

# A Comparative Analysis of the Objectives of the National Education in the United States, Jordan, Saudi Arabia, China and Japan

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## Abstract

Try researcher in this study to identify the objectives of the National Educational and sources to derive educational objectives and the methods and means to achieve the objectives of National Education and the subjects and courses that are taught in the subject of national education in the levels of education in a range of countries: the United States, Jordan, Saudi Arabia, China, Japan, and use Researcher comparative approach in this study, the researcher depends on the educational goals through books, sources and studies and philosophy of education in these countries, analysis, and the study found all States focused on national education course dramatically and aim to reach the promotion of loyalty and patriotism, loyalty and sacrifice for him as States also seeks to develop national education material to keep up with the explosion of knowledge and technological progress, and focus on the substance of education in its role in addressing the issues and developments and problems facing the community

**Keywords:** National Education, the general objectives, citizenship, belonging and loyalty -

## Submitted

Facing education today in many many challenges communities, the most serious of what is known as the phenomenon of globalization, which carries implications great threat to all communities; With globalization and the accompanying economic repercussions, and the cultural, social, and ideological, the world is not as we know it in the past; cultural borders in melting away, allowing the transfer of many of the ideas and beliefs that almost destroys the privacy in many societies, and thus does not stay for the place and date of any meaning in the light of the pursuit of the globalization of education, and that is the threat to both developed and developing countries by influencing elements of citizenship and loyalty when its members.

The last decades of the last century witnessed the events successive quick and developments have made the process of change is inevitable in most countries of the world, has been stalked concern some communities of this rapid change, and therefore increased interest in modern societies education for citizenship, and took Acquires care thinkers and practitioners in the field of education, especially In the first decade of the twentieth century atheist and characterized according to the values and rules of behavior and the growing violence and the disintegration of relationships and the complexity of interests.

And even citizenship be based on awareness should be raising unintended supervised by the state, from which the citizen introduce students to many of the concepts of citizenship and their characteristics, such as: the concept of the nation, and the government, and the political system, and society, and the Shura Council, political participation and importance, and social responsibility and images, and the law , and the Constitution, and the rights and duties, and other concepts of citizenship and founded (Maamari 0.2002)

There are many institutions that make up the citizenship and develop them at the individual, including the family, religious institutions, comrades, and the Working Group, and the school that are unique from other big responsibility in citizenship development, and the formation of the citizen's personality and obligations, and to provide him with the necessary knowledge and skills for good citizenship, and complete school that responsibility through a curriculum that begins in the stages of life Minor, and continue until the rest of the age groups (Center For Civic Education, 1994). From this point of educational institutions has given in developed societies great interest of national education, civil in terms of planning, implementation and evaluation to increase its effectiveness to achieve the desired goals, to create a citizen Alsaleh.osov be described in this comparative study objectives of the National Education and defined and methods of achieving national education in both America and China Japan, Jordan, and Saudi Arabia, trying to review the national goals of education in these countries and ways to achieve their goals. And to identify the methods and activities and means to achieve the goals of national education in these countries .waltaraf sources derive the goals of national education in these countries. And to identify the themes and Decisions in the national education curriculum in these countries. And formulate a set of recommendations for the development of national education material in these countries.

## The problem of the study

Although the substance of National Education and contribute to achieving many goals, including the preparation

of a good citizen who serves Atnumei to his homeland, but the researcher found in the new generations through follow-up and monitoring the media, and cries a lot of educators, politicians, media and intellectual elites emergence of manifestations including: a lack of loyalty, The trend toward vandalism, destruction and breaking public property, and the absence of noble national goals and values among the young generation about the love of home and belonging to him, which underlines the importance of civic education and focus on the objectives and methods of teaching in order to address the political, intellectual, cultural and educational challenges, scientific and educational ways appropriate, so this study came from order to identify the objectives of the national education and teaching methods and themes in multiple countries and international as a study compared to mainstream interest and exchange of educational experiences among these countries. And to reach a set of recommendations for the service of citizenship issues in these countries.

