

Designing a National Identity Curriculum Model for the Second Elementary Grade

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Purpose: The current research was conducted with the aim of designing the national identity curriculum model for the second elementary school.

Methodology: According to the nature and scope of the research, various qualitative methods were used to achieve the research objectives, which include: a) grounded theory, to design the national identity curriculum model in the elementary school; b) Thematic analysis method to determine the characteristics of elements of national identity in primary school textbooks to achieve the curriculum model of national identity. In part A, the community was studied by experts in the field of national identity, including experts in social sciences and educational sciences and upper education documents. The method of gathering information from experts was through semi-structured interviews with 36 teachers and experts. Also, the interviews were conducted based on the grounded theory in three stages of open, central, and selective coding, and the obtained concepts were classified into categories and subcategories.

Findings: National identity curriculum model was presented in two dimensions of why and the necessity of national identity curriculum and how national identity curriculum in the form of a conceptual model, including the necessity and need (needs assessment), goals (general goal and partial goals), content (principles of content organization, content selection), teaching methods, learning, teacher's role, and evaluation methods.

Conclusion: Among the features of this model, we can refer to being native, attention to individual, social, ethnic and national characteristics, being scientific, simplicity, originality, educational outlook and active approach in teaching and learning.

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1. Introduction

National identity is one of the important and prominent topics in today's world, and the need for it and the feeling of belonging and loyalty and tendency towards it are undeniable necessities in any society. If we accept that human is a social, and culture-oriented being, then we will face a three-sided triangle whose sides are man, society, and culture or national identity, respectively. A society whose people have a realistic and truth-based attitude about themselves and their country, will be safe from harm and intimacy and empathy will increase among the people of this society, and security and peace will be achieved. Creating this intimacy and empathy depends on the identity construction of each person and his educational environment. The origin of many human attitudes and beliefs is formed from birth in the family and shapes his personal and social identity and should be continued through school education. To strengthen the national identity, the education system plays an important role and can turn children into young people who wholeheartedly put all their abilities and expertise at the service of their country and strive for its development and progress.

Paying attention to the importance of national identity in Iran's education system has made its education always become one of the goals of Iran's education. Education and training should create the necessary arrangements to provide the components related to the national identity in order to raise a person who is aligned and synchronized with the nation in the ideal and moving towards it and has the characteristics related to their culture and identity (Imani Naeini, 2007:443). Education, as one of the institutions of education and training, plays a serious and difficult role in flourishing and nurturing talents, abilities and capabilities of people in every society in order to transform them into knowledgeable, responsible, decision-making and creative people. This system is very effective in forming and creating behavior, character, habit, way of thinking and perception of people and ultimately their happiness and misery.

In Iran, national identity has been independent from the identity sources of other societies, due to its specific culture and history. The connection with the West in the new centuries led to efforts to form a modern state in Iran, and after that, the concept of national identity was raised in its new meaning. The continuation of the influence of western culture gradually changed Iranian identity into a complex structure with modern, Islamic and Iranian elements. The combination of this structure and ethnic, linguistic and cultural diversity in Iran has brought challenges to achieve and maintain a single and coherent national identity and caused us not to be immune to the identity crisis as a social issue (Nahavandi, 2014: 79-101).

One of the ways of teaching national identity to children is formal education, which can be achieved through the curriculum. Despite the clarification of the role and importance of the educational system in the strengthening and formation of national identity in international studies, it seems that this issue has not been able to find its place properly in the curricula and in the education system in general. The identity construction of each society plays a role in the policies of the curriculum of that society, and the curriculum and the national identity have mutual effects. But the lack of national identity curriculum for the second year of elementary school weakens national identity, and as a result, many students become indifferent to their national identity. Since the curriculum is a category mixed with the culture and identity of each country, it is necessary to look for the appropriate curriculum and design it according to the local conditions and characteristics.

