

Identifying Teaching Patterns in Elementary School with a Comparative Approach

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Review:

Social studies as one of the courses considered in elementary school is a field of learning that discusses human interaction with social, cultural, natural, economic environments and developments in human life in past, present and future and its various aspects (Falahiyan, Ahmadi, Malek Mahmoodi and Malek Abbasi, 2012). Since the goals of teaching courses in elementary school have similarities all over the world, but compare the success rates of the same. Compared to the other, researchers focus education on a variety of factors, including methods used in primary school education in different countries of the world. Therefore, this study aimed to identify the best models of teaching social sciences in elementary level. Therefore, the teaching methods of the top three countries in the world - Japan, Korea and Finland - were studied alongside the teaching methods used in Iran. The methods that train teachers and students from Japan, Korea, Finland and Iran to organize effective teaching in the social studies classroom and Achieve impressive progress on the path to educational goals. Methods that are more based on understanding the problem and focus on the student's method of discussion rather than the teacher's

lecture method, and focus more on the abilities, needs and activities of the learner in the learning process than the teaching's goals and expectations.

Key words: Teaching patterns, Social studies, Elementary school

Introduction

Today's world is a world of progress, technology and speed, and education as an institution that prepares people to live in this society and enter the community is of great importance. In primary education, it is an infrastructural course, and among the elementary lessons, it seems that social studies courses are designed to prepare learners for enjoying the skills of living in the community. It is more of a matter of importance. In other words, it can be said that social education and preparing the individual for life are the most basic aspects of the education system of any country (Rezaei, Salmannejad, Gatooi, 2019, p. 5). Therefore, it is important to pay attention to it in the educational system.

In addition to nurturing efficient and capable citizens, the social studies program can also provide a platform for developing critical thinking and the ability to criticize society, thus preparing students gradually for a sensitive, dynamic and logical active position in the face of the issues of society-, so that they can discuss the issues of society and their environment, even in a simple and childlike framework. In general, the curriculum and especially the curriculum of social studies are responsible for the transfer of cultural heritage, the expansion of cultural heritage and critique of cultural heritage (Ibid., p. 11).

There are different teaching methods for teaching social studies. The teaching model is a special framework within which important elements of teaching can be studied. The choice of a teaching pattern will depend on the teacher's awareness of

creativity, philosophy and educational attitudes (Ibid., p. 12).

Rogers believes that the adjudication is to be self-proclaimed and that the student will be involved in the process of adjudication responsibly, so that in this regard, the spontaneity of the whole person, i.e., his intellect and feeling, and that the most stable and persistent. He created the kind of learning (Parsa, 2008). In fact, the more the power of decision-making and the need for solutions in Froger increases, they will be easier to fix their daily problems and will be more successful. Adib (or 1389 p. 223). In the meantime, it can be said that choosing the correct teaching method as a bridge between the concepts and performance of learners can be effective. The more creative and appropriate to the learners' needs and conditions, the more effective it can be.

None of the teaching methods are good or bad in themselves, but the way and conditions of using them that strengthen and weaken them. One of the most important issues in using the teaching method is to pay attention to the quality of expression. It is an accepted point that if a teacher with very high knowledge in their field is not able to transfer the material properly, he will not be considered an effective teacher. The teacher is the most successful player in this scene who has more knowledge and is able to present to his audience what he knows with a clear and effective statement (Behnam Far, 1392). It is noteworthy that creative teaching occurs when the teacher is absorbed into the creative minds of students and can occur in different ways. Students may be sitting in their chairs or in other places other than chairs, they may be in

conversation or in silence; silence can help to develop thought. Unfortunately, creative silence is used in most classrooms. Thinking requires some quiet reflection and hidden growth (Shabani, 2012). On the other hand, it should be noted that reciprocal education as a method of teaching that plays the role of scaffolding, has shown that it is able to improve reading comprehension in students. Because the premise of cross-teaching is that students, by actively discussing text in a small group of peers, can enhance their learning and improve their ability to understand text and monitor text comprehension. In their original study, Palincsar and Brown (1984) described the process of reciprocal instruction in the following way: After dividing students into small groups, the text is read in muted parts, spoken by the students or orally by the teacher depending on the decoding ability. After each section of the text, the conversation leader (adult or student) in the group begins the discussion by asking questions about the content. The rest of the group members discuss these questions, ask additional questions, and re-read the text if they disagree. The discussion then proceeds to identify the original reading material and the composition of the reading. Once again, the conversation leader offers an initial summary and there is a discussion. Whenever there is a word, concept, or phrase that is misunderstood or unfamiliar to it, an explanation is used.

