

La réalité des valeurs de la citoyenneté dans les Méthodes d'enseignement primaire (Etude analytique des programmes modèles de quatrième et cinquième années)

The Reality of Citizenship Values in Primary Education Methods (Analytical Study of Model Fourth and Fifth Years Programs)

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Summary:

This study aimed to reveal the level of citizenship values in the content of books relating to social matters (history - civil education) concerning the fourth and fifth year of primary education during the 2014/2015 school year. We used the content analysis method, and we adopted word, phrase and idea as the units of analysis. In addition, a specific categorization of values was prepared for research purposes, which contained six values (the values of rights, protection, environment, belonging, participation, assumption of responsibility and Homeworks). Based on this categorization, the analysis form was prepared using the appropriate statistical tools. The study concluded that the level of citizenship values included in the content of the two books is medium, and that the history book takes precedence in the development of citizenship values over that of civil education, and also that the values have been occasional, which poses a threat to their anchoring in learners. The study recommended striking a balance by studying the values of citizenship in a more abundant way.

Keywords: Values of citizenship; Methods of social matters; Content analysis; Primary education.

Résumé:

Cette étude a visé à dévoiler le niveau des valeurs de la citoyenneté dans le contenu des livres relatifs aux matières sociales (histoire – éducation civile) concernant la quatrième et la cinquième année de l'enseignement primaire au cours de l'année scolaire 2014/2015. On a utilisé la méthode d'analyse du contenu, et on a adopté le mot, la phrase et l'idée comme unités d'analyse. On a préparé de plus une catégorisation spécifique aux valeurs dans le but de recherche, qui a contenu six valeurs (les valeurs des droits, de protection, de l'environnement, de l'appartenance, de participation, de l'assomption de responsabilité et des devoirs). Basé sur cette catégorisation, on a préparé le formulaire d'analyse en utilisant les outils statistiques appropriés. L'étude a conclu que le niveau des valeurs de la citoyenneté inclus dans le contenu des deux livres est moyen, et que le livre d'histoire a une préséance dans le développement des valeurs de citoyenneté par rapport à celui de l'éducation civile, et aussi que les valeurs ont été occasionnelle, ce qui pose une menace sur leur ancrage chez les apprenants. l'étude a recommandé d'établir un équilibre en étudiant les valeurs de citoyenneté d'une manière plus abondante.

Les mots clés : Les valeurs de citoyenneté; Les méthodes des matières sociales; L'analyse de contenu; L'enseignement primaire.

I- Introduction :

Citizenship has become one of the most common concepts during the last decades of the twentieth century, and the most controversial and discussed topic at the beginning of the new third millennium, especially after the spread of globalization and the pressure of issues related to its

extension at the economic, financial, commercial, and cultural levels. Therefore, if the reflection on citizenship seeking to anchor it was an old subject in Western political thought (Enlightenment philosophy), the introduction of the concept into the Arab view circle has appeared late. where its circulation and commercialization in the Arab cognitive and political discourse has only been legalized recently; in parallel with the introduction of vocabulary related to democracy, the rule of law, and human rights into the Arab political arena.¹

Citizenship as a value has a social component, namely that a person is a human and social being, and cannot live alone but needs to live within a society where they can experience a sense of belonging. Therefore, schools should instill this sense of belonging in students by engaging

them in activities that help them understand the issues in their society, so they can care for and contribute to community activities through communication with civil society organizations.

The best evidence of the success of the school in developing citizenship values in students is the fact that they can obtain their rights within it. However, if these rights are lacking within the school, it will be impossible to talk about them, and discussing them will be pointless due to the widening gap between words and actions.

Furthermore, the role of the school in developing citizenship values is defined through the creation of the good student. As Ali Kayed states, echoing the words of Chaben and Messick: "The good student in school is one who obeys and helps, who protects and preserves property, and

assists those in need. They must also have an understanding of the governmental system and its functioning, while viewing new laws as tools for desirable change events, and advocating for their own rights and the rights of others." From the perspective of Evans and Boeknr: "The good student is one who participates in classroom and group activities, and demonstrates respect towards authority while being engaged in societal issues and civil responsibilities, and the one who takes responsibility for the school's property and individuals, and who cares for others in a kind and respectful manner, helping them. He is also the one who contributes to the improvement of his school and abides by its laws."²

Furthermore, the role of the school in developing citizenship values is defined through an educational program that is conscious of modern education, aiming to create an effective pedagogical environment that includes everything with the power to teach and practice citizenship. This involves implementing human and educational communication relationships with boundaries that begin within the school, between teachers and learners, and extend beyond the school. Al-Mahrouki has defined the objectives of citizenship education that help students to³:

- To be citizens with extensive knowledge and deep reflection, assuming their responsibility and realizing their rights and duties.
- Develop investigative and communication skills.
- Develop participatory skills by engaging in positive and responsible activities.
- Enhance their spiritual, moral, and cultural development to make them more confident.
- Encourage them to play a positive role in their school, society, and the world at large.