The word "curriculum" is of Latin origin and means racecourse or the distance and amount of the road that people must travel to achieve the desired goal" (Fathi Vajargah, 2016: 14). In the classification of curriculum elements in the 1960s, Johnson considered the only curriculum element to be learning outcomes. Tyler, Klein and Eisner have respectively mentioned 4, 9 and 7 elements of the curriculum (Fathi Vajargah, 2015). Culture and identity are the basis of the formation and continuity of human societies, and national identity is of particular importance as one of the highest levels of identity, and the unity of political units is possible through adopting appropriate measures to create a sense of belonging to its members to the elements of national identity. In other words, national identity is one of the most basic components of each person's self-definition and has a decisive role in the equations of the contemporary world after the Westphalia Treaty, the formation of borders and the meaning of the nation. National identity is tied to the concept of nation, and no nation exists unless there is a group of people with certain characteristics. Therefore, national identity refers

to the opinions, beliefs, feelings, and attitudes of individuals in the form of a community called the nation (Norman, 2006:25). The most important function of national identity is to create solidarity and identity (Afrough, 2001: 13) and the greater the solidarity among the nation, the greater the political and bargaining power of that country at the national and transnational levels. By taking advantage of the symbolic capacities of language, religion, history and common interests, national identity strengthens social harmony and national solidarity and causes national awareness and gives direction to social life (Zahiri, 2005: 72). National identity is also the basis for people's participation and the preservation of the territorial integrity of the country and determines national development (Ahmadi, 2017: 90).

The institution of education has functions and achievements that can support national unity in a favorable way. In addition, education is a requirement for all-round social, cultural, political, scientific and economic progress and development. The main functions of the institution of formal education for governments are affairs such as political education and familiarizing the new generation with the ruling political culture, creating political unity in the society, strengthening the national identity and educating citizens who are loyal to the motherland and have a sense of belonging to it. From this point of view, the mission of the educational institution goes beyond learning common literacy (reading, writing, calculating). Through schools, this institution spreads the ruling ideology, culture and values, and by transferring knowledge, values and skills that are compatible with the ruling political culture, it strives to preserve and continue the sovereignty of the political system. Perhaps this is the reason why politicians and those in power today show more interest in what is taught and should be taught in schools and are sensitive to the goals and content of the curriculum and comment on it (Marzooghi, 2014: 394). Sheikhavandi (2001) considers one of the most basic missions of education to be the instillation and enforcement of national identity in the process of education; without being an obstacle for individual, group and ethnic growth.

Iranian national identity is a mixture of historical, religious, political, geographical, beliefs, attitudes, traditions and other characteristics, some of which are unique to Iranians. These are the unique features that make the Iranian national identity and give Iranians a sense of identity and belonging. The concept of a category called national identity in Iran is of considerable importance for various reasons, including ethnic diversity and the existence of ethnic and local subcultures inside the country. According to Woodward, elements of national identity are transmitted through factors such as imagination, stories, mythology, national flag, type of clothing, general culture, traditions and national symbols (Woodward, 2000: 134). What is meant by the components of national identity are the valuable things that societies are proud of and because they have a heritage in them, they recognize themselves from others through them. In general, national identity will not be formed until the people of a society gain self-awareness about the components of national identity (Qalibaf and Pouyandeh, 2011: 4). A point that should be noted is that the validity and position of each of these components is different among the nation and the offending communities (Hasanifar and Abbaszadeh, 2020: 36).

The formation and deepening of the national identity through the curriculum are done through two main mechanisms, which are the open and the hidden curriculum (Khojasteh et. al., 2021). According to Maleki, curriculum refers to formal and informal content, content process, overt and hidden trainings through which the student or learner acquires the necessary knowledge and skills under the guidance of the school, and changes and attitudes, appreciations and values in himself (Maleki, 2019: 34).

Implicit curriculum or hidden curriculum refers to the implicit, informal and intangible teaching of the system of values, norms and perceptions and the informal aspects of schools that are influenced by the entire educational system, structure and general fabric of society. In other words, in the hidden curriculum, students learn the concepts implicitly, informally and intangibly (Gourchian and Tansaz, 1995: 125). Shamshiri (2008) insists more on hidden curriculums to strengthen the national identity and believes that "the duty and mission of education is not to create an identity, because the formation of identity begins at the same time as birth and is naturally synchronized with growth. In this way, the role of education is to provide awareness and enlightenment" (Shamshiri, 2008: 119).