### **Importance of the study**

1-This study is the comparison of International Studies, which highlights the objectives of the National Education in all of America, China, and Saudi Arabia, and Jordan, and teaching methods, and themes

2- may be useful to officials in the ministries of education in these countries, those in charge of planning and curriculum development, and especially the national education curriculum

3-may be useful to teachers and insight of the importance of national education and teaching methods, and their role in instilling the values of loyalty and belonging

3- The open area in front of the International Educational Studies comparison, in education issues.

### **Objectives of the study**

-1-To identify the objectives of the National Education in the United States, Saudi Arabia, China, Jordan.

-2- To identify the methods and activities and means 3-to achieve the goals of education in these countries

-4-To identify the sources derive goals of National Education in these countries.

-5- To identify the topics and Decisions in the national education curriculum in these countries.

-Formulate a set of recommendations for the development of national education material in these countries.

Study questions:

1-What are the objectives of National Education in the United States, Saudi Arabia, China, Jordan.

2- What are the methods and activities and means to achieve goals in education. America, Saudi Arabia, China, Jordan

4- What are the sources derive the goals of National Education in the United States, Saudi Arabia, China, Jordan

4- What are the threads and Decisions in the national education curriculum in the United States, Saudi Arabia, China, Jordan

### **The theoretical framework and previous studies**

School curriculum plays a significant role in the development of new generations and educated in line with the philosophy espoused by the community, and the principles and values that are acceptable. He is also an effective tool in dealing with the problems experienced by the community, and meet the challenges facing it. To be successful the school curriculum, and lead roles assigned to him, and achieves the desired objectives, should take into account the philosophical, social, psychological and cognitive foundations when embarking on the process of planning, and design, and implementation. While it is important that the foundations are all in the process of building the curriculum, and in the success of his mission, but the social basis of the strongest foundations of the school curriculum influential planners approach, given the circumstances of each community, and privacy, and customs, and traditions, and values, and aspirations, and problems which are different from the circumstances of any Last society and privacy (HE, and Ibrahim 0.1412.(

Ammar was confirmed (in 1420) that the social dimension is aimed also "recognize the contribution of education to generate intellectual value and sentimental budgets that establish social peace possibilities, and buttonhole most trustworthy among the various segments of society, and national unity, and social networking positive, democratic participation in national decision-making and assume its responsibilities , and reap dividends. As Solomon and wholesome noted (2001) that the Social Studies seeks to achieve important educational goal of the development of civil liability (civil rights) of the learner feels the contribution of others and their role in society and estimated the role of the governor and civic institutions, and at the same time knows his rights. Thus realized good citizenship that makes the individual is proud of belonging to his homeland and nation, culture and human civilization is estimated at the same time something to offer other peoples for the sake of the continuation of human civilization and progress.

On the other hand, the rapid changes experienced by the world, both at the global level or at the community level, have had a significant impact on the fabric of relations in modern society, and at all levels and levels, which means the revision of national roles in every society. The "unprecedented changes permanent and

have succeeded in the heart of the fixed and the traditional boundaries of citizenship in many societies, leading to drastic revisions across communities of the concepts and practices that underpin citizenship." National Education has been studied in the last century through the multiple facets included different values, but they now need to be reviewed to determine the suitability of renewable and changing needs of the citizen atheist and the twentieth century.

See (Mabe, 1993) that the National Education is closely linked to the moral education where educates man civilians must be linked to education ethics in order to help people to be aware of their roles and their relationship. Alsayas.oiry system (Drisko, 1999) to that of the most important school responsibility and role in the United States is to strengthen democracy as a way and a way of life, from kindergarten through twelfth grade, and the exercise of the right of democracy and dissimulation in the culture of the school, and even citizenship be based on awareness must be done raising unintended supervised by the state, from which to introduce students to many of the concepts of citizenship such as: home, the government, the political system, society, political participation, social responsibility, rights and meals, the Constitution (Maamari 0.2002). utlab many institutions in the form of citizenship and develop them at the individual, including: family, religious institutions, comrades, and set to work, school and contribute to the formation of an individual's personality and give him the knowledge and skills to good citizenship (Center for Civic Education, 1994). and see all of (Kennedy, 1999) and (McLaughlin, 1992 as stated in (Maamari, 2004) that the breeding of citizenship has been expressed a set of terms in a number of materials, namely: citizenship, the government study, social science, world studies, society, community studies, life skills. And are taught these concepts through the following articles: History, Aljfravia, law, economics, politics, environmental studies, religious studies, languages, breeding values, is social studies the most prominent among the rest of the subjects, and this was confirmed by many researchers (such as Maamari 0.2002, and Longstreet, 1997.)