If the teacher's role has been fulfilled in terms of developing citizenship values through the curriculum, by setting a good example for the students; and by playing the role of the honorable educator whose values are embodied, and if he avoids dictatorship by having a friendly relationship

with his students and respecting them, being sympathetic to them, addressing their issues, and respecting and accepting their opinions, he can contribute to instilling a sense of belonging to the school that forms the basis of national belonging in the minds of the students. School curricula are the tool for schools to develop citizenship values, especially social studies programs, which have a greater role and responsibility in teaching citizenship. This includes the occasional acquisition of skills, tendencies, orientations, virtues, and loyalties by the learner, all of which are firmly linked to the practice of citizenship roles by the individual. It is important to note that children do not acquire these virtues and loyalties simply by studying a civils education program, or history, or geography, but these virtues and loyalties must be present and effective throughout the entire educational system. In this sense, "citizenship education does not represent – and should not represent – an independent component of a school subject only, but rather should be viewed and addressed as one of the objectives and principles that make up the entire school curriculum. I would like to confirm here that it is illogical to place all the responsibility of teaching citizenship skills and virtues to children solely on the school, as one does not learn how to be responsible and engaged citizens only at school, but also at home, places of worship, clubs, media, and other educational environments." Schools are not the only place, or not at all, where

citizenship is learned, but they play an essential role, as educational environments complement the role of the school and are not alternatives to it⁴.

In Algeria, literature indicates that the concept of citizenship has received significant attention from thinkers and students in the field of social and educational sciences. What really catches the attention, according to the literature's confirmations, is that the concept of citizenship has come back into the spotlight, particularly by decision-makers as well as thinkers and students of political sciences from various places and orientations. This attention towards the concept is attributed to several political events and developments experienced in Algeria since the late eighties of the last century, which can briefly be encompassed in:

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- The spirit of rebellion for power.
- Riots.
- Belonging to armed opposition groups.
- Participation in suicide operations.
- The use of all illegal means for secret migration to Europe.
- The continuous increase in young people's reluctance to participate in any kind of elections.
- Growing dependence on the state by young people...
- Not to mention the current of globalization with all its impacts⁵.

These variables, and others, have clearly shown that the security and stability of society are threatened, and it seems necessary to pay attention to the education sector in its different cycles and to the educational system. This would involve revising the curricula and developing teaching methods to ensure that they are rich in the requirements of citizenship, particularly in the primary cycle, as the first stage for learners. It is now clear that these procedural and institutional mechanisms, despite their importance, aim to create an educational environment that helps educate generations to love the homeland and adhere to its values, It seems that the different educational environments can - or should – play a supporting role for education in order to instill and develop the virtues of citizenship; which is exactly the theme of our research, aiming to address several questions.

I.1. The research questions:

By presenting the research problem, the following questions can be posed:

- What is the level of citizenship values included in the civil education textbook for the fourth grade of primary school?
- What is the level of citizenship values included in the history textbook for the fifth grade of primary school?
- What is the degree of compatibility between the citizenship values developed by the history curriculum and those developed by the civil education curriculum for the fourth and fifth grades of primary school regarding priority and ranking?
- What is the relative weight of each citizenship value - the theme of the research - among all the values?
- What is the relative weight of each theme in the textbook?

I. 2. The importance of the research:

The importance of the research primarily lies in its theme (citizenship values) and the role it plays in supporting primary cycle learners in self-development and affirmation. Therefore, the importance of the study is as follows:

A. Subjective Importance:

- The personal desire to understand the significance of citizenship values in social studies programs among other values, through the analysis of the civil education and history textbooks.
- The lack of national-level studies and scientific research that have focused on the theme of citizenship in general, particularly in the field of education and teaching, especially regarding program content analysis.

B. Political Importance:

Given the current situation in the country, where rights and responsibilities are blurred, values are lacking, and democratic principles have evaporated due to globalization – which is evident in phenomena such as riots and subversion from time to time, violence in educational institutions, the emergence of selfishness, as well as the spread of pollution and social diseases – citizenship now has a major role and great importance in social life in general and particularly in the field of education.

