
THE CIVIC EDUCATION AS A SPECIFIC FUNCTION OF INSTITUTE OF EDUCATION IN CONTEMPORARY IRAN

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Introduction:

The relationship between education institution, as an important element of social institutions, and phenomena and elements of social life in various historical periods has been a subject of debates that attracted the interest of researchers and intellectuals. Among the various concepts existing in the field of social and educational studies, particularly from educational sociology point of view, the notion of civic education and the interchangeable term of citizenship, is very meaningful and is the focus of the debates and reflections in recent period. The reason for consideration and scientific and practical attempts of philosophers of education, social and educational psychologists, curriculum experts, and in particular education sociologists towards the categories and components associated to civic education and citizenship education, lies in this sense that one of the important duties and crucial missions of educational institutions and centers is that in line with rapid developments in various area of social and personal life and human relations, provide their educational systems to educate a generation so its students and trainers become closely familiar with the principle of civic life such as law-abiding, responsibility, rational thinking, broad-mindedness, planning in activities, familiarity with the principle of politics, knowing the structure of political system and a dozen of other subjects and components. And by using these important and appropriate skills can protect from themselves against dangerous social events. Historically speaking, though at first the relation between politics and education in its general sense, and the relationship between citizenship and education in its particular sense, must be sought in the opinions of great educational philosophers like Plato in "a good city" and Aristotle in "wise man government" (which is possible through education), but it should be noted that the historical background of the emergence of the notion civic education was after industrial revolution in modern era and in the political context of democracy or economic context of capitalism and cultural context of humanism, and then the subject and notion of civic education received a considerable attention. Particularly in recent past, the status of civic education in educational systems became a very serious and inevitable subject. For this reason during recent eras, all the intellectual and professionals of different fields of education tried according to their expertise and experience, to engage their writings and speech in the form of scientific books and articles to them (citizenship and civic education). Researches and comparative studies on various countries is a proof for this claim that those countries allocates sufficient and considerable financial and human resources to investigate the

functions and the role that education system plays in the area of civic education, so as to provide, through the findings and results of those studies, the appropriate preliminaries for rational living in the today complex society and the necessary foundation for all-inclusive development of people's lives. Since educating good citizens is one of the most important concerns of the majority of education systems in many countries around the world. For example, as in the report of International Association for the Evaluation of Education Achievement (IEA) concerning the study of citizenship education has come, all the contemporary societies facing with this concern and deep engagement that how does youth and adolescents should prepare themselves for citizenship and civil life and learn the way of participation in social issue (Tobias, 1997). Particularly, during the last 10 years, the orientation in academic books of numerous countries of the world is set towards this subject, that for transition from fragile and hard conditions and abnormal social relation in national and even ultra national level (international) and removing the problems of interpersonal life and most importantly, organization and establishment of collective order, the most suitable technique is development and deepening the civil and collective identity with native and ultra-national components. For example, authorities in charge of our education system (Iran) though from the beginning of establishment of an official institution for education have put all their efforts to accomplish the objectives related to civic instruction in the form of various text book such as social knowledge (in particular religious instruction), history, literature and other courses, but due to many reasons, accomplishment of many of objectives and hopes in this area didn't lead to the expected results and yet responsible civil and religious institutions are trying to increase the level of civil citizenship knowledge among the students. However different institutions are interfering in development and teaching of civil behavior and citizenship, the role of education institution comparing to other civil and religious is so important. If we consider to the reason on inattention in performing civic responsibility pathologically, we will understand that the role of education is so serious. Thus it demands important efforts and deep research about social institutions specially (educational system) in society. In order to present new concepts like legislative, rationality, accepting responsibilities, rights and duties, political duplication, lie down , tolerance, globalization and modernity in our educational system.