For his part, stressed (Abu Sarhan 0.1421) that the National Education does not stop at the rights and duties of citizens to confirm, but put the levels of social behavior in general, and offer activity opportunities through which adopted a safe in the broadest sense of citizenship, which is seen primarily adult as the purpose important social and civic education, and its role in achieving the objectives of the curriculum. He adds Abu Sarhan was quoted as saying: "If the rights and duties in the context of civil society, can clear implication in the course of the study of history or other humanities, these rights and duties in the global framework, has become a need to be examined from the perspective of the breadth of human relations so as to include the whole world, and the need to prepare pupils' social development, by helping each of them to acquire a range of social experiences, hence this article appeared visible and clear in the curriculum.

From this perspective, educational institutions has given in developed societies great interest of national education, civil or citizenship in terms of planning, implementation and evaluation, as many of the studies and research that seeks to evaluate conducted, and held seminars, conferences and workshops aimed at developing teaching and increase their effectiveness to achieve its goals desired.

### **The concept of National Education:**

National Education is one of the important dimensions of public education in every nation and this varied concepts of National Education, depending on the variety of philosophical, historical, social and cultural backgrounds of each nation. As for the concept of "national education" of the utmost importance definitions of National Education has varied depending on the variety of philosophical, historical, social and cultural backgrounds of each nation. The following is a summary of the most important Arab and foreign tariffs.

Defined by the World Encyclopedia of Educational civic education or education for citizenship as that part of the curriculum that makes the individual interacts with members of the community at the local and national levels. It aims phenomenon of loyalty to the nation and learn about the history and the system of political institutions, and the presence of the positive trend towards the political authorities and to comply with the regulations and social norms, and faith in the fundamental values of the society. According to the encyclopedia that education for citizenship may include providing information on topics from other countries, to help students acquire citizenship at the global level.

See Almaikl, (2004) that the National Education is "that side of the education which the individual feels whereby recipe citizenship and achieved it, which is also meant to provide students with information that includes the values and principles and trends and good upbringing humanly to become a good citizen possess in their behavior, and good moral character, and owns the knowledge to the extent that he can take responsibility for his religion and his country and his community service. The ALLAGANY and Camel (1999) Faarafan education for citizenship, as "instill a set of values, principles and ideals of the students process to help them to be good are able to effectively and actively participate in all the country and its problems issues , The Kholi (1981) sees as citizenship education or instill desirable social behavior by a society where citizens live values.

Almaikl concluded (2004) that the national education is a part of public education, and it can not be

separated significantly, while General Education focuses on Giving the student (citizen) qualities, behaviors and skills are identified by officials and specialists in the field of education as reflecting cultural and social dimension of the nation and society, the National Education is an intense dose or rehabilitation of more specific and focused on the attributes and behaviors and skills that will enable him to do his roles and responsibilities of the most-dimensional sheet, any of those roles and responsibilities alongside other citizens in the community.

Known book "Citizenship: building a world best" Citizenship: Building a world of good education for citizenship as "Help children develop all their potential as citizens, which means to be productive and responsible and interested in what those around them and the members of the participants in the community. Based on this definition, see The book that citizenship include: success in school, make responsible, caring for others, to participate in community building, building personal skills such as problem solving, acceptance of multiple perspectives, setting and achieving goals, building a set of core values decisions.

And see the spring and others that the National Education are: the upbringing of the individual in an orderly fashion to the body of knowledge and behaviors and values that make it more service to his community service, develop and defend it (spring and Batoush and Hawamdeh, (2010). From the above, it is clear that the National Education (or civil) are so part of the school curriculum that seeks to instill values and principles and trends of good in the hearts of students, and directing them to the local and global good social and cultural behaviors, and providing them with life skills necessary to become good citizens love their country and are proud of belonging to it, and bearing have in their behavior and actions moral good, and participate effectively in national issues that accrue to them and to their well and thrive.

