashayekh , Tehran : Bureau of educational assistance.

Loutan, Koi (1996). Comparative education, translated by Mohammad Yamani Douzi Sorkhabi , Tehran side Chapavol .

Maleki , Hassan (2002). Lesson planning (action) , Tehran : School , Fourth Edition.

Meredith Gall, Walter Borg. Joyce Gall (2003). Qualitative and quantitative research methods in psychology, education, effort, Ahmad Reza Nasr, Tehran: Institute for Humanities research and editing books, universities, R & D Center for Humanities martyr Beheshti University.

Nik Bakhsh, Azam (2008). Content analysis of English textbooks for junior high school and pre-university based on revised Bloom's taxonomy within the survey and comparison of these two books, according to the domains Thesis of Master of Teacher Training University, Tehran, Iran.

Norian, Mohammad (2009). A practical guide content analysis of primary school textbooks, Tehran, publishing Council.

Rashidi, Marzieh (2008). TV review infallible in religious books, Persian and Iranian elementary school social studies, master's thesis, Tarbiat Moallem University of Tehran.

Sadegh Zadeh , Alireza . Ahmadi Far, Mehrdad (2008). Acquisition hides important variable affecting students' quality of life, Journal of Cultural Engineering, Second Year, No. 19 and 20 in August and September.

Shokouhi, Gholamhossein (1989). The nature of the growth process and philosophy courses education Quarterly, Issue 18.

Yarmohammadian, Mohammad Hossein (2009). Principles of curriculum planning, Tehran: Memorial Book, Sixth Edition.