Definition of topic and specification of problem

In 1990's a Lebanese thinker published a book about challenges that education and democracy is facing with, which was called a book that saying the difficulties of "democratic societies without democratic education". The focus of his discussion was Arabian countries and said: until we haven't a democratic education, it is impossible to create a democracy¹. In fact, this thinker referred to the most fundamental concept and issue existing in civil and political life. Since education institution is one of the most important and influential social institutions of every society that can provide the necessary grounds for creating and development of civic and democratic education." T. Hossein once said that education is necessary as

¹ **Karimi, A.** Constructs of education and democracy, Tehran:institute for educational research, 2004, p. 17.

much as water and air and Nile River. He was also emphasized on this comparison several times in his speech and writings. Hence when he appointed to the ministry of Education, people called him minister of climate"². Due to the distinguished and exemplar status of education in the life of humankind J. J. Rousseau the great French philosopher of education think of education as the saver ship of social human³. Thinkers, when they are talking towards the proof of the unique role of education in development, maintain that every education system plays its important and basic role in development in direct or indirect ways. The efficient and direct role of education for cultural, social and economical development perform from the point of view of educating the man power, which in theories of economics is justifiable and interpretable as the theory of "social capital". The contribution of education institution in cultural, social and economical development, however, is indirectly interpretable and might be investigated through social and cultural reflections which in the form of socialization and acculturation, transfer of social rituals, education of social law, reinforcing the spirit of responsibility, collaboration, and familiarity with the structure of social and political institutions, education national and local culture, and so on That is, in this method the institution of education is grounding the subject of cultural, social and economical development in every society. Under such conditions, the contribution of education is critical. Since knowledge is the lever and accelerating axis of a knowledge-orientated society. This subject, namely, the impact of education institution on social life is called socialization in the science of education sociology, a process through which people of each society become familiar with social process and social ways of life. Social education or socialization has numerous dimensions which one of the most important of them is civic education or citizenship. Particularly, if the accomplishment of the foundations of democracy and education democrat citizens will be one of the objectives and ideals of an education system, then paying attention to citizenship and civic education will locate at the top of educational programs. "Citizenship education is considered as one of the most important and challenging duties of education systems, so that in many countries of the world, this activity constitute a major part of concerns of educational officials⁴. Particularly in contemporary eras, reaching to the ideals of civil and democratic life will be accomplished readily through education. Because according believes Paulo Freier, "social education is the driving force for implementation of social democracy. J.Dewey (1985-1952) was also believed that education will be meaningful only in social democracy⁵. The concept of socialization includes vast range of categories and components which one of the most important of them is civic education which "in the words of Torney is the process of transfer of the necessary knowledge, values and attitude for participation and political stability of the society from one

² **Sarmad, G**, An analysis of life and thoughts of Taha Hossein, vol.1.no,20 Mosharekat daily, in association with Participation Deputy. Tehran, 2004, p. 63.

³ **Lotan. K**, Education ,Culture and society. Tehran, 1999, p. 13.

⁴ **Vazi. M**, and **Jhani S**, citizenship skills requirements needed Bam city elementary school students, vol. 5, NO.17. educational innovation Quarterly journal, fall 2006, p. 163.

⁵ **Karimi, A**. Constructs of education and democracy, Tehran:institute for educational research., 2004, p. 17.

generation to the next one. This transfer includes various items such as: awareness of history and the structure of political institutions, feeling loyalty towards the nation, positive look to political authority, believing in fundamental values (like sovereignty of law and tolerance); interest in political participation and acquiring the necessary skills needed for understanding general policies and monitoring them⁶. Nowadays, one of the main indicators for evaluation of educational system in a country is the measure of their success in the process of citizenship education⁷. Governments, through education systems, try to educate school students according to the civil life of the society.

What is the place for numerous investigations and reflection from the view point of the author, and must be thought carefully about it (and the discussion of the present paper was also compiled based on it) is that:

- How is the share and contribution of education, through civic education (or socialization), in expansion of civic education or citizenship?
- What is the technological and scientific technique for implementation of educational programs for civic education program?
- How is the practical technique, tools and mechanisms of education institution in implementation and realization of objectives of civic education?
- What are the distinguished components and elements of civic education and citizenship from the view point of philosophers and sociologists of education?