It may be noted that this definition includes national and concepts of citizenship, and focuses on the idea of integration between them, also focuses on the individual's interaction with the combined local and national levels without losing sight of the members of the reference to help students acquire citizenship at the global level.

### **The objectives of the National Education**

Educators that combines the overall goal of national education is to prepare a good citizen or a good man who knows his rights and performs his duties to the community. Many educators have been subjected to detailed stated goals of national education, from multiple perspectives take into account the specificity of each community in terms of doctrine that believes in philosophy from which, political, social and economic experienced by the circumstances. According to the World Encyclopedia of Education (1985), the general objectives of education for citizenship similar to a large extent in many countries, where agree on a list of values, in America, for example, there are individual values such as justice, equality and power, participation and personal responsibility toward the public good, and the values of collective ideals of freedom and pluralism and privacy and human rights. There is a similar list in Britain is the freedom and tolerance, justice and respect for the right reason and respect. In Germany similar values such as human rights are found to save and create social conditions enable the individual to grow and create a free social institutions.

Summed HE (1990) National Education goals in the following: provide students with a positive and realistic understanding of the political system in which they live, teach students the values, and the need for their participation in the political decisions that affect their lives in the local environment, pupils' understanding of individual rights and duties. Students understand the legislative system of the country in which they live, and respect for and appreciation of the legislative laws.

Identify current public issues plaguing the community in which students live.

He also said the hill (1987) that the National Education aims to achieve the following learning objectives: belonging and pride, loyalty and Arab and Islamic doctrine and ideology and the ideals and values of the nation as this sense of belonging and pride, loyalty is the focus of the existence of this nation, and adherence to the principles of freedom, democracy and justice Alajtmah.o freedom from intolerance and discrimination in all its sectarian and ethnic forms and Alakulaimah.o gain political culture that enables citizens to play a political role consciously and create the adequacy and Msúlah.o faith and human brotherhood based on truth and justice and Almsawah.oma Radwan and Mubarak (1987) Feacheran more goals comprehensiveness are as follows: understand the system of government and rules on which a participant of the people, and function of power and its source, and the principle of separation of powers. Understand the system, and its function, and its relationship with citizens, and its role in the organization of their lives, and how to deal with him as a judicial and police system, and understanding of the foundations of the current policy of neutrality Calanfatah positive circuits on Foreign Relations and the limits of this policy. Understanding of the social classes, and how their composition, and their relationship, and maintaining the balance between them, and the means to achieve Mrontha.o knowledge and means of cooperation between nations and states and organizations. Knowledge of the citizen's rights, and duties.

For his part, Abu Sarhan (1421, p. 30) that the National Education if they were considered good in a

way they can prepare students to: positive realistic understanding of the social system, active in social life and to participate, for the good of the group, which are individuals Mnha.altoger ago beginning to good citizenship in their community, as well as members of their families, and students in their schools. Learn the values, and the need for their participation in the political decisions that affect their lives and their environment. The development of the spirit of cooperation between the students themselves, and between them and members of their community, and other human societies, particularly in the area of governmental and social volunteer services. Develop a sense of taking responsibility for participation in the national and global activities, based on the realization of individual rights and duties.

And see the spring and Batoush and Hawamdeh that of the objectives of the National Education is providing citizens with basic and essential national knowledge on the country and its achievements and principles of the Constitution and the authorities list and duties, and the various institutions and the foundations upon which the State in politics and governance, and the nature of the social structure of society and the way the proper mindset, and develop and deepen the sense and feeling of every citizen citizenship and patriotism (Spring, Batoush, Hawamdeh 0.2010)

From the foregoing, it is clear that there is a discrepancy between some educators in the estimation of the national education goals, and perhaps a difference in the ranking of national education priorities and so out of look at each researcher to the concept of national education and appreciation for the role played by religious, political and national trends for each community in the formation of the goals of national education. But this does not prevent access to the conclusion that all of the objectives mentioned above and which are important in the overall objective, which is the primary objective of the National Educational Service, namely the preparation of good citizens.