C. Educational Importance:

- The study of the theme of citizenship values in social studies at the primary school level is of utmost importance, considering that this is the primary foundation for the establishment and development of citizenship values. Furthermore, the age of primary school students targeted in this study ranges from 6 to 11 years old, representing a stage of mental and spiritual development as well as the evolution of skills, which is crucial for their entire lives and their future.
- Presenting an overview of the actual contribution of the content of the two social studies textbooks for the fourth and fifth primary school years in developing citizenship values among learners.
- Contribute to the development of objectives and content of social studies programs.
- Contribute to enriching scientific research in the field of educational psychology, and further contribute to evaluating social studies programs based on the values of a richer and more particular citizenship.
- Come up with suggestions to activate the role of the social studies program in developing citizenship values among learners in the fourth and fifth primary school years.

D. Social Importance:

Through examining the importance of citizenship in mitigating social problems and ills such as violence, sectarianism, and extremism, and following the realization of values of solidarity, civil awareness, and community participation, as well as strengthening belonging... to prepare

conscious learners and citizens and provide them with socially adapted, ethical attitudes in various individual and social life situations that guarantee rights and duties within a comprehensive awareness and understanding of the true and effective sense of citizenship.

I. 3. Research Objective:

It cannot be denied that the value of scientific research is linked to its intended objectives, whatever they may be. These scientific, practical, and even personal objectives progress in importance alongside the research itself. The objectives of our research are as follows:

- 3.1.** To develop a list including the citizenship values defined and available in social studies (civil education - history) textbooks for the fourth and fifth primary school years.
- 3.2.** Recognize the degree of compatibility between the citizenship values developed in the civil education textbook and those developed in the history textbook.
- 3.3.** Reveal the relative weight of each value of the study theme among the present values.
- 3.4.** Reveal the relative weight of each value in each theme among the themes of both textbooks.

I. 4. The limitations of the research:

The study was limited to the analysis of the content of the school textbook for the subject of civil education and history for the fourth and fifth years of primary school, as per the content included in the annual learning progression document of 2011 (as the final document), and as per the content included in the civi education and history textbooks regarding the topics scheduled by the Ministry of National Education for the academic year 2014-2015.

II– Results and discussion:

II .1. Study results:

These will be referenced in the study summary, and here are some tables and diagrams that demonstrate these results:

The most and least promoted citizenship values, and those that are not available in all themes of the civic education textbook for the fourth year of primary school.

Using the median, the values were divided into those that are most promoted, namely the highest estimated average value of 16.66, and other less promoted values, which have a lower average value, as can be seen in the following table:

Table (1) : Partitioning of values using the median.

The most propagated values.			The values propagated by monks.			Unavailable values.
values	percentage %	category	values	percentage %	category	
rights	25.13	1	Participation	13.01	4	
Environmental protection	23.35	2	Assumption of responsibility"	11.05	5	
Belonging	18.36	3	Duties	9.09	6	Nothing

Through the table, we notice that the most promoted values in the civic education textbook are rights, followed by environmental protection. This aligns with the objectives of civic education, which include positive interaction with the environment by preserving and protecting it. The value of belonging is also prominent in the majority of our theoretical frameworks as a common objective across the academic year. This is evident as belonging is listed at the beginning of the citizenship development objectives, primary education objectives, and social studies teaching objectives, where these three values have been classified in the top category. While the values of participation, taking responsibility, and duties are the least promoted because they achieve percentages that are lower than the average value, hence they are classified in the lower categories.

From the above, we conclude that the prominent dominance of the value of rights, with its various types, is a primary and essential requirement for the learner to perceive that he is a citizen with diverse rights empowered by the law, especially when he realizes them during the primary cycle, which is a very fertile period for developing learners' perceptions, as we

have mentioned in the theoretical chapters. On the other hand, we find duties in the lower categories, which unconsciously establishes the idea of being present just to receive and take from the learner, when comparing the percentages of rights and duties, According to the data in the table, which has the power to implant selfishness and apathy. Additionally, duties form a principal support of citizenship, which is considered as rights worn by the individual and duties that he takes on at the same time, not forgetting that the practice of duties is one of the characteristics of a good citizen. Therefore, if the skills targeted at the end of primary education include the student realizing, as a citizen, his rights and duties, and practicing the rules of collective life within the family and school environment, and also feeling and assuming individual and collective responsibility, how can we find duties, The assumption of

responsibility and participation in the last categories according to their presence in the student's book?

