

## **Integration of Social Subject Based on the Point of View of the Teachers of the Faculty of Education and Teachers of the Subject at the Secondary Stage**

**Prof. Iqbal Mutashar Abdul Sahib, Prof. Dr. Iqbal Mutashar Abdul Sahib**

Al-Mustansiriya University / College of Education

**Prof. Dr. Muntaha Mutashar Abdul Sahib**

University of Baghdad / College of Education for Pure Science – Ibn Al-Haitham / Department of Computer Science

**Abstract:** The curriculum of the interrelated subjects is one of the curricula emanating from the process of curriculum development, which has been applied to social subjects in the secondary school grades, as geography, history and national education have been integrated into one subject called sociology, and it is known that any curriculum needs to follow up the extent to which it achieves the aims and their success and this requires an opinion poll in the conviction of teachers and teachers of this integration, so the current research aimed to poll the opinion of teachers of the departments of history and geography in the College of Education And teachers of the subject in the integration in order to know the percentage of support for the integration of curricula has been using a tool represented by a question addressed to the sample of the research included 40 teachers of the departments of geography and history and 180 teachers and schools distributed to the six directorates of education of the province of Baghdad and, after the application of the tool analyzed the data mathematically appeared the percentage of teachers of the College of Education non-supporters of this curriculum 90%, while the percentage of teachers and teachers non-supporters 95%, and thus note the high percentage of non-supporters of this curriculum and rejectionists This indicates the weakness of this approach in achieving its aims, and in light of this result a set of recommendations and proposals were presented.

**Keywords:** Curriculum, Connected Subjects, Social Subjects.

### **The first topic: definition of research:**

### **Problem of the research:**

The curricula are the main tool to achieve the aims of education and provide students with knowledge, skills, trends and sound tendencies, which contributes to the process of community development and occupies the subjects of history, geography and national education an important place in this process of contribution, which has undergone a process of development and modernization as they were merged with one article called social subjects according to the belief in the curriculum of interrelated or integrated subjects.

Based on the above, there is a problem that arises is that this curriculum was built without a definition of the foundations on which this merger was based, and the opinion of the teachers of the departments of the Faculty of Education (history and geography) was not taken on the legitimacy of this merger or inquiring from the teachers of the departments of these subjects and their teaching methods, as was not

conducted a survey of the opinion of teachers of the subject in secondary schools about the curriculum of social subjects as a new experience that needs to be evaluated by those who teach these subjects to stand on the strengths and weaknesses of it, as it is known that any curriculum to be changed is tried on specific schools, as a sample to find out the negative and positive points in it before circulating it.

### **The importance of research :**

The continuous development of curricula is a necessary element in the educational process that ensures its vitality, and keeping pace with the requirements and developments and realizing the importance of development in secondary schools and their compatibility with the requirements of scientific preparation for secondary school students. It was necessary to review, evaluate and revise the curricula in light of the requirements of the subsequent academic stages, which is the university stage, as it is necessary to address the shortcomings in the process of organizing and preparing curricula in a way that makes them commensurate with the developments in society and comes to meet the needs of development in the country, as well as contribute to developing knowledge and directing student activities, to solve the problems of society and link disciplines to the actual requirements of the work environment and prepare graduates specialized in the fields of human knowledge. The continuous follow-up process of the curriculum leads to some modifications in it so that the errors that appear can be corrected, the gaps discovered can be filled, and the weaknesses addressed as soon as possible. (Dwai, 2009, 2).

The curriculum of interrelated subjects is one of the curricula emanating from the curriculum development process. This curriculum is based on removing the identification between the subjects and combines the subjects and be a broad organization of the material, knowledge and concepts that are a complete field of study and thus lead to increased consistency between the components of the curriculum vertically and horizontally as the concepts are determined by overlapping and common skills between subjects.

The coherent curriculum is based on building different knowledge and to a specific axis that may be a topic or problem that students feel the need to study.

Like the problem of environmental pollution, they resort to searching for knowledge that helps them realize the dimensions of this problem and how to solve it. Students return to many separate subjects such as environmental sciences, botany, animals, geology, chemistry, economics, geography, astronomy... And others in order to take from them what helps them to realize the problem from its various social, economic and natural aspects and find the appropriate solution to it, without referring to the names of these traditional school subjects, and thus the interconnection occurs within the mind of the learner and what he learns becomes part of his personality through the organization of his information, and his experiences that seem disjointed and scattered at first, and then these knowledge and experiences are interconnected so that they have a function and meaning for him, which helps to achieve the integration of the student's personality through what he acquires coherent knowledge, skills and attitudes that develop all aspects of his mental, physical, social, moral and emotional personality.