Also, the reality of education in our schools and the reality is not up to what looked to him Men educational thought as we entered the behavioral phenomena among school students in the figure, clothing, movements and morality undesirable to the community, and you need to discuss this fact to get to the restoration and pull it out of this situation to what is best by drawing curriculum can change this reality, hence the importance of civic education in preparing good man and the formation of his conduct by the goals and aspirations of the community at large, to emphasize the upbringing of students Quatunain good, and what it should be in school to achieve those goals (students 0.1980). Where national education contribute to love the family that form the nucleus of society and the responsibility of family members towards each other and towards the society and the nation development, and help young people to train on the exercise of certain values: Kalahtram, appreciation, tolerance, cooperation, and a commitment to conduct moral and humanitarian, and the definition of the pupils and their home and its history and natural wealth values and knowledge of current events and contemporary, and attention to the needs of others at the local and international scope (puzzled 0.1417). Hence, the teaching of the national education instilled the spirit of citizenship to the development of patriotism in the hearts of the students, the love of their community and the values in it, and the ability to make a wise decision, ie, the ability to understand, analyze and loyalty to the guardianship, and the government's knowledge of systems and regulations, and knowledge of current events, and participation in the affairs of school and community, and attention to the affairs of others and a commitment to good behavior and good manners, and responsibility assigned to the individual, and holds students responsible for their actions, and to help them realize the importance of self-worth, and the obligation to apply Alafradalakharan rights principle, and appreciation of the importance of working to solve problems (Al-Qahtani, 1998). The National Education and upbringing of the individual in an orderly fashion to the body of knowledge and behaviors and values that make it more capable of community service and develop it and defend it, and we must also include various aspects of the life of society, whether political, economic or social (province 0.2006) .oha also means preparing students for their role in the community as officials and decision-makers and citizens take care of the interests of the nation (Hindi, 2009). Say can be the nature of social studies is of paramount importance, because of the role they play in the upbringing of good citizens, and building the man that we need him more than ever, the effective conscious skilled man who understands itself, and contributes to the development of society, meaning the problems of physical and human environment The faces and qualify (Open Education Program, 1993). As well as working on the books of National Education to strengthen the affiliation of the individual to his homeland, his faith and his goals (Nasser, 1993).

They also reflect the goals of the National Education ambitions and aspirations of the community, and reflect the features of the image you want humanitarian community and acceptable to himself, educational Avail The objectives embodied in the system designed to determine the future of human society, which he wants for himself as he should be, anyone want a picture? Any society do we want? (And his kindness and Ansari, 2005) .oagv as announced by Dewey is an expression of intent and the intent and desire, and to achieve the desired effect in the stuff and a purpose for which one seeks to achieve (Sawi 0.1992). Defines the goal of education is also that it is intended to draw necessary for the life of the community and offer educational plans,

and educational goals are identifiers that define and illustrate the path of education in the community and the goals that seek education to attain in order to benefit society (India, 1989). It means any educational goal. "Bring about change desirable in the individual's behavior or in the educational process itself, or in the life of the community, or in the environment in which the individual lives (Shaibani, 1988). It is clear that educational goals vary from culture to culture, they are in ancient China aimed at building the human, according to Mguetadhat duty and prepared to perform the duties of moral humanity, and in India is the individual preparation for a return to life again after death and the preservation of the caste system, but when the Spartans was preparing warrior brave to defend Aasebrta, while at ethnic determined to achieve the wise man who integrate it and thrive perfect attributes body and soul and mind, but when the Germans aim goal is "life in order to work," while at the French nationals is to "work for life", while in the English culture emphasizes the principle of finite precision in work and behavior (and his kindness and Ansari, 2005). Thus it is clear the importance of educational goals that guide the educational process, and comes in the forefront of the goals of national education, which each country seeks to focus on the promotion of belonging and loyalty to the state and its values, and in this context we can say that any educational system in the world will not be able to put the foundations for a sound and clear environment process Educational answered only if the system is a basic question: anyone want? And anyone that the educational system would like to get it out to the world (past 0.1979). Thus, we find that most states are looking at how their numbers properly prepared a way that makes them able to take on responsibilities and participate in the development of their society in light of those which require some sort of education meets the changes citizens that the quality of the citizens, and this became the Education for Citizenship of the most controversial topics in contemporary education (Faraj, 2001). The spawned this situation faced by the humanitarian community a new role of education in the face of these challenges and make the new role of education in achieving a set of principles totalitarianismFirst, This situation faced by the humanitarian community a new role of education in the face of these challenges and make the new role of education in achieving a set of principles totalitarianism for all aspects of human and appropriate growth with learner characteristics and needs and openness to experience the world, cultures and Almarwnafa dealing with global humanitarian variables has produced a (Nasser 0.2002 ). The books Aldrasatalajtmaih an important part of the school curriculum because of their importance to instill in the learner's knowledge and values, attitudes and skills to contribute to building a good citizen building integrated physically, mentally, psychologically, socially and spiritually (Titi 0.2002) .otkmen importance of books and curricula of national and social education in being a source of social learning and education social, they are working to raise the learners' social problems present and participation conscious in the face of economic, political, social, scientific and technological community problems, and contribute to the development of scientific thinking and help learners to understand generalizations based on inference and scientific hypotheses, and contribute to the understanding of the idea of global understanding and knowledge of reality for the world and work on improvement and development of this fact (drunken 0.2000).