In the "National Curriculum", approved by the 745th meeting of the Supreme Council of Education in 2017, under the principles governing the curriculum, the second principle is dedicated to "strengthening national identity" and states:

"Curriculum and educational programs should provide and strive to promote national identity through attention and strengthening of Islamic beliefs and values, culture and civilization of Islam and Iran, Persian language and literature, values of the Islamic Revolution, patriotism, unity and national independence and tries to raise the identity of teachers to the level of divine identity. (ibid.: 32)". Therefore, the document on the fundamental transformation of education was approved in 2011 with the aim of improving and reforming the country's education system, solving challenges and responding to environmental changes and society's needs. Among the value propositions of the official public education system in this document that are related to national identity are:

- 1- Establishing the foundation for the acquisition of basic skills by emphasizing common Islamic-Iranian and revolutionary characteristics, in line with the development and continuous improvement of students' identity in individual, family and social dimensions.
- 2- Protection of national unity and social cohesion with a common Islamic-Iranian focus.
- 3- Patriotism and pride in authentic and lasting Islamic-Iranian values and efforts to establish the Mahdavi society.
- 4- Strengthening the tendency towards Persian language and literature as a common language (2013).

In our country, curricula play a decisive role in repeating and enforcing identity, especially national identity. In order to explain the curriculum and national identity, it is first necessary to refer to the concept of curriculum and its nature, types of curriculum, curriculum design patterns, levels of decision-making in curriculum and curriculum integration, so that by using this knowledge, a complete model of strengthening national identity can be achieved. The six dimensions of the national identity index that are considered in this article are: social dimension; the dimension of Persian language and literature; historical dimension; the common land dimension; Culture and cultural heritage dimension and political dimension.

In the field of attention to the element of national identity, from the perspective of global experiences, targeted uprisings have been observed in many countries; for example, in a study conducted by Parmenter (1999) in Japan, he showed that the policy makers of the Ministry of Education of Japan have similar opinions with secondary school students and students of teacher training centers on the issue that it is necessary to give more importance to the role of education in the development of national identity in schools. In her article, Fereshteh (2009), introduces one of Japanese education prominent features as emphasizing cultural aspects and national identity. She shows that this occurs through an emphasis on fundamental Japanese philosophy as well as relying on Japanese moral principles. Also in South Korea, Kim (2012) criticized the Korean curriculum and pointed out that attention to national identity in the social studies lesson of the Korean curriculum has been noticed since the second half of the 20th century. In addition, so far, the Korean curriculum has been revised seven times, and each time, the conceptualization of national identity in the curriculum has been revised according to the social changes in Korea.

Kalantari et al., in the study of the influence of education components on the formation of the national identity of middle school students in Mazandaran city, have shown that the teaching style, teachers' personality, the content of textbooks and educational programs of schools have an effect on the national identity of students (Rezaei Kalantari et al., 2011). In a research, Akbari and Eyvazi (2013) investigated the status and dimensions of national identity. In this study, the state of national identity among social groups between 15 and 65 years old has been investigated. The research results show that the majority of respondents are good or very good. In this research, the situation of students and children and the role of education in national identity are not mentioned. Salehi Omran, Shakibaeian (2007), in an article using the content analysis method, investigated the level of attention paid to the components of national identity in the textbooks of the primary education

period of 2012-2013. The results of this research indicate that in textbooks, more attention is paid to national symbols in pictures than text.

In another study, Shamshiri and Noushadi have examined the national identity in Farsi, history and social science books of middle school. The findings of this research indicate that in the textbooks, some components of national identity, including the religious and political dimensions, have been dealt with relatively adequately, and some other dimensions of national identity, including national norms, national myths, ethnic subcultures, national symbols and international interactions have been neglected (Shamshiri and Noushadi, 2007: 51).