Therefore, the aim of this study was to identify the best models of teaching methods in social sciences.

Theoretical Foundations

Among the curriculum, social studies is a key learning area taught in almost all countries of the world. Since this lesson is based on the interaction of people with each other and with the environment in which they live – in the process of time – and it can be claimed that society, place and time are the three main axes of this lesson. Since in the course of studies Social, teachers, and learners deal with a variety of topics, it is necessary to use a variety of methods and means in education (Fallahian et al., 2012).

Pearson's group in collaboration with UNICEF in evaluating the educational system of the countries based on criteria such as the level of access to basic knowledge, the state of education in primary schools, the status of middle and high schools, the level and conditions of education for women and girls in the community, the amount of funding allocated to education and the amount of gross domestic income has shown that countries such as South Korea, Japan, Finland, Singapore, Hong Kong, Britain, Canada, Netherlands, Republic of Ireland and other countries such as South Korea, Japan, Finland, Singapore, Hong Kong, United Kingdom, Canada, Netherlands, Republic of Ireland, etc. Poland has the highest education system. In all of these countries, classes are inclusive and the teacher has a guiding and facilitator role in learning (Mahmoudi quoting Aljafari and Khorasan Art Cultural Institute, 2020. and Farzadi, Shayestehnasab, Bonavan, Peykani, Ghasemi, 1402). In this research, in consultation with different experts, it has been decided to briefly study the teaching methods of social studies in Iran, Japan, Finland and South Korea.

Teaching Methods of Social Studies in Iran

In Iran, based on teacher's manuals in the course of social studies, methods such as

lecture, professor-discipleship, role playing, constructivism, exploration, conference, and multisensory have been proposed (Rezaei, Salmannejad, Gatooi, 2019), which are briefly described below.

Lecture Method: In this traditional and memorabili-based method, they try to accumulate students' minds into repetition and also "memory strengthening" and have fallen far from the main goal of thinking. In memory-based education, there is less discussion in the classroom in order to increase students' cognition and comprehension. They may be able to give the test a correct answer, but their innate talents will not flourish (Rezaei, Salmannejad, Gatooi, 2018, p.

Role Playing Method: The teaching method of role playing as a teaching method is rooted in the individual and social dimensions of education. The aim of this method is to make students understand the concept of the individual within the community and be able to resolve their individual conflicts with the help of social groups. From a social perspective, role playing helps students. (Rezaei, Salmannejad, Gatooi, 2019,pg, 54).

Constructivism 5e: This method tells us that learning is always an active process of understanding and understanding an experience. This process is strongly influenced by the learner's previous knowledge. Structuralism tells us that learning requires discussion, discussion, exchanging and interpreting Huh. Teachers are advised to include their students in topics that can be discussed. If students are not allowed to exchange views with each other, their understanding of the subject decreases (Rezaei, Salmannejad, Gatooi, 2019, p. 59). The constructivist method is implemented in five steps: engaging, exploring, described, expanding, valuating.

Exploration method: Considering the extent and scope of the fundamental issues in a blended curriculum such as social studies, on the other hand, the increasing volume of information and knowledge and the impossibility of education, everything seems to help students learn how to learn and can gradually succeed in meeting their educational needs and become lifelong learners (Ibid., p.80).

Conference Method: This method is different from lecture method because the teacher is responsible for giving information to students. While in this method, information is collected and presented by students. This method can determine how much the students know. This method is an active learning opportunity He creates. The role of the teacher in the conference is simply to guide and manage the meeting and prevent discussions that lead to deviation from the topic of the conference and its logical procedure. This method is applicable to all different Wesen courses (Ibid., p.43).

Student-Mastery Method: This method dates back to the time when man took responsibility for educating other human beings, both informally and formally, and it dates back to the beginning of Islam. Everyone in childhood wants to play a role other than their real role, and the student-teacher approach is used to play this imaginary role. In this way, students are allowed to play the role of teacher. The main goal of this method is to become a teacher and thereby gain new and valuable experiences. In this method, in the absence of expert teachers, a large number of knowledge Learners have learned a particular skill and can be used (Ibid., p.44).