Presentation of the discussion and processing concepts:

To acquire a correct understanding of the functions of education institution, it is necessary to pay attention to the definitions presented for education, since through these definitions one can reach to the functions and duties of education. For this purpose some definitions of education is referred to as follows:

A: Education is the activity that mature generations exert over the generations still immature for social life⁸.

B: Education is the thorough, persistent, purposeful, responsible and committed change of psychological, physical, social, cultural, economical, religious and political status⁹.

C: Education is a persistent, thorough activity for all people for growth and development of humanity, and richness of culture and exaltation of society¹⁰.

D: Education is a tool for exaltation of individuals, supply of equality in society, and an instrument for governing people, a ground for reaching to a rich and stable economy, and a process for a splendid and eternal civilization for humanity¹¹.

In regard to the definitions presented for education, it is easy to distinguish its functions or duties. And that that's the reason for priority of this subject (functions of education) over other social institutions.

⁶ Sharepour, M, Sociology of education. Tehran, 2008, p. 313.

⁷ Mohammadi, M and Deghan, H. education and new discourse, Tehran, 2004, p. 135.

⁸ Kardan, A. culture and cultural education, vol 10, No. 1. Tehran, 1993, p. 48.

⁹ Safi, A. primary, Guidance cycle and Secondary Education. Tehran, 2007, p. 4.

¹⁰ Fuzat, Y. essential of education planning. Tehran, 1995, p. 20.

¹¹ Noroozi, D, What is education institute, (notes graduate school curricula, Allameh Tabatabai University), Tehran, 2000, p. 36.

In a broad classification, functions of education systems might be classified in five functions or objectives which are as follows:

A) Mental education B) Emotional education C) Physical education D) Spiritual and ethical education:

Social education: social dimension of education includes the necessity of collective life and having interest in it, understanding the social structure of society, learning social skills, awareness of social processes like adaptability, opposition, agreement, understanding cultural and social heritage, collaboration. Since one of the aspects of social education, namely, civic education constitute the core of this essay, the subject of civic education will be explained.

In every society, based on ideological principle, objectives of social life, constitution programs, geographic and climate conditions, history and the condition of cultural life, religious and ideological rituals, the process of socialization takes place and people are educated according to them. But despite the cultural differences, socialization has objectives that the most important of them are as follows: educating basic rule of life, making hope and reinforcement of the spirit of prudence, establishment of (cultural, religious and national) identity, education of roles, skills, social norms and values and other subjects. One of the most important objectives of every education system is reinforcement of citizenship or civil spirit among students. That is to say, in the field of social education every education system must follow some objectives based on specific principle, which these objectives ensures meeting the ideals of citizenship and civic education, which in scientific terms is called civic education.

What is civic education?

Dr. Bagheri maintains that: "civic education is referred to with other interpretations like citizen education, education for collective life, democratic education and civic education based on human rights¹². Furthermore, Dr. Share mentioned that: "the role of social institutions like education in recognizing citizenship rights and tasks is the same thing that is referred to as civic education or citizenship education¹³. It should be noticed that, the origin and historical background of shaping the notion of civic education is related to the idea and thought of civil society. Civil society is a society that its implementation and execution is related to civic education. Since, in Jürgen Habermas view (1929), the role of citizenship and citizenship identity will be realized in civil society Nevertheless, it should be mentioned about the definition of civic education that there isn't any complete consensus about the definition of citizen, citizenship, civic or citizenship education. Because the concept of civic education and citizenship education undergone changes in various periods. In ancient Greek, this word means education of individuals for living in city or city-state. In Middle Ages an individual was called citizen by European people if he or she was dwelling in city-republic. But in contemporary eras, social life of people throughout the world and its rapid and deep developments and by emergence of new concepts of nation and

¹² **Bagheri, K.** possibility and process civic education in Iran, Psychology and educational science magazine, Vol.5, No 1, Tehran University, 2000, p. 125.