Keller and Dror (1995) have shown that, in the occupied territories of Palestine (Israel), national identity is cultivated mostly through informal curriculum and extracurricular activities, and they believe that these programs are more effective in cultivating official national identity compared to the open curriculum. Although unofficial and covert curricula can have a greater impact on national identity, it seems that in order to internalize national identity in learners, the use of official programs is also necessary, and one should not only adhere to hidden and unofficial curricula.

Imani Naini (2007) in a research about the national identity curriculum, believes that the education system should include the following eight measures in the education system. These eight measures are: 1) religious education to acquire religious beliefs, 2) training in the ways of holding ceremonies and celebrations and national rituals, 3) teaching and introducing national symbols, 4) training to familiarize students with national norms and ensure adherence to them, 5) training to understand national values, 6) training to understand and appreciate cultural heritage, 7) introducing national and religious myths and 8) teaching Iran's geography (Imani Naini, 2007: 447-453).

In this article, the question is answered that what is the appropriate model for the curriculum of national identity for the second period of elementary school in Iran's educational system and what elements and features does it have?

2. Methodology

In terms of purpose, the current research is applied and in terms of approach, it is among the qualitative studies of grounded theory. In the grounded theory, Strauss and Corbin's point of view is used, which is based on a kind of induction and produces a theory by means of the data resulting from the research. Also, this approach provides a basis for the researcher to review the collected data and turn them into concepts, categories and finally patterns. In this method, data collection and analysis and the final possible theory are closely related to each other, and instead of presuming a theory by entering the field of study, the researcher allows the data to create the theory (Strauss and Corbin, 1998). The data of the semi-structured interviews of teachers and curriculum studies specialists, sociologists and political experts have been used. Since in the grounded theory, it is necessary for the researcher to choose the things that help him in building the theory, the criteria for choosing the participants in this method was influenced by the design and purpose of the research, which is to explore and discover the main elements of the national identity curriculum and for this reason, the researcher was looking for people who have a common experience with the research subject and at the same time, create an effective and credible contribution for the research. Based on this, the sampling was purposeful of the snowball type and an attempt was made to obtain a deep understanding of the subject under study through detailed interviews with the selected people.

In this research, to design the national identity curriculum model, Eisner's curriculum model was used including goal, content, learning opportunities, organization, presentation method, test method and evaluation method. The interview questions were designed based on the concepts of national identity in textbooks and the gap between them, as well as according to the covert curriculum. Due to the fact that the research was inductive, first the themes used about national identity were extracted based on theme analysis in social sciences, gifts of heaven and Farsi textbooks, and after the discovery of weaknesses, only one question

was asked to the experts and teachers and from their answers, other questions were extracted. Due to the spread of Corona virus at the time of conducting this research, the interviews were conducted virtually.

The process of analyzing the data obtained from the interview scripts was coded in three steps. These three stages are based on the grounded theory in the form of a) open coding; b) axial coding and c) selective coding was done (Strauss and Corbin, 1998). The validity of the data and findings was reviewed and scored by interviewees and experts, and corrective comments were considered in the final model.

3. Findings

In response to the research questions about the elements, components and characteristics of the national identity curriculum, the qualitative data collected in the first stage were analyzed in the form of open coding and the concepts were classified. The process of classifying concepts is called categorization. Categories and concepts have high semantic load and conceptual power and can gather concepts around themselves (Strauss and Corbin, Translated by Mohammadi, 2011). This process led to the extraction of 355 concepts, which were reduced to about 115 concepts and categorized based on the similarities and commonalities of concepts. Since the data analysis was done simultaneously, the categories with common semantic load were placed in one category and the primary categories were formed.

In the next step, axial coding was done, which includes relating concepts to categories. This coding is called axial because the coding is done around the axis of a category (Khodabandeh et al., 2017). Axial coding includes the following six steps: Axial phenomenon, as the main incident or event that there are a series of mutual actions to control or manage and is related to it, was the national identity. Strategies, which mean specific actions that result from the central phenomenon and provide methods for dealing with the studied phenomenon, and include content organization methods, teaching and learning methods, and evaluation methods; contextual conditions are features in which interaction is performed to control the administration and response to the phenomenon, and in the curriculum model, it includes materials and resources, teacher, space and time. Intervening factors are general contextual conditions that affect the strategies that organizational factors and hidden curriculum are placed there. The categories related to consequences and results, which are the output of employing strategies, were also brought.