### **Justifications for building coherent curricula:**

There is a set of justifications that necessitate the need to build coherent curricula, and they can be summarized as follows:

1. The universe consists of several elements that work in an integrated manner, so the teacher's description and interpretation of the cosmic phenomena that revolve around us requires teaching curricula in a coherent manner, as a specific set of laws and theories can explain all natural phenomena.
2. The problems faced by the student in his life need to combine more than one practical material to solve these problems and therefore these curricula are considered more realistic and related to life.

3. the suitability of interrelated curricula to the nature of the growth of students in the stages of general education, especially in the primary stages of it, as the growth of students in these stages is characterized by comprehensiveness and integrated (as students realize the world around them as an integrated unit).
4. Scientific development in our modern era has led to the overlap of disciplines and the emergence of new sciences that combine more than one of the traditional disciplines and therefore it is not reasonable to put artificial breaks between the different subjects, but rather to build interrelated curricula that highlight the unity of knowledge, especially since science is interrelated in nature.
5. The interconnected curricula link the curricula to the environment in which students live, which gives

The opportunity for students to learn about the problems of their environment and try to solve them, such as the problems of food shortage - environmental pollution - transportation - desertification, population explosion, which makes students more adapted together to the environment and helps to link the school with the environment.

6. Coherent curricula help to prevent the repetition that characterizes the curriculum of separate subjects, saves students' time and removes their boredom, as well as saves efforts and money as a result of providing the necessary number of teachers, laboratories, books and means of evaluation, as the coherent curriculum needs one type of teachers, one book and one type of exams.
7. Interconnected curricula work to raise the level of scientific teachers, as they are characterized by comprehensiveness that makes the teacher have to develop himself and delve into all disciplines that have to do with the concepts and problems of the curriculum. The integrated curricula take into account the individual differences between students by providing diverse and graded educational experiences, and diversity in educational activities and the means used.
8. Makes students realize that scientific thinking is not limited to the curricula they study, but can be used to solve real problems experienced by students outside the school.
9. The study of interconnected curricula leads to an increase in the effectiveness of the student to learn as a result of his educational activities, and recent studies have proven that the use of interconnected curricula increases the level of academic achievement of students and reduces the rate of their forgetting information, as well as helps to grow their attitudes towards the subjects they study.
10. The contribution of interconnected curricula in solving environmental problems increases the attitudes of students and their scientific tendencies and their appreciation of the role of science and scientists in the progress of humanity, which is one of the most important aims of the school.
11. The integration curriculum leads to an integrated growth in all aspects of the student's mental, physical, social and emotional personality through the integrated knowledge, skills, attitudes and others it provides. (Mubarak, 1986, p. 48)

Based on the above, the importance of the research is reflected in the following points:

1. The research is an attempt to evaluate the so-called interrelated materials as a newly applied curriculum and has not been subjected to an evaluation and diagnosis process for its suitability to achieve its objectives.
2. Providing a theoretical basis for the approach of interrelated materials in terms of its concept, reasons for development, foundations and methods of development.
3. Knowing and questionnaire of the point of view of the teachers of the subject as they are in charge of teaching and achieving its aims, and they are the ones who can diagnose the weaknesses and strengths in it.

4. Knowing and surveying the point of view of university teachers in the departments of geography and history in the curriculum of social subjects at the secondary stage as they are among the authors and authors of these curricula.
5. Providing the authorities concerned with the development of curricula with a vision of the reality of the curriculum of social subjects after integration and the strengths and weaknesses of this curriculum.

### **Research Objectives:**

1. Poll the opinion of teachers of the departments of geography and history at the Faculty of Education, Al-Mustansiriya University to find out the extent of their support for the process of integrating social subjects.
2. Survey the opinion of teachers of social subjects in my specialization, geography and history at the secondary stage to find out the extent of their support for the process of integrating social subjects.

### **Research limits:**

1. Books of social subjects in the secondary stage, including the book of social subjects for the first, second, third intermediate, fourth and fifth grades of middle school.
2. Teachers of the departments of geography and history at the Faculty of Education University – Mustansiriya.
3. Teachers of history and geography at the secondary level.