And relate to the objectives of national and social education to the development of a sense of belonging and of all humanity, and the development of learners in the analysis and thinking and progress and conclusion, and comprehend the important concepts such as cooperation and fair competition and development, change and progress concepts, and to identify the characteristics of contemporary civilization of the pros and cons and the promotion of the concept based on mutual respect of international cooperation (Laughlin and Hartoonian, 1995) wrote of national and social education dealing with inherently individual, society and human activities on this earth is the closest school curricula to address these problems and issues and topics for the development of awareness, knowledge and values and positive attitudes in the coming generations, where the school curriculum plays an important role in the educational process, and is Manhal fertile which provides students with information, knowledge and instill in them the values and positive attitudes, and when society was changing and evolving according to the changes in the environment, culture and science, it must be for school curricula evolve to be consistently clear picture reflects the state of society and culture (Abu Assaeljk 0.1999). Hence, many countries have focused on teaching material for national and social education or civic education on values, attitudes and general knowledge and citizenship and the values of participation and openness to other cultures

#### **previous studies of Arab and foreign**

Conducted Aqeel and Hiari (2014) study entitled the role of Jordanian universities to strengthen the values of citizenship from the perspective of faculty, study sample consisted of 371 faculty member, the results of the study showed that citizenship Jordanian universities seeking to achieve values are: loyalty to the homeland and patriotism and concern for the security and stability.

-ajery (Krager, 2004) study on the development of the role and behavior of Moatnaobesfah private citizen's role and duty, study sample consisted of 185 students, the results of the study showed the extent of the contribution and importance of the role of national duty Kberhfa predict the behavior and actions of the organization

citizenship.

-Conducted Olimat (2005) study aimed to identify the role of Jordanian universities in building Moatnaldy Jordanian youth, study sample consisted of 160 127 of Jordanian university students, and the findings suggest the role of Jordanian universities in the construction of citizenship where occupied loyalty to the homeland and the Hashemite leadership first place.

-Conducted Hajri (2007) study aimed to identify the degree of Kuwait University to represent the values of citizenship, students, Aldrashmn sample of 711 male and female students, the study found that the degree represents the values of Kuwaiti Students Moatnaccant high in all its dimensions.

-Conducted Qahtani (2010) study aimed to determine the level of the values of citizenship among young people in Saudi Arabia, study sample consisted of 384 students, the results of the study confirmed the high value of participation, and they contribute to the promotion of preventive security, and that the respondents comply with regulations and instructions outside the country better.

-Conducted Abbhristin and Rahman (2012) study on the design model for content written social and national education basic stage in Jordan in light of the concepts and values of the world, scientific and technological education, They found that the books of social and national education basic stage in Jordan where the concepts and values of the world, scientific and technological education available appropriately.

-Conducted Butcher (1989) study, where history has developed a curriculum in the second episode of basic education in Egypt in light of the idea of international understanding, revealed the results of the study 22% of the goals of history in the second cycle of basic education related to the idea of international understanding.