Table 1. Findings extracted from the open coding process and core coding categories

		Open coding
Axial coding	Elements	Subcategories, concepts and features
		1- The necessity of needs assessment regarding attention to national identity; 2- Curriculum development based on the identity needs of society and its up-to-dateness; 3- The necessity of matching the content with the student's identity needs; 4- The need to pay attention to the needs of national identity in developing curriculum content; 5- Participation of representatives of all ethnic groups and cultures in curriculum planning; 6- Using the opinion of elites in determining national identity indicators; 7- Survey of experts of religions, cultures and ethnicities in designing national identity curriculum; 8- Necessity of conducting a detailed needs assessment about the national identity program by teachers; 9- Involving teachers in developing the content of the national identity curriculum.
Causal conditions	1- Necessity and need	
	2- General goals	1- Creating national unity and solidarity, 2- Maintaining national cohesion, 3- Creating ethnic and religious equality, 4- Necessity of

		educational justice and equality of educational facilities, 5- Peaceful coexistence.
	Minor goals	1- Education against racial and ethnic discrimination, 2- Acquaintance with different ethnic groups and cultures throughout Iran, 3- Respect and acceptance of religious and religious diversity, 4- Stating commonalities among all ethnic groups, religions and cultures in the territorial territory of Iran, 5- Strengthening the culture of sacrifice and martyrdom to preserve and defend the homeland 6- Cultivating self-confidence, 7- Promoting teaching-learning. 8- Strengthening the sensitivity towards the fate of the nation and the land of Iran.
Content	3- Content features	1- Considering all ethnic and religious cultures in the content; 2- acceptance of the plurality of individual and social identity and cultural and ethnic equality; 3- Considering cultural differences and individual and social identity; 4- Differentiation; 5- respect for differences; 6- acceptance of differences; 7- Attention to others in the content; and caring 8- reducing the sense of ethnic discrimination; 9- The emphasis of the content on equality and justice; 10- Avoiding racism in the curriculum; 11- Promoting peace and tolerance; 12- Providing a context for social interaction between ethnic groups and cultures; 13- Respect for human dignity; 14- Attention to all layers of national identity (Islamic-Iranian-modernity); 15- Showing the variety of covers; 16- Introduction and attention to ethnic languages and dialects of different regions; 17- Introduction of national scientific and literary celebrities; 18- Introduction of ethnic myths; 19- Introduction of artistic celebrities in all fields and in all regions; 20- Multidimensional introduction of political celebrities and legends of jihad and defense; 21- Introduction of national and ethnic customs; 22- Introduction of national and ethnic arts; 23- Introduction of Iranian cultural heritage; 24- Introduction of religions and holy books and attention to religious and religious minorities; 25- Introduction of religious customs and traditions of minorities; 26- Tribes and border dwellers as protectors of the land; 27- Emphasizing the positive and common points of ethnic groups and regions; 28- Emphasis on unity in the same multiplicity; 29- The necessity of creating national belonging; 30- Common destiny and sense of territorial belonging; 31- Separation of the concept of nation-nation in the curriculum content.
Strategies	4- Content organization methods	The principles of organization such as: first method, psychological organization of content, second method, using methods of vertical organization of content, including: using inductive method in organizing content, providing education from simple to difficult, using organization from far to near, using whole-to-part organization, using part-to-whole organization, using objective-to-subjective organization, and the third method, using horizontal organization with an integrated approach
Strategies	5- Teaching and learning methods	The principles of choosing teaching and learning methods such as comparative teaching method, technology-based and multimedia lecture teaching method, scientific tour method, supporting method, group discussion teaching method, cooperative teaching method, project-based teaching method, role-playing teaching method, brainstorming teaching,