Table (2) : The level of citizenship values in the history book of the fifth grade of primary school.

number	values	total number of iterations	percentage %	relative weight
1	Belonging	350	38.46	0.38
2	Rights	124	13.62	0.13
3	Duties	20	2.19	0.02
4	Participation	215	23.35	0.23
5	Assumption of responsibility	4	0.43	0.00
6	Environmental protection	197	21.64	0.21
Total	6	910	100%	100%

Through the table, we notice that the value of belonging (38.46%) is classified in the first category, followed by that of participation (23.35%), while the value of environmental protection had a percentage of 21.64% in the third ranking, followed by rights (13.62%), then duties (02.19%), and finally the assumption of responsibility (0.43%). According to the presentation of the ranking of values present in the history book, the overall average of the iterations of values was estimated

at 16.61.

$$\frac{38.46 + 23.35 + 21.64 + 13.62 + 2.19 + 0.43}{6} = 16.61$$

While a prominent deficiency is noticed regarding the values of rights, duties, and assumption of responsibility in the book, due to several reasons, among them the specificity of the history book focusing on the study of nations' past, which requires a special character for its themes. Furthermore, the history book should have mentioned and connected the past of nations while assuming responsibility for preservation, and it should have also linked past mistakes and the responsibility to avoid them in a relational and indispensable manner, through the connection between the past and the establishment of historical expositions in order to develop pride in the exemplary past.

If we glorify heroes by recounting their journey and stopping at the milestones of their history without linking them to direct or indirect mechanisms that enrich the history book and will be actually practiced at the end of each session or unit, it will be insufficient to instill citizenship

values in the learner.

Table (3) : Citizenship values are most and least propagated, and the values that are not available in all themes of the fifth-grade primary history book.

The most propagated values.			The values propagated by monks.			Unavailable values.
values	percentage %	category	values	percentage %	category	
Belonging	38.46	1	Rights	13.62	4	Nothing
Participation	23.62	2	Duties	2.19	5	
Environmental protection	21.64	3	Assumption of responsibility	0.43	6	

From table number 12, it can be observed that the most propagated value is belonging (38.46%), which is in line with the study conducted by Radhia Bouziane (2006) who found that the relationship between the educational establishment and citizenship is very strong. In addition, Al-Mahrouki has focused on the value of belonging as one of the national sufficiencies; followed closely by participation (23.62%), and in the third category, we find environmental protection (21.64%). While the values that had less chance in this study are: rights (13.62%) and duties

(2.19%), which is also compatible with the study of Abdallah Mebarek (2003) who found the weakness of schools in developing duties toward the homeland as well as participation, while the assumption of responsibility in our study (0.43%) is very low compared to other values, which can be explained by the suffering of Algerian society due to colonization. It is therefore natural for school programs to focus on values of resistance and the glorification of heroism. Furthermore, it seems that resistance forms an attempt to instill the spirit of struggle against the colonizer in the younger generations and to showcase the courage of previous generations as a guide. The value of

resistance has appeared several times in a relational link with Algerian national figures, as frames of reference approved by society. Moreover, these figures serve as examples in the framework of effective citizen formation attached to the constituents of their society. All of this is indeed necessary, but not to the extent of marginalizing values that are no less important than resistance. The following table confirms this interpretation:

Table (4) : Comparison of citizenship values in the civic education book and the history book.

number	values	Iterations	
		Civil education	History
1	Belonging	103	350
2	Rights	141	124
3	Duties	51	20
4	Participation	73	215
5	Assumption of responsibility	62	4
6	Environmental protection	131	197
Total	6	561	910

The citizenship values developed by the civic education book are rights, environmental protection, and belonging, whereas those developed by the history curriculum are belonging, participation, and rights, with priority given to the history book regarding the development of citizenship values compared to that of civic education.

Table (5) : The relative weighting of citizenship

values in the civic education book and the history book.

number	values	Relative weight	
		Civil education	History
1	Belonging	0.18%	0.38%
2	Rights	0.25%	0.13%
3	Duties	0.09%	0.02%
4	Participation	0.13%	0.23%
5	Assumption of responsibility	0.11%	0.00%
6	Environmental protection	0.23%	0.21%
Total	6	100%	100%