-Conducted kirman, 1992)) in the US study on the values and technology, social studies, emphasized the role of the social studies curriculum in Atmih protection of human environmental uses of technology, and suggested focusing on love and affection between the people and the values of cooperation, and save the human dignity and rights in the studies curriculum Social.

-In a study (Yamasaki, 2000) aimed to identify the impact of teaching human rights concepts to students in elementary and concluded that the concepts of human rights, such as racism, hatred, discrimination, injustice, hunger and poverty, are important topics in the basic stage because it is easy Aknsabha theory and practice at this stage.

-In Abu Sharar study (2010) that geography books for second grade secondary analyzed in accordance to the issues of science, technology and society, and to measure the understanding of learners of these concepts, terms of reach: The science and technology included in the content of the book and society in inappropriate and non-arrival of the students to the proper understanding of the issues These issues are available in the curriculum.

-In a study (Williams, 2000) in the United States, which aimed to identify the role of social studies books in the state of (Alberta) in the teaching of human rights concepts, the study found that these books do not play this role properly.

-Conducted Moosa (2005) study aimed to develop a curriculum of history Supreme basic stage in Jordan in light of the global education, and the most important findings of the study: that more principles that are available in the Platform for history to eighth-grade primary was in the field of world peace, and in the area of the country and other cultures.

-Conducted Ansari (2004) study aimed to reveal the human concepts of democracy and freedom in the curriculum and educational books included in the contemporary Kuwaiti school students and their awareness of their rights concepts, study sample consisted of 788 students and student

## **Method and procedures**

**Methodology:** The researcher used descriptive analytical comparative Datura metel

The study tool: formed documents educational goals in most of the countries to be studied, the basic material for this study, as it has been found and studied, analyzed and recorded the results, where it was found on the books, studies and reports on educational policy and educational reform in these countries, in order to achieve the objectives of the study

## **Results of the study:**

**First**, the results relating to the first question: To answer the question Aldrashalawl which stated: What are the objectives of National Education in the United States, Saudi Arabia, Japan, China, Jordan. ? Researcher found, through analysis and monitoring, classification and comparison to the goals of national education in these countries to monitor the following results: The main objectives of the National Education in Japan as follows self-esteem, and others, and humanity of all, understand the different peoples and cultures, the development of ready students to take responsibility for themselves and their community , increase awareness of the problems of local and global issues, configure trends of peace and international understanding process. In China, were as follows: the personal development of integrated individual to be a factor consciously socialist socio-cultural, instill a sense of responsibility among individuals, and accepted as citizens, respect for the individual to himself

and for adults and authorities, to respect the law and abide by it, raise the level of awareness of the importance of manual labor and respect. As in the US United States were as follows: 1. Focus on the national knowledge: and interested in what must be citizens for their country they know, which is focused on five questions are: What is civil, and political life, and the government? What the foundations of the political system? How constitutional government works, to reflect the symptoms, values and principles of democracy?

Civil skills for citizens to exercise their rights and perform their responsibilities as good citizens, knowledge will not be enough for them; but to be providing them with national participation skills: the ability to understand the meaning of the concrete national things (the national flag, civil and political events), the ability to distinguish the language and symbols national importance of privacy for citizens, the ability to understand political issues and knowledge of its history and its relevance to the present. The ability to distinguish between fact and opinion, the development of decision-making and the requirements of discussing some issues with Alachrin.ama in all the goals of national education in Saudi Arabia skills were as follows: the empowerment of the Islamic faith in the hearts of students, and made an officer of the behavior and actions and the development of the spirit of jihad to have. Emphasis on the necessity of obedience to the rulers, according to Islamic law. Promotion of belonging to the country and to ensure its security and stability and to defend him. Students are introduced to them and including them of the rights and duties as citizens. Achieve domestic awareness to build a sound Islamic family. And train students to express an opinion and participate in the discussion of dialogue skills. Students characteristics and distinctive features of Saudi society definition. Promote positive social values and habits of students. Introduce students to the history and home, and achievements, and the struggle of their parents Alawaül. arev students and historical sights in the country. Students define the status of Saudi Arabia as a radiation center of the Islamic world and to clarify the role (GCC, and Arab, and Islamic, and international). Of the goals of national education in Jordan are as follows: the consolidation of loyalty and pride in the homeland's land and people and the system, the obligation of citizenship democracy and civilized behavior, and the dissemination of values and national values in the society, and a commitment to the duties and rights, and the active participation and cooperation and to maintain public property, and the definition of the Jordanian political system and the stages of the evolution of modern Jordan, and the definition of the components of Jordanian society and its characteristics, and the challenges facing the nation.