		exploratory teaching method, Socratic circles method, phenomenological teaching method, research-based learning method
	6- Evaluation methods	Principles such as diverse and combined or integrated (descriptive and quantitative) evaluation, comprehensiveness of evaluation, attention to all activities, behaviors, skills, attitudes and their classroom performance and methods such as multi-faceted evaluation by teachers, parents and students
	7- Materials and resources	1- Physical or non-virtual resources: such as educational videos, wall newspapers and using newspaper clippings, story books and picture books to teach global citizenship skills. 2- Virtual resources, such as computers, smart phones, tablets and laptops and other digital tools
Background factors	8- Teacher's role	In the national identity curriculum, the teacher plays an important role; accordingly, teachers should be up-to-date and aware of all aspects of national identity. Having motivation, responsibility and faith in the mission of a teacher are other characteristics of a teacher in the national identity curriculum. In the classroom, the teacher is also obliged to strengthen the spirit of empathy and cooperation in students and while paying attention to individual differences such as interests and emotions, lead them to collective participation and empathy.
	9- Space	1- Physical space, which has two parts, space as a learning source (such as the existence of a well-equipped library to promote the culture of reading, the existence of well-equipped laboratories in schools and the space as a place of performance (how to arrange a classroom for effective face-to-face communication) 2- Online space (non-attendance classes, easy-to-use specialized platforms and accessible digital libraries)
	10- Time	1- Allocating time to direct education: such as allocating the necessary time to learn about culture, national history, history of Islam, history of religions, culture of sacrifice and martyrdom, and components of national identity. 2- Allocating time to indirect education: such as the appropriate use of educational time to present the concepts of identity, national identity, unity, coexistence
Interfering factors	11- organizational factors	1- Empowerment programs: such as in-service training programs for teachers and executive staff in order to teach the components of national identity, teachers' participation in relevant conferences and seminars 2- Organizational support: such as the support of senior managers to produce suitable and desirable content, the support of senior managers in order to implement programs and eliminate deficiencies.
	12- Hidden learning	Outside the school environment: such as implicit learning in the environment of family and classmates, learning through social networks and mass and public media, the cultural-educational atmosphere of the community and its implicit effects on learning.