### **Research terms:**

#### **Social Subjects:**

- AlZubaidi defined it as (a group of subjects that include geography, history, national education, economics and sociology, all of which are characterized by the fact that their general topics focus mainly on the study of man and human relations and the problems arising from them). (AlZubaidi, 2010, p. 33)
- Procedural definition (are the books to be studied in the secondary school grades represented by the first, second, third intermediate, fourth and fifth literary, which were integrated history, geography and national education materials in one book called social subjects)

#### **Secondary School:**

- The Iraqi Chronicle 2011 defined it as (a six-year stage of study consisting of two intermediate levels and a duration of 3 years and the preparatory level and a duration of 3 years and is divided into two types general and vocational) (Iraqi Gazette, 2011, p. 6).
- Procedural definition: It is the academic stage that follows the primary stage and precedes the university stage, the duration of the study is six years and is divided into two stages, the intermediate stage, the duration of the study is three years, and the preparatory stage, and the duration of the study is three years, in which the opinion of teachers and teachers of social subjects will be polled.

### **The second topic: theoretical background and previous studies:**

#### **Theoretical Background:**

#### **The concept of curriculum development:**

The development of the curriculum includes the introduction of new knowledge of the curriculum in all respects to make the student keep pace with the development in the world so as to achieve the educational aims that we seek to add to our society by making changes that include the scientific and intellectual aspects and providing everything that helps them instill principles that remove all their fears of everything that is new and this is only done by trying to introduce everything that is modern and developed by curriculum developers. Therefore, the development of the curriculum is "all the

steps, actions and procedures through which the curriculum can be reformed and developed so that the starting point is to study the current curriculum to know its strengths and weaknesses, and translate its objectives into reality in preparation for developing the plans and programs necessary to achieve these aims" (Hassan, 2012, p. 58)

Abdul Hamid also points out that the development of the curriculum is "all the steps, actions and procedures through which the curriculum can be reformed and improved so that the starting point is to study the current curriculum to know its strengths and weaknesses, and translate its objectives into reality in preparation for developing the plans and programs necessary to achieve these aims" (Hassan, 2012, p. 58)

Curriculum development has many areas: development in textbooks, development in teaching methods and methods, development in teacher preparation, development in school buildings, laboratories and playgrounds, development in curriculum contents, and development in methods of student assessment and tests. In summary, development addresses all components of the curriculum (Al-Khouli, 2011, p. 87).

### **The importance of curriculum development**

The student is one of the most prominent foundations on which the development of any curriculum depends, as it is a living basic building block when it is directed correctly and instilled with modern ideas, it produces innovations that contribute to the desired sophistication and development, and this is done by introducing advanced and modern technologies and devices (computers, laboratories and tools) necessary for each field, and others, so the relationship between curricula and society must be balanced and focus on the developed curriculum and its content and introduce teaching methods followed by some developed countries, and thus we can create a conscious and open generation. The main aims of education is to give the present meanings to human life, which is the outcome of the experience of successive generations (Al-Jamal, 1983:179).

### **Causes for curriculum development:**

There are a number of reasons agreed upon by specialists that call for the development of curricula, including:

1. The poor and deficiencies of the current curricula: can be inferred through the examination of the results of the general examinations, the reports of mentors, experts and specialists, the low level of graduates, the results of various researches and the consensus of the public opinion and its stand against the curricula, it must develop these curricula (Al-Wakeel, 1999, p. 44).
2. Cognitive and educational development: As the characteristic of the era is science, which is characterized by rapid change in all aspects of life, the student grows and changes accordingly tendencies, trends and abilities, and society changes and changes its norms and systems, knowledge accumulates and inventions follow and what was applied yesterday of concepts has become not used today. All these developments lead to the development of the curriculum. (Al-Ajmi, 2001, p. 289)
3. Internal and local events and problems: such as the high population rate, pollution, poverty, disasters, and the emergence of such problems, developments and others, and their continuation for a long time, requires the development of curricula and addressing them within their content properly and appropriately to prepare individuals to deal with them wisely, rationally, thinking and reducing them. (Abdeslam, 2006, p. 290).
4. Not adopting a clear and specific educational philosophy for the curriculum: where the school curriculum starts without a specific philosophy for it and then starts from a vacuum when determining its objectives, which is reflected in all elements of the curriculum from (Shaheen, 2010, p. 10).
5. Poor teacher skills: The teacher's roles may be insufficient in his treatment of the curriculum, such as his weak ability to prepare students' minds for lessons, his inability to formulate questions, his

failure to take into account individual differences between learners, or his inability to link the subject of the lesson to the learner's environment, and this requires developing the teacher's performance and retraining him on classroom skills in order to achieve the process of developing the curriculum as a whole.