Multisensory (Mixed) Method: The use of this method involves the use of all senses and the flow of learning takes place through

all the senses. Through the application of this method, it is possible to understand the materials and skills and communicate more effectively, and the skills and materials are generalized from one situation to another. In general, all senses are used in multisensory learning. In other words, Visual learning, which is 75% of our total learning through sight, is listening to 13% of our total learning through touch, taste, which is 3% of our total learning through taste, and smell is 3% of all learning through smell (id, p.44).

How to teach social studies in Finland:

Social studies in Finland focus on domestic and EU subjects. In the curriculum there is no information about the arrangement and categorization of the content of the course. According to the available information, there is a rotational program for content adjustment and methods and perspectives of multidisciplinary programming and based on constructive theory and especially the importance of problem solving. In addition, individual learning plans and work programs are also presented for the gradual development of students (Driss, Arab Zozani, Molaei Kermani, 1401).

Finnish students are not burdened with a centralized curriculum and usually have a free and fluid curriculum tailored to their own needs and interests, mostly using social simulation and experience-based methods. In Finnish schools students of different ages are a small community and are empirically taught social interactions and skills (Driss, Arab The Psalmist (Psalm 140:14).

Teaching Social Studies in Japan:

Providing the necessary grounds for an activity called social education outside the school with the aim of equipping people with the knowledge and skills necessary for

work, such as holding special activities such as scientific visits and club activities, and organizing activities such as classroom travel, Festival. Group Method and Social Participation: Establishing centers called Children's Center to create the ground for group study and promotion of group and collective activities with the aim of raising friendly relations by dissemination of scientific knowledge and providing advice on daily life activities (Tash, Tahmas, Joubghlou Majal, 2013).

Teaching Methods of Social Studies in South Korea

It seems that one of the goals of social studies education in this country is to develop problem-solving skills, to make decisions in students, and to interpret the world around them. The teaching of social studies in modern society should not be based on knowledge but should prepare students for critical thinking, problem-solving skills in community politics and economic life. The method used to teach studies in Korea is a blended method of individualism: the curriculum of social studies in Korea based on individualism, creativity, understanding the different cultures of other nations, contributing to South Korean culture and the development of society Geography, history and social

sciences are combined and taught in this country (Abedi, Hamid Zadeh, 2014).

Research Method

The present qualitative study is a review study aimed at identifying, classifying and extracting the teaching methods of social studies with a comparative view, articles and related books.

Findings

Based on the study, it seems that in teaching social studies, different methods are used in different countries (Diagram 1), there are similarities and differences between the teaching methods of social studies in four countries: Iran, Finland, South Korea, and Japan. In all four countries, for training social skills, educating an informed citizen and educating people informed of the culture and history of their country and other countries by exploring and Social participation and teamwork are highlighted and emphasized.

In Iran, due to the emphasis on the mentioned methods, teachers put lecture and memorization methods on their teaching boards. While in Finland, Japan and South Korea, teachers in teaching methods of exploration and social participation and teamwork are the main focus of their work.