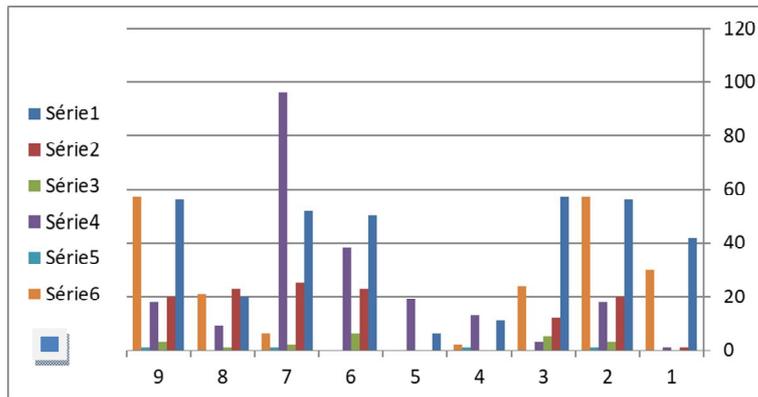
Upon examining the table, it is noticeable that the relative weights of values in the civic education book are close and homogeneous, affirming that they have been classified in a more moderate manner than the history book, whose distribution of citizenship values appears to be non-uniform, as it lacks the value of assuming responsibility, and the value of duties is also nearly absent. While the value of belonging in the civic education book represents one third of the belonging in the history book, and as for rights, they represented half in the history book, and were represented by a relatively higher weight in the civic education book. Regarding the value of duties, the relative weight decreased in both books, but priority was given to the civic education book. While the relative weight of the value of participation in the history book was

greater than that represented in the civic education book, the opposite was true for the value of assuming responsibility, which is

absent in the history book, while there is homogeneity in the relative weight of environmental protection in both books. Based on the above, it can be said that the relative weights of citizenship

values in the civic education book are harmonious in their distribution, in comparison with their state in the history book. Here are some graphical representations that demonstrate these results more clearly

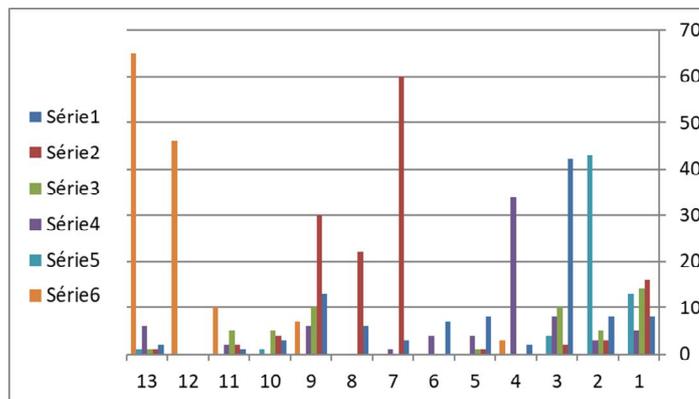
Figure (1): Graphic schema demonstrating citizenship values in the history book:



- Belonging
- Rights
- Duties
- Participation
- Assumption of responsibility
- Environmental protection



Figure (2): Graphic schema demonstrating citizenship values in the civic education book:



- Belonging
- Rights
- Duties
- Participation
- Assumption of responsibility
- Environmental protection



.III- Conclusion and suggestions:

Based on the above, it appears that the civic education and history books - the focus of this study - contain information and concepts that develop citizenship to a moderate extent, but they require greater activation through

teaching practice within the school and connection with the learners' reality. Furthermore, some recommendations can be outlined through which citizenship values will be significantly realized in both books, as follows:

- The implementation of new mechanisms of the concept of citizenship that are compatible with the variables of globalization and post-globalization; by providing the books with values of openness to the world, and by increasing the hourly volume of civic education and history sessions.
- Examining citizenship indicators and directing them towards a practical and contemporary attitude practiced by the teaching staff, including students, teachers, and administration.
- Enhancing school textbooks in social studies in terms of format and content; in a manner compatible with contemporary social reality and its variables, and organizing them in a way that attracts the learner to engage and be interested through the use of colors and images that help instill citizenship values and moderation in their distribution.
- Developing students' skills in debate, dialogue, and the necessity of accepting other opinions, as well as knowledge of the rights and duties of general citizenship, by enabling them to acquire healthy orientations and values towards the homeland and its educational, social, economic, and political establishments through the organization of visits and field trips to various institutions; in coordination with different responsible authorities.
- The Implementing a conceptual framework for citizenship education, which helps define what is appropriate for each class and each school program, and for everything students need to learn in each school class.
- Establishing future studies on the content analysis of social studies textbooks for other levels, and following them with training programs to instill citizenship values in learners.
- Inspectors and school principals should focus on monitoring teachers' performance in social studies activities, guiding them towards the most important planning mechanisms to present activities, along with a focus on the Arabic language and mathematics as activities that only require student assessment at the end of each phase.
- Increase the number of hours dedicated to social studies, as it is insufficient for instilling citizenship values, while also ensuring that they are accompanied by training programs to anchor citizenship values in students.

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