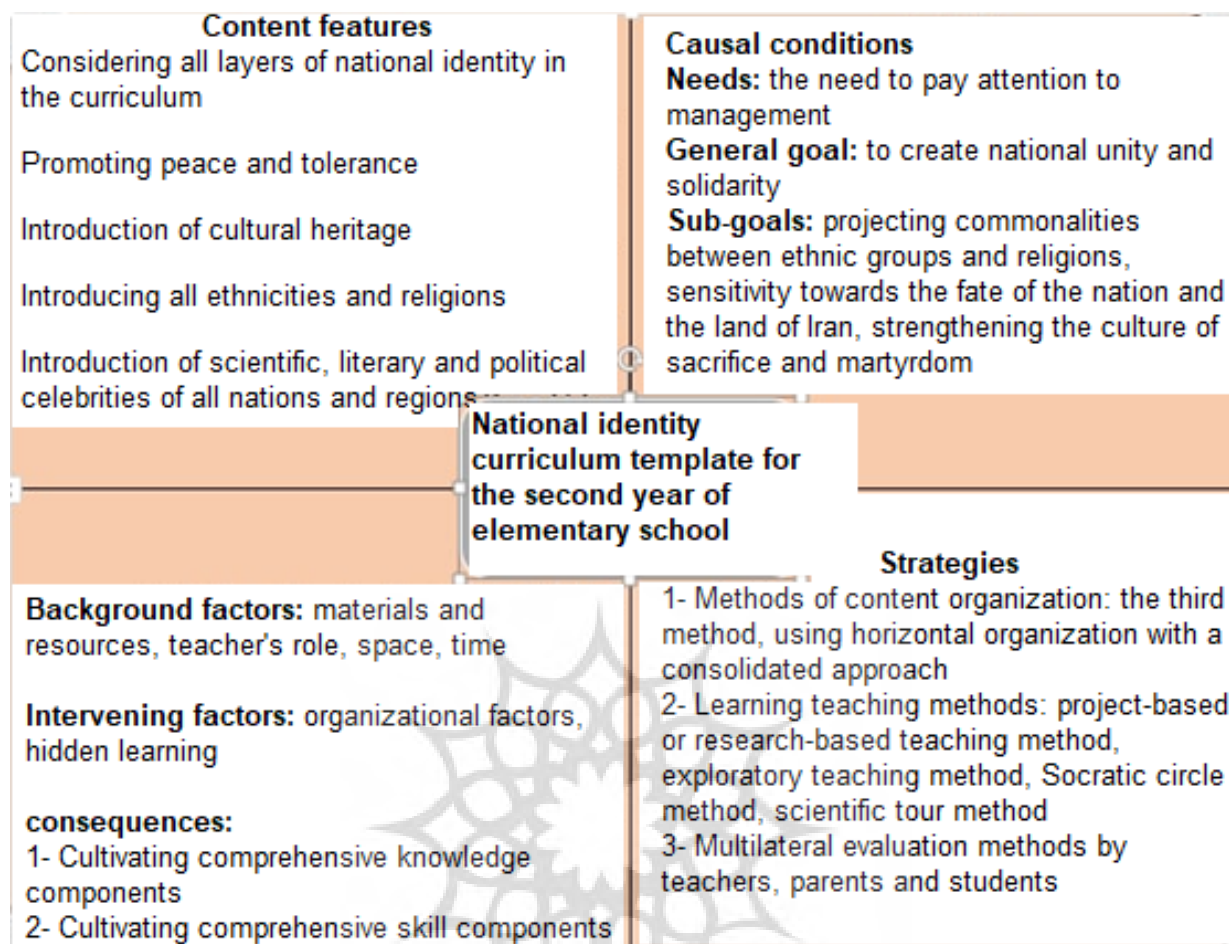
		<p>In the school environment: such as learning in the school environment, classroom atmosphere and its effect on learning, interactions between students and its effect on learning, research-oriented learning.</p> <p>In online platforms: Integrating the effect composition of channel interactions between classmates and digital educational resources.</p>
Consequences	13- Results of the program	<p>1- Cultivating comprehensive knowledge components: such as cultivating students who have political understanding and are aware of government and power; cultivating students who are aware of all components of national identity and interested in the fate of their homeland.</p> <p>2- Development of comprehensive skill components: such as training students committed to Islamic-Iranian culture, training students interested in Iranian identity, training students committed and adhering to the culture of sacrifice and martyrdom, training students interested in peaceful coexistence with all cultures and ethnic groups in the territory Iranian territory</p>

Axial coding is done based on the paradigm model and facilitates the theorizing process. The basis of communication in axial coding is the expansion of categories and concepts.

The next step is the selective coding of the central phenomenon, which is systematically related to other categories and corrects the categories that need improvement and finally provides a model (Khodabandeh et al., 2018). In the following, taking into account the story line and narrative analysis, the national identity curriculum model was presented in the second elementary school of Iran's educational system, and after that, it was presented to six university professors and four experts in educational sciences and curriculum planning studies for validation were provided and their points of view were considered in the design of the final model.

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The final model of the national identity curriculum



4. Conclusion

Identity means who and what and is divided into three levels of individual, social and national identity. National identity is the highest level of identity for every human being, and it means the collective beliefs of the people of a country derived from the history and background of a nation. The education and training system in every society has several tasks, one of which is to try to strengthen the national identity, and the result is to educate students that are appropriate and harmonious with the norms governing the society. Acquiring the customs, beliefs, values and social relationships governing a society, which represent the process of socialization, along with getting to know the culture of all the ethnic groups belonging to a land and cultural and national symbols, together creates an identity in the individual, which is called national identity. National identity is a sign of the personality of any nation that distinguishes it among other nations, and one of the most important tasks of the education institution is to preserve and reproduce national identity among students.