¹³ **Sharepour, M.** Sociology of education. Tehran: published samt, 1387, p. 333.

nationalism in social sciences area, in particular politics, citizen is referred to someone that is a member of a country, a country which is specified by common culture and often unique official language. Moreover, in recent periods, due to important and basic functions of civic education on one hand, and the importance and necessity of paying attention to it in education systems on the other hand, civic education became a controversial subject. Since citizenship or civic education is a challenging concepts which is in association with different ideologies and formative expectations, so it is also used by other terms such as political education, ethical education, civic education, nationalistic education, social education and political literacy¹⁴.

In general, if we want to present a definition for civic education, we can say that:

-Citizenship education is referred to instructions that are related to citizenship development or civil capabilities, and its objectives is necessarily understood in relation to the expectations of the member of societies and specific nations, since they transfer knowledge and attitudes, values and skills that accompanying with participation in collective or civil life¹⁵.

-Civic education refers to explicit regulations for induction of civil values through education¹⁶.

-Civic education is said to an education that results in the developments and growth of citizenship skills and capabilities and potentials. Such an education is necessarily understandable in relation to the expectation of the member of specific nations and societies, since in each society, sciences, attitudes, values, insights, and skills is transferred specifically along with patterns and ways of participation in collective or civil life and the philosophy of establishment of educational systems is development of such citizens¹⁷.

It is not necessary to reiterate that in realization of ideal related to citizenship and civic education, a variety of social institutions such as family, press, education centers, nongovernmental organizations like N.G.Os, municipalities, and so on play a significant role. But among all of these social institutions, the contribution of education is critical and distinguished. As a pattern and a model for exercising living in a civil society, and the most important institution for transferring civil values, schools in addition to increasing cognitive knowledge, emotional dimensions and specifically behavioral dimensions of citizenship practice including ethical and civil instruction, instruction the culture of dialogue and also communicative and participation related skills, are among the most important duties of schools in teaching the participation of students in civil society and playing the citizenship responsibility¹⁸.

¹⁴ **Giroux, H.** Theory and Resistance in Education: Pedagogy for the Politics of the Opposition. New York: Bergin and Garvey. 1983, p. 12.

¹⁵ **Barkhordari, M** and **Jemshidian, R.** citizenship education, with emphasis on indices. Vol. 1, Isfahan. 1378, p. 30.

¹⁶ **J. J Chambliss.** Philosophy of education An Encircle (New York-London, Garland Publishing 1996, p. 79.

¹⁷ **Fathi, V** and **Talat, D,** examine the characteristics of a good citizen of Iranian society and its compliance levels with the school curriculum features, vol. 5, No. 35, Tehran. 2002, p. 23.

¹⁸ **Zokai, M.** citizenship education, Vol. 4, No. 1, Tehran, 2002, p.19.

It is based on this valuable and significant role of every education system that the degree of success of that particular system depends upon the realization of ideals determined in civic education. "one of the secrets of success of education systems is that a system in itself is a critic and selector and educational contents as well are naturally evaluator, critic and selector. In fact in a democratic society, the duty of education is to liberate mind, reinforce its critical faculties, making it acquainted with knowledge and the ability to research independently, and eliciting the sense of human sympathy. Development in civil habits and behaviors not only requires developing the relevant knowledge and information, but requires practical exercise and breeding individuals in this direction. In fact, the practical factor in breeding individuals is more important than appreciation with regard to necessity and significance. For practical exercise and training citizens, it is necessary the people engage in this process actually from the beginning of their lives¹⁹. In 1994, International Association for Evaluation of Educational Achievement began a comparative study in 24 countries of the world under the title of common and different features of citizenship education. At the end of their study, authors of that study presented a reliable method, based on the objectives and purposes designed for these educations, for unified conceptualization of approaches towards citizenship which include three general objectives as follow²⁰:

A) Education about citizenship:

Education about citizenship emphasizes on the qualitative and quantitative improvement in cognition and information of students and teachers of educational centers. In this stage, activities in programs of education system is design and compile in a way that students become familiar with problems and subjects concerning the foundation and principles of civil and social life. In this stage, they find a correct and proper understanding of history and national culture, the structure of civil institutions, the structure of political power and its performance in national and international scale, international organization and

B) Education through citizenship:

Education through citizenship is related to executive or practical fulfillment of civic education programs in schools and educational centers. Or in other words, Education through citizenship is the process of acquiring objective experiences through practical execution of concepts and subjects that are obtained through education about citizenship. Part of the educational program of schools is usually allocated to practicing activities and measures that students must experience them in practice, Such as student council elections in high school program in Iran.