6. The existence of administrative obstacles: The prevailing school atmosphere may be an obstacle to achieving the effectiveness of the curriculum due to the style of school administration or educational supervision (Saadeh and Ibrahim, 2011, p. 398).

### **Foundations of curriculum development:**

#### **1- Planning**

The process of developing any curriculum must begin with planning, which requires the following

- a- Commitment and observance of priorities.
- b- Taking into account the available capabilities and resources
- c. Planning should be comprehensive and integrated.
- d- Relying on accurate data.
- e- Planning flexibility.

#### **2- Planning depends on studying the needs of the individual, society, the environment and scientific trends.**

That is, relying on a scientific study that determines the changes that have occurred in the individual's trends, tendencies and needs, as well as calling for his growth and the factors affecting him, as well as studying the factors that lead to increasing his adaptation to the school environment, so that he can bear the burdens of self-learning and continuous learning.

The scientific study of the environment requires knowledge of the different sources of the environment, ways of exploiting them and the changes expected to occur, so that the new approach takes into account all these factors.

As for global trends, it is necessary for development to keep pace with them, and this calls for an accurate identification of the characteristics of this era, so that the curricula work to take them into account and the most important characteristics of this era

#### **3- Experimentation**

Experimentation plays a major role in the development of curricula on a scientific basis, and experimentation has many aims, the most important of which are:

- a- Knowing the validity or error of the subject to be studied .
- b- Diagnosis of strengths and weaknesses .
- c- Identify the problems that appear when experimenting .
- d- Provide an opportunity to identify the extent to which one aspect affects the other

#### **4- Inclusion, integration and balance**

The development of the curriculum must include all aspects of the curriculum and therefore the development must be comprehensive and integrated, because each aspect of the curriculum is closely related to other aspects as it affects and is affected by them.

#### **Examples of curriculum integration include:**

- ✓ Integration between theoretical and practical.
- ✓ Integration of teaching methods.
- ✓ Integration of evaluation methods.

Development should be balanced, i.e. determine the relative weight of each factor or aspect according to its ability and contribution to achieving the aims and according to the role it can play within the framework of the general plan.

## **5 - Cooperation**

Cooperative development means the participation of all parties that are directly or indirectly related to the educational process, such as the student, teacher, principal, supervisor, specialist, parents and university teachers in different disciplines.

## **6-Continuity**

The development itself is a continuous process, and never ends, but it is in the form of successive and successive processes and each of them has a beginning and an end, if we start, for example, the development process number one and finished it, what happens is that after several years long or short, the development process No. 2 must be done, then the development process No. 3 and so on (Ibrahim, 1975, 75) .

## **The concept of the interrelated materials curriculum and its justifications**

Some specialists in the field of education believe that the entrance of interrelated subjects in the application of educational curricula is the most appropriate in teaching and learning, and this is due to the nature of the individual's perception based on the total theory of things and obtaining new experiences. Rather than teaching subjects fragmented and abstract, it is better to present them to the student through integrated learning situations, linked to their direct experiences, so that skills are developed through observation, practice and experimentation. The application of this curriculum helps in developing the student's ability to, acquire higher skills such as application Analysis and evaluation, which are essential skills in recognizing the causes of problems and reaching innovative and appropriate solutions to them. One of the most prominent advantages of curriculum integration is that it leads to greater consistency between the components of the curriculum, both vertically and horizontally, where overlapping concepts and skills are identified and shared between subjects, and facilitates the promotion of learning and the transition to a higher level of study. Through this design, teachers find it easier to design learning units in a coherent manner, which helps to facilitate the perception of the content of the courses, by students and evaluate their achievement..

## **Approaches to curriculum interconnection**

The efforts of educational researchers in the field of curriculum development led to the emergence of three entrances aimed at creating a natural integration between the courses of the subjects, by organizing their contents and employing the laws, rules, concepts and skills that the student learns by studying the content of some of those knowledge materials, these entrances were as follows:

### **1 - Interdisciplinary approach**

It aims to integrate the contents of the curriculum, by studying two or more subjects, simultaneously so that parts of the subjects of certain courses are used to illustrate related topics in the courses of other subjects, such as the study of the history and geography of a country, in the same period of time, to recognize the close relationship between the two subjects.

### **2 - Interdisciplinary Portal**

It is an approach in which facts, information, concepts and skills are used for a number of subjects, so that they are employed in a fully integrated manner, to study a new topic, in its various aspects, and reach the target result. Using this approach, the student can employ the previously acquired experiences in studying an issue or analyzing a problem, such as pollution, traffic congestion, soil salinity and the like. This approach, with its focus on recognizing the links between subjects, provides an opportunity for the student to reconstruct his acquired experiences and develops his readiness to face new situations.