To strengthen the national identity, the education system plays an important role and can turn children into young people who wholeheartedly put all their abilities and expertise at the service of their country and strive for its development and progress. Along with the family, traditional and new media, group of friends and social networks, the institution of education plays an important role in forming the national identity of students. In addition, education plays the most important role as a channel for training good citizens through schools and textbooks. School should be considered as one of the places where common national identity is reproduced, and children are prepared to play a role in the future of their society as a democratic citizen.

In the template designed for the national identity curriculum, the element of needs assessment was considered for developing the national identity curriculum and the result was that it should be in all regions and with an emphasis on assessing the needs of the society and the cultural context and the needs of the students. The most important principle of needs assessment is that the needs arise from context; in such a way that there is a connection between the world of students and education and climatic features should be taken into consideration in curriculum design as well as students' needs; because without paying attention to the needs of students, there will be no national identity curriculum. The second feature is to use the opinions of experts from all over the country, including experts from all regions, ethnicities and religions, in the needs assessment, because they can better draw the needs. The third feature of needs assessment is based on the use of teachers' opinion as implementers of the national identity curriculum.

In this model, the objectives of the national identity curriculum of the second elementary school are divided into two general and partial parts, which were mentioned in table one. Paying attention to the goal in this program is essential; because if the curriculum is to be planned and if it is necessary to make efforts for continuous improvement, it is necessary to determine general and partial goals. Besides, it is possible to determine the characteristics of the content for the national identity curriculum based on the set goals.

The principles of content organization and the principles of content selection are considered the most important elements in the curriculum of national identity, which as a central category has the role of influencing teaching-learning methods, the role of the teacher and evaluation. Time, physical space or online space or platforms, teaching materials and resources create a special platform for learning and playing the role of a teacher. In the national identity curriculum, the teacher and teaching resources play an important role. The results of Glais's research (2015) indicate that the teacher's role in actions and reactions is considered as an intervening factor, and according to the appropriate platforms provided, it can lead to positive consequences in the results, including the development of the knowledge, skill and attitude components of the learners.

In the presented model, each of the parts and elements are related to each other and affect each other. Based on this, the necessity and need affects the goals and the content is also affected by the necessity, need and goals. The content, in turn, affects the teacher's role, teaching and evaluation methods known as strategies. The strategies in this model are also influenced by contextual factors including time, space, materials and resources and intervening factors such as organizational factors and implicit learning. These strategies have consequences and results, the most important of which are the development of comprehensive knowledge, skill and attitude components.

Due to advanced technologies in the 21st century and serious challenges for national identity, most countries in the world seek to strengthen national identity to educate citizens who belong to their motherland and culture. Some countries, such as Belgium, France, Japan, India and England, have been successful in this field. Also, in some immigrant-receiving countries such as the United States, Switzerland, Australia, and Canada, politicians have put strengthening the sense of convergence and national cohesion, which is the basis of national identity, on the agenda. The identity of national citizenship in these countries is the preservation of cultural and linguistic differences, with the legal and institutional foundation, which is guaranteed by the government, and by including the elements of this identity of national citizenship in the the education institution curriculum, leads students to become desirable citizens. India is a clear example of a country with different ethnic groups that, despite various reasons for conflict, and despite its population and land size, has been able to strengthen national identity among its citizens by following the respect model to ethnic and cultural differences.

On the other hand, the cultural policy adopted in Iran for the cultural integration and homogenization of all the inhabitants of this land has faced cultural resistance and has created a kind of cultural divergence and self-loss among Iranian citizens and has somehow pushed people towards an identity crisis.

The role of the education system in solving the identity crisis of the future generation of Iran as one of the cultural problems of the society is very important. Students' identification, understanding and definition of being an Iranian, national identity and sense of belonging, dependence on that loyalty can have an important impact on preserving Iranian culture and identity in future generations; the national identity curriculum model can help education professionals in this matter. Trying to grow and strengthen national identity is one of the main needs in the education system. This system is made up of several elements that make a coordinated and integrated effort in connection with each other and in order to achieve the lofty goals of education. On the other hand, due to the multiplicity of identity-generator sources in the new era, it is necessary to be aware of how children and teenagers define and perceive their national identity for social and cultural planning.



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