C) Education for citizenship:

Education for citizenship, regardless the fact that has two sides, equipping individuals and students with a series of instrument (including understanding skills and views, values and inclinations), and provide them an ability to have an active and rational participation in roles and responsibilities that they will be faced with as

¹⁹ **Zekavati, A.** The contribution of new generation education in realization of civil society. Vol. 11, No. 35, Tehran, 1999, p. 65.

²⁰ **Aghazadeh, A.** Principles and rules governing the process of civic education and investigating its development and features of these kinds of teachings in Japan. Vol.5, No. 17, Tehran: Fall 13854, p. 50.

an adult. This procedure, connect citizenship education to the whole of the students' educational experience²¹.

-Principles and scopes of civic education:

For this purpose, realization of objectives concerning the civic education of students in every education system occurs in 3 areas, which are as follows.

A) Civil awareness:

Civil cognition or awareness, obtaining cognitive and scientific information regarding various components of citizenship and civic education, or in other words, civil cognition is "a set of information, knowledge, and civil understanding which its components include: knowing the way of by which these information are obtained, knowledge of the structure of government and the way of its function, knowledge of viewpoints of the main political parties of the country, awareness of events occurring in society, awareness of social laws and regulations and awareness of personal and international rights²².

Though there exist a variety of categories or components for civic cognition, but some group of these important components are as follows:

1. Awareness of social laws and regulations; 2. Awareness of personal rights; 3. Awareness of current event occurring in the society; 4. Awareness of ideological and schools of thought? Existing in society; 5. Awareness of history and the course of historical development of the society; 6. Awareness of the structure of government and its functions in national and international scale; 7. Awareness of international laws; 8. Awareness of opinions and viewpoints of the main political parties of the country; 9. Awareness of the current status of societies in contemporary world²³.

b) Civic attitude:

Based on the emotional dimension, civic education is social accountability. From all the officials in charge of governmental offices expect not only to carry out the duties associated to their job, but in addition try to keep consolidation in the processes of the system. Though state services are extensible, but when they are considered transient, because the elected agents have been raised from people, and when their delegation was finished, return to them²⁴.

To establish a criterion for the degree of civic view, the following indicators might be used:

1) Having patriotic feeling; 2) Having the spirit of appreciation towards cultural legacy and national and religious identity; 3) Having toleration and patience; 4) Having interest and concern about our own welfare and that of others; 5) Having the spirit of law-abiding; 6) Having a sense for accepting criticism; 7)

²¹ Ibid.

²² **Fathi Vajargah, K. and Kamkary**, The place of life skills training in Iranian primary school curricula, paper presented at European conference on educational research EERA. Hamburg, university of Hamburg germany. 2003, p. 12.

²³ **Fathi, V and Talat, D**, Examine the characteristics of a good citizen of Iranian society and its compliance levels with the school curriculum features, vol. 5, No. 35, than. (quarterly journal of literature and human science) 2002, p. 44 and 45.

²⁴ **Gerald, G**. Philosophical and ideological perspectives on education. translated by Mohammad j. Paksereah (5th ED) Tehran: published Samt. (2005), p. 280.