### **3 - Interdisciplinary approach**

This curriculum uses the teaching of subjects with their implications and contents, and is not concerned with teaching these subjects directly. These approaches to curriculum integration are not subject to comparison and differentiation, but are appropriate models for application as needed, and in a manner appropriate to learning situations. Of course, it does not eliminate the scientific disciplines represented in the subjects, nor does it work to diminish them, but rather targets in the first place. (Mohammed, 2015, p. 169).

#### **The role of teachers in the curriculum of interrelated subjects**

1. Cooperation between teachers is a prerequisite to ensure the success of this curriculum.
2. Teachers should reach among themselves a common vision regarding the selection of one of the appropriate entrances to teach subjects.
3. Teachers should have full knowledge regarding the nature of the subject to be taught in the curriculum of related subjects.

#### **Requirements for the application of this type of curriculum**

1. Introducing teachers to training programs that explain to them this curriculum, its justifications and objectives.
2. Teachers should experience the study with the curriculum of related subjects and practice it and take the role of students.
3. The contribution of supervisors in providing the appropriate model in teaching according to each situation.
4. Teachers should prepare practical models for lessons that represent examples not the preparation of the curriculum of related subjects within a training program.
5. The need for teachers to know the content of the study material taught by students.
6. The rehabilitation of teachers is one of the priorities to facilitate the application of the curriculum of related subjects.
7. Focus on the main aims of this type of curriculum and leave other formal matters such as classroom management and other organizational matters.
8. Subjecting the experience of this approach to scientific research and experimentation to judge the extent of success and failure and the extent of acceptance of those involved. (Zubaidi, 2010, p. 25)

#### **Characteristics of the interconnected materials curriculum**

1. Helps the teacher to clarify the relationships between different aspects of knowledge and link them to real-life situations.
2. commensurate with the mental level of students of the basic education stage, i.e. pre-specialization is General introduction to different areas of knowledge.
3. It requires a teacher who possesses a wide culture because the study in it goes beyond the limits of narrow specialization, and to be familiar with the objectives of education and the means to achieve them.
4. This curriculum also requires the preparation of teachers and training them on how to implement the curriculum in the correct manner.
5. Achieves horizontal coherence between subjects. (Al-Mabrouk, 2011, p. 167)).

#### **Disadvantages of the interconnected materials approach**

1. Students only have superficial information on the topics and do not go deep into knowledge.

2. The difficulty of merging between all subjects, but the integration includes materials close to specific topics.
3. The teacher prefers a specialized subject and thus focuses on it at the expense of the rest of the subjects.
4. does not take into account the psychological arrangement of the material as this curriculum does not take into account the needs of the student, but takes into account the coherence of the scientific material and its logical arrangement at the expense of the psychological arrangement and the extent of its suitability for the student.
5. It does not provide the opportunity to practice student activities during the teaching of the subject. (Al-Mabrouk, 2011, 168)

## **Previous studies**

### **1- Mohy and Nadia Study 2017**

The study was conducted at the University of Basra, College of Education, aimed at preparing a questionnaire to assess the reality of curricula in secondary education schools. From the point of view of teachers. To achieve the objective of the research, a sample of 100 teachers and schools in secondary schools were selected and provided with a questionnaire that was confirmed to be true and stable, including 40 paragraphs and five alternatives, and after analyzing the teachers' answers, the results showed that the percentage of supporters of the idea of curriculum development amounted to 78%, while the percentage of objectors reached 22%, and in light of the results, a set of recommendations and proposals were presented. (Mohi and Nadya, 2017, p. 17).

### **2- Nasser Study 2019**

The study aimed to evaluate the curriculum of sociology for the first intermediate grade from the point of view of teachers of social subjects.

The descriptive approach was adopted to achieve the aims of the research, the research sample included 37 teachers and schools of social materials for the first intermediate grade, prepared a questionnaire of seven areas, and included 65 paragraphs, was to ensure the sincerity and stability of the tool and used the weighted mean and relative weight as statistical means, and the results showed that the highest rank was for the field of evaluation and an average estimate, and the lowest field was for educational means and a weak estimate, and no area got a high estimate and recommended the researcher to activate the role of teaching aids in teaching, Teaching aids in the curricula of social subjects, and proposed a study to analyze the curricula of social subjects in the light of contemporary standards. Nasser, 2019, p. 199).