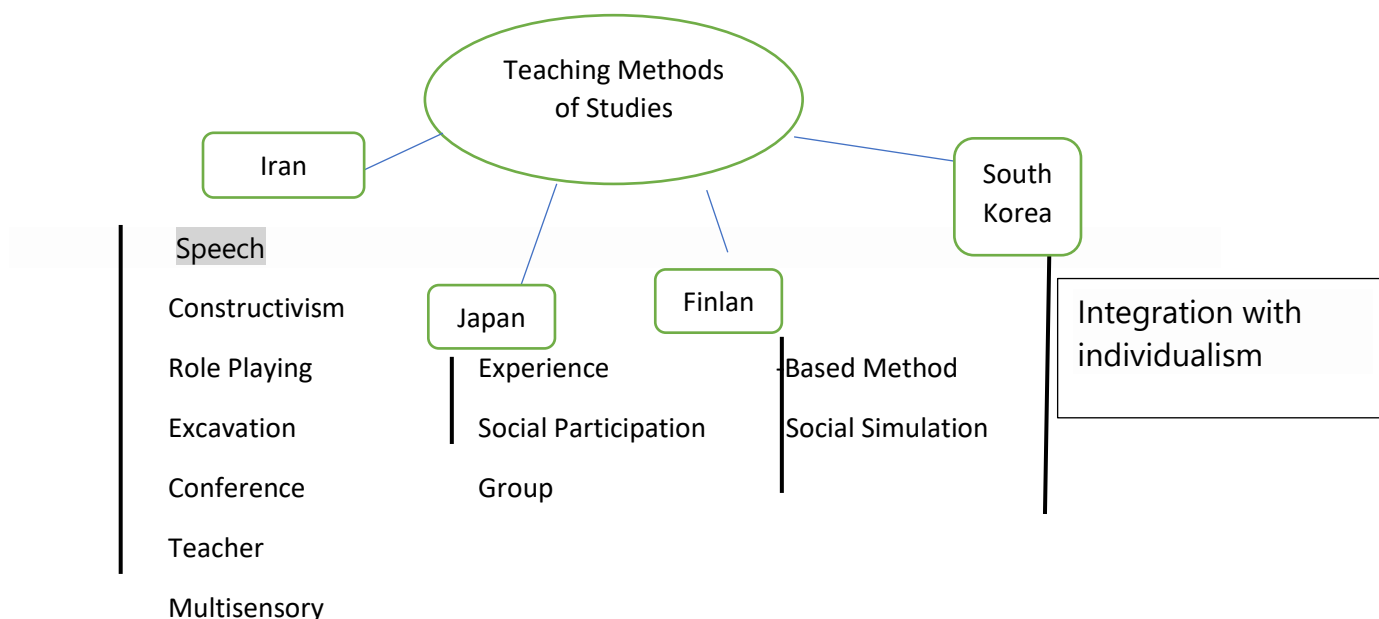


Diagram 1: A view of teaching methods of social studies in Iran, Japan, Finland and South Korea

in all aspects of the mind, emotion and psychomotor of the individual and the students discover the problem in the group and enjoy discovering it and learning is primarily achieved through interaction and in the group.(Shabani, 2003. Abedi, Hamidazeh, 2014.

Conclusion:

Considering the similarities and differences in teaching methods in the four countries of Finland, Japan, South Korea and Iran, which were examined in the data, it seems that the implementation of teaching and teaching methods in Iran should be seriously examined, given that there are a variety of teaching methods in Iran, but students are more educated than lecture and memorization methods and this The problem causes the student to parrot only the contents and cannot use in his social life and have good social skills. In this way, the student is

Iranian educational systems with their traditional and limited methods deprive students of the pleasure of studying, exploring and creativity, and instead of nurturing and creating a handful of truth and scientific concepts in their minds.1982).

Ebrahim (2012) has also shown that cooperative learning methods have a positive impact on academic achievement and social skills of elementary school students. Lavasani et al. (2011) in their research to investigate the effect of cooperative learning on students' social skills, concluded that the use of cooperative learning compared to traditional learning increases students' social skills.

The results of the research, as well as the new and advanced theories of advocacy, emphasize the participation of students in teaching and their activity. It is in this way that learning occurs

educational researchers depend on various factors, including the methods used in the education and upbringing of elementary schools in different countries of the world. Therefore, this research was conducted with the aim of identifying the best models of social science teaching in elementary school. Therefore, first, the teaching methods of the top three countries in the world - Japan, Korea and Finland - were examined along with the teaching methods used in Iran. Methods that help Japanese, Korean, Finnish, and Iranian teachers and students organize effective teaching in the social studies classroom and achieve admirable progress toward educational goals. The methods that are based more on the understanding of the problem and instead of focusing on the teacher's speech method are focused on the discussion method of the students and pay more attention to the goals and expectations of the teacher on the abilities, needs and activities of the learner in the teaching process. Learning has attention and emphasis.

Keywords: Teaching patterns, social studies, elementary school

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passively only the recipient of information and does not actively or with high motivation to learn. On the other hand, there is no sequence of education, or patterns to motivate the students. Whereas in other countries studied, students gain interactive and experiential skills and how to approach social communication and apply them to life.

Identifying social science teaching patterns in elementary school with a comparative view

Abstract:

Social studies, as one of the subjects included in the elementary level, is a field of learning that discusses human interaction with social, cultural, natural, and economic environments and the evolution of human life in the past, present, and future and its various aspects. Fallahian, Ahmadi, Malek Mahmoudi and Malek Abbasi, (2013). Since the goals of teaching courses in the elementary school are similar all over the world, but the comparison of the success rate of one compared to the other, the

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