Having independent faith and beliefs; 8) Acknowledge the diversity and plurality in the society and being respectful to them²⁵.

c) Civil skills or civil ability:

Civil skills or ability is related to the performance field of students' behavior. They must employ what they have learned as civil knowledge and information, in their behaviors or personal and social life. "Civil ability is a set of skills, capabilities and potentials, which every one need them for living in a society he or she lives in, and its components are as follows: the ability to participate with others, the ability to carry out the jobs without relying on others, the ability to take rational decisions and ability to behave according to proper religious and ethical principles²⁶. The degree of civic performance of students might be investigated using a variety of criteria including the following ones:

1. Accepting responsibility (social and familial); 2) Being respectful regarding mutual rights; 3) Practical commitment to law; 4) The ability to make rational and thankful decisions; 5) The ability of mutual understanding; 6) the ability to behave in society based on decent religious and ethical principles; 7) the ability for discourse and dialogue; 8) the ability of criticism and evaluation; 9) the ability of independent action (without relying on others); 10) the ability of access to necessary information; 11) The ability of participation with others (groups, institutions and associations and so on)²⁷.

Components and dimensions of civic education:

For educational and curriculum planning, the theoretical and philosophical underpinnings of citizenship and civic education must express as some criteria and components, so it will be possible to evaluate them properly. For this reason, one of the subjects in civic education studies is specification of indicators and its components. "Perhaps, the most difficult question that we are faced with in citizenship category, is attributes and qualities of a good citizen, and answer to this question involves thorough and in depth survey of culture and the spirit of life in every society²⁸.

Based on the views of Prior.w (2000) there are global efforts for recognition of citizenship attributes which are as follows:

1. Attributes related to social concerns: including interest and care about the welfare of other people, moral behavior and accepting diversity.

2. Attributes related to participatory aspects- practical: including fulfillment of familial obligations, ability for exploring different opinions and ideas, ability for making rational decisions, participation in solving the problems of school or local society.

²⁵ **Fathi. V** and **Talat. D**, examine the characteristics of a good citizen of Iranian society and its compliance levels with the school curriculum features, vol. 5, No. 35, Tehran. (Quarterly journal of literature and human science) 2002, p. 48.

²⁶ **Fathi. V** and **Kamkary**, the place of life skills training in Iranian primary school curricula, paper presented at European conference on educational research EERA. Hamburg, university of Hamburg germany. 2003, p. 12.

²⁷ **Fathi. V** and **Talat. D**, examine the characteristics of a good citizen of Iranian society and its compliance levels with the school curriculum features, vol. 5, No. 35, Tehran, 2002, p. 46.

²⁸ **Vazri. M**, and **Jhani S**, citizenship skills requirements needed Bam city elementary school students, vol. 5, NO. 17. educational innovation Quarterly journal, fall 2006, p. 163.

3. Attributes related to civil understanding and perception: including awareness of the current events of the society and the world and awareness of functions of the government.

Moreover, in another study which was conducted by Brown in 1996 about the attributes of citizenship or civic education, the following attributes was mentioned for a desirable citizen:

1. Ability for negotiation and participation with others, being respectful regarding differences and contrarities, constructive listening to others, and ability to gain access to information (from library, internet and public meetings, and expression of opinions and ideas.

2. Confidence and daring for ultra-action activity, having independent opinion, independent action and feeling responsibility

3. Knowledge about things like the way by which a society is organized, the ways in which local and national governments functioning.

4. Awareness of basic opinions and viewpoints of the major political parties of the country, ideology and political philosophy²⁹.

Conclusion:

The author of this paper tries to investigate the effect of education system on one of the most important components of social education, namely, civic education, and the relationship between them. Considering the presented concepts and topics, the following subjects might be highlighted as the results of this study:

1. Taking into account that the basis for shaping and development of the concept of civic education shapes in civil society, there is a strong semantic relationship between civil society and civic education. That is, it might be said that civic education, if presented with any definition and expressed in any way, aims at reinforcement of civil society and protecting from democratic spirit of people, which is the most important mental distress of civic theoreticians. "The concept of citizenship depends to a large extent on the specific conditions of the country and the society. Each culture as well demands its specific citizen. From the point of view of one country civil society mean economical independence, and for another one means political and social independence or enjoying from the right of freedom of speech. For example, it means civil participation for American and English people, in these countries; "citizen" is called to someone who is connected to social networks like association, groups and organizations³⁰.