## **Balancing previous studies:**

The two previous studies can be balanced with the following aspects:

1. The first study aimed to evaluate the curriculum of the school stage in the secondary stage in general included all the books of the stage while the second know-how aimed to evaluate the book of sociology for the first grade intermediate only .and thus the current research came to fill the gap and teaches social materials in the secondary stage.
2. The first research sample included 100 teachers and schools, while the second study sample included 37 teachers and schools. While the current research sample included 120 teachers and 40 university teachers, so the current research expanded the scope to include university teachers.
3. The research tool for both studies was a questionnaire that included a set of paragraphs of a scale for evaluating curricula from the point of view of teachers, while the current research was represented by a questionnaire that included one question to poll the opinion of teachers and university teachers.

4. The results of the first study showed a high percentage of supporters of the application of the curriculum of the materials while the results of the second study showed that any area of the questionnaire did not receive a high rating.

### **The third topic: research methodology and procedures:**

#### **Research Methodology:**

The descriptive approach - the opinion poll method was followed as it fits with the current research and achieves its aims.

#### **Research Community:**

The research community was represented by teachers of social studies in secondary schools of the six directorates of Baghdad Governorate, and the community also included teachers of the departments of geography and history at the College of Education.

#### **Research Sample:**

180 teachers were selected distributed over the six districts of Baghdad province, with 30 teachers and schools in each district.

As for the sample of teachers, 40 teachers were selected from the teachers of the departments of geography and history at the Faculty of Education, Al-Mustansiriya University, distributed by 20 teachers in each department.

#### **Search Tool:**

The research tool was represented by one question, this question states the following:

The Ministry of Education merged history, geography and civic education books for secondary school grades into one book called the Social Books

Q: Do you think the merger process is correct?      With against

Put a check mark under the choice that fits your point of view.

#### **Application of the opinion poll :**

The questionnaire was distributed to the two research samples on 10/11/2023 and ended on 10/12/2023

### **Fourth Theme: Presentation and Discussion of Results:**

After the responses were collected and analyzed statistically, the results showed that 95% of the teachers of the subject are against the integration process and do not support it, and the results showed that 90% of the sample of faculty teachers are against the integration process.

#### **➤ Interpretation of the results:**

The results of the research sample were close between the answers of the subject teachers and college teachers, which were 95% and 90%, respectively, rejecting the process of integrating social materials, and the rejection can be explained to the following:

1. The process of integration has led to the fact that the teacher of social subjects does not exercise his competence and became a teacher of history studying geography and vice versa, which made the teacher lose a lot of his scientific qualification.
2. The teachers of the subject may consider that the integration of topics partially and superficially and not in depth.

3. The reality of the situation seems to merge the materials made them a quarterly subject for each of the history, geography and national education and not annual as each subject is studied in one semester.
4. The aims of the merger is to link the materials that have a relationship with each other and that this made the curriculum makers keep in mind this aims and look for related topics regardless of the usefulness of studying them and ignoring the other objectives of the curriculum.
5. The integration of the curriculum led to the creation of forced relationships between topics unrelated to them.
6. Most of the topics selected for the new curriculum after the merger, which is the curriculum of social subjects are superficial topics and with specific aims of interest to the student in addition to the lack of what they were.
7. The merger process was not accompanied by a merger of the objectives of history, geography and patriotism under the name of the objectives of teaching social subjects, but each subject remained its aims in a piecemeal manner.
8. There is a fact that can not be ignored, which is that the subjects are independent of themselves and their subjects, and if there is a relationship, they are limited to specific topics and not to the entire material.
9. The state of rejection of this curriculum may be the result of the difficulty faced by students when studying this curriculum, which was reflected in their level of achievement, which was the teachers of the subject are the closest to know this and thus were their responses against this curriculum.

**Recommendations:**

- Forming a committee to reconsider the integration of social materials and find a new mechanism to address the negative effects of this integration.
- In the event of any change in the curriculum, it is supposed to be tested on a small sample of schools and in case of success, it is circulated to the rest of the schools.
- Involving university teachers, parents and teachers of the subject in the development of curricula or seeking their opinions

**Proposals:**

- Conducting a study to find out the opinions of students, their parents, supervisors and educational specialists in the current curriculum.
- Conducting a content analysis of social subject books according to the objectives of teaching history, geography and national education.
- Conducting a comparative study between the old curriculum represented by separate materials and the current developed method, the curriculum of interrelated subjects in terms of content and objectives.

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