2. It is difficult to present a single definition for civic education, since the concept of civic education is a general concept that depends on cultural, social, political and technological studies that are conducting in the country and it might be related to teaching the ways of life in each society. And the process of civic education is under the influence of political, economical and cultural origins of each society and teaching citizens has a close relationship with social foundations and the way of this relation is the determinant factor for objectives intended in the ways of

²⁹ **Vaziri, M.** and **jhani S**, citizenship skills requirements needed Bam city elementary school students, vol. 5, NO. 17. educational innovation Quarterly journal, fall 2006, p. 169.

³⁰ **Prior, W.** What is means to be a "good citizen" in Australia, Social education, Vol 27, No 2. 1999, p. 22.

citizenship education and the content and plan related to it. That is to say, civic education is an important and controversial that is accompanied with different ideals and numerous expectation of each society. Therefore, it is synonym with other terms like political education, ethical education, civil education and patriotic education, social education. But if we neglect these differences, in a general perception, it might be said that "citizenship is a category that is related to the way of individuals functioning, so that it would be possible for them to affect, in a democratic society, their environment and social atmosphere of others in positive and distinguished way³¹.

3. One of the indicators and criteria of an active and progressive educational system is the power and capacity of that system for civic education of students. Because teaching and educating students who can live according to the difference conditions of civil and social life of the society, is part of the duties and functions of education institution. In other word, as social form and external function of democratic education is include civic education, it is expected that all kind of educational system do their best in the field of civic awareness, civic attitude and civic ability.

4. It is a difficult task to determine the components of civic education in each educational system, since it requires thorough and deep investigation of the culture and the soul of that society. For this reason, these attributes and components varies from one country to another one. In a general classification, however, the following attributes might be considered as the components of civic education: familiarity with laws and regulations and political and social structure of society, intensification of the participation of individuals in political and social life through forming associations, growth of the ability and capability for sympathy with others, competence in cross-cultural communication with various cultures, having necessary information about the way that inter-personal, inter-group and international conflicts appears and developing the ability for resolve these conflicts creatively and correctly, increased ability in having communication and dialogue, development of the faculty of tolerance, knowing the degree of social freedoms, development of civil values, norms and beliefs, acquaintance with constitution as the social and political center of gravity for people and developing the spirit of law-abiding, fighting against bigotry, discrimination and injustice, understanding international problems, awareness of mutual dependence between human beings and natural environment and feeling personal, group and national responsibility for conserving it, increased knowledge of economical dependence of humans and the necessity for a responsible pursuit to obtain economic satisfaction, growth of skills for taking responsibility as a person and citizen, increased rationality, the spirit of curiosity and research and power of imagination, along with feeling committed for employing them in accepting responsibility and activity in cultural and social, economical and environmental affairs, creating a positive impression in others and acquiring skills in critical thinking and other issues.

³¹ **Born, J.** Multidimensional Citizenship. University of Toronto press. Canada. 1996, p.12.

Suggestions:

1. Scientists of various fields of social human sciences emphasize that solving the variety of personal and social (economical, cultural, political and ...) problems in a national and international, and to attain a society which is referred to in development literature as sustainable development requires resorting to educational system. Since this social institution provide the best and most reliable method (through providing the grounds by means of social and civic education of citizens) to attain a sustainable development. For this reason, we suggest that the state officials of in charge of planning in macro scale that in national planning put the necessity of paying attention to the subject of civic education under their scientific and practical consideration. Specifically, social life of the present days, whether in a national or international scale, encounters with numerous damages. Nations and states, in order to reach to a sustainable development and various indicators such as social capital and social trust, and solving social problems, must resort to the most appropriate channel, namely, education.

2. Taking into account the globalization phenomenon and international trends, the role and position of civic education in education system is another important matter. Since the trends governing on global society, including the phenomenon of globalization, is an important and irrefutable event, educating global citizens must be put on the top of educational systems if we want to educate students that are able to have a rational life in the new global society. Specifically, by rapid progress and expansion of new educational tools and networks (internet, intranet, satellite and ...) the necessity of this subject will become more obvious.

3. The degree of ability and capacity of educational systems in appropriate education and precise civic education must be investigated, so by using the obtained results and in addition to being informed of the level of knowledge and functions of the students in the field of civic education, the grounds needed for development and deepening of citizenship and civic teachings would be provided.

4. Reaching a democratic life and realization of civil freedom of citizens is one of the international wishes and needs of the people around the world, which emerged in the form of revolutions. The main basis and the way of freedom from tyrannical political systems, is the realization political ideals and ideals of civic education. Dictatorship always has a social root. In the history of nations war, it might be seen in numerous occasion that how the power and energy of a nation, and even the leaders of movements, will be spent for fighting against the effects rather the causes. So, in order to attain a society which is built based on humanitarian freedoms, civic and social education of citizens is an absolute necessity. For this reason, in a strategic planning, in order to reach a society based on justice and progress, having a scientific and substantial plan, in which all the mechanism needed in civic education is included, is critical.

ՖԱՐՅԱԴ ՇԱԲԱՆԻ – Քաղաքացիական կրթությունը որպես կրթական ինստիտուտի հատուկ գործառույթ ժամանակակից Իրանում – Յուրաքանչյուր հասարակությունում կրթական ինստիտուտը զարգացման և առաջընթացի հիմք է: Համեմատական հետազոտությունները ցույց են տալիս, որ

այն հասարակությունները, որոնցում քաղաքացիական և հասարակական կրթությունները դրվում են ուսուցողական և կրթական ծրագրերի գագաթին, կարողանում են ամուր հող նախապատրաստել տարբեր հասարակական և անհատական խնդիրների լուծման համար, և, փաստորեն, դրանք կրթական կառույցները օգտագործում են որպես հասարակական հիմնախնդիրների լուծման գրավական: Հողվածում քաղաքացիական կրթությունը իր տարբեր բաղադրիչներով և ցուցիչներով վերլուծվում է որպես կրթական ինստիտուտի հիմնական գործառնություններից մեկը: Փորձ է արվում լուծելու այն հարցը, թե ինչպես և ինչ գործնական և տեսական մեթոդներ օգտագործելով կրթությունը կարող է իրականացնել իր այս կարևոր դերը: Այս հետազոտության մեթոդաբանությունը հիմնված է կրթության տարբեր սահմանումների, հասարակական հարթությունում դրանց գործառնությունների տարբեր մեկնաբանությունների համեմատական տեսական վերլուծության վրա, ինչը կապվում է քաղաքացիական կրթության և քաղաքացիական մշակույթի հետ: Հիմնարար տեսությունը և հիմնական գաղափարը, որոնք ներկայացված են այս հողվածում, հետևյալն են. ցանկացած կրթական համակարգ ստեղծում է զարգացման նախադրյալներ և պայմանավորում քաղաքացիական գիտելիքների, քաղաքացիական դիրքորոշումների և քաղաքացիական վարքի ձևավորումը: Հողվածում վերլուծվում են նաև քաղաքացիական կրթության բաղադրիչների վերաբերյալ կրթության սոցիոլոգիայի մասնագետների և մանկավարժների, նրանց թվում նաև՝ իրանցի գիտնականների մոտեցումները և կարծիքները:

ФАРХАД ШАБАНИ – *Гражданское образование как особая функция института образования в современном Иране.* – В статье рассматривается место гражданского образования в современном Иране. Сравнительный анализ, проделанный в работе, показывает, что там, где гражданское и общественное образование ставится во главу образовательных и обучающих программ, успешнее решаются стоящие перед обществом задачи. При этом используется весь потенциал образовательных структур. Анализируются структурные составляющие и индикаторы гражданского образования как особой функции института образования. Теоретические подходы к основным функциям образования и их интерпретации различны; исследование построено на сравнительном их анализе. В статье развивается следующая мысль: в основе института образования лежат три аспекта – гражданские знания, гражданский подход и гражданские навыки и умения. С этой точки зрения показано, как освещают специфику вопроса разные иранские учёные.