**Second**, the results relating to the second question: To answer the second question, which provided for the study: What are the methods and activities and means to achieve the goals of education in. America, Saudi Arabia, Japan, China, Jordan? Through research, the study found the following: based on national standards for national education books curricula in the United States on many grounds, including: 1. National knowledge and interested in what citizens know about their country, which is focused on five things: the civic and political life and government, and the foundations of the system political, and how Aovernmhaldstoria work to embody the values and principles of democracy, and the relationship of the state with other nations, and issues Amao the role of citizens in a democracy, 2. civic skills, including understanding of the national flag, civil and political events, the ability to distinguish the language and symbols, and the ability to understand public issues, and to know its history and its relevance the present, and the distinction between fact and opinion, and to develop decision-making skills. In Japan, are resorting to a number of methods and means for the implementation of international education programs such subjects where most subjects such as social studies include topics related to international education and are focusing on Japanese culture, and the role of Japan in the world Algd.oma in China are implemented its policy in the field of national education what the following: 1. kindergartens where instill teamwork and respect for authority, and a commitment to the system through some simple acts such as: Clear floors and arrange the tools and learn songs Aloutnah.2- subjects: The substance of political education of the most important subjects in the curriculum and the most prominent themes: ethics The doctrine of communism, respect for authority, socialism, property Alkhashoama political participation, cooperation, and Almsúlah.3- link between education and work product and connect it to the theoretical application or students working through some collective actions to develop the fields and participate in some of the factories and Acharkat.oma in Jordan came to focus the Study of Social and national education through the integration of geography, history and civics in the Study of one a social and national education, and taught students from elementary to secondary stage through specific weekly quotas for each grade level, and students will study a variety of topics including: the family and the home of the Great Arab Revolution, the site and the natural system, and the ecosystem, and cultural biography of Jordan. In Saudi Arabia was the interest of national education material since the advent of Education through the subject of ethics and civics, the material taught in all levels of education from the beginning of the fourth grade of primary to secondary III.

**Third**: The results concerning the question III: To answer the question the third study, which stated: What are the sources of derivation goals of National Education in the United States, Saudi Arabia, China, Jordan? Given those goals could be argued that it stems from certain bases derived from education in the Kingdom of Saudi Arabia in general and the National Education particular objectives and components, and on top of the Koran and the Sunnah, which urge the spirit of citizenship and the defense of the homeland and love and obedience to the



rulers, and advised them to a basic rule of the Islamic religion rules, and added to these two sources prevailing in Saudi society, culture and endured from the customs and traditions and customs and trends give social ties, cooperation and solidarity among Muslims an important role in the life of the community and its members, either in Jordan, the sources derive the goals of education lies in the Islamic faith and the principles of the Great Arab Revolt and the Jordanian Constitution and the National Charter and thought enlightened Hashemite leadership and national experience, national and global, either in Japan The sources of goals National Education comes from the strengthening of national loyalty to the political system, and consolidate the collective values and beliefs that feed individuals declare Shan national affiliation and sacrifice personal benefit in return for the public interest and understanding of peoples, cultures and awareness of local and global problems. In America Venhatntaleg of strengthening political independence and install democratic governance American history the Constitution and the law and human rights, while in China they include the nature of education in the link between education and productive work for personal development and integration, and realize the importance of education in economic development at the national level, and so it seems clear that education in China is a political education primarily political education programs in China and is seeking to develop integrated and instill a sense of personal responsibility, and develop China's independent approach to civic education in all levels of education in the name of political education not only that, but to ensure their subjects in most subjects.

**Fourth**, the results relating to the fourth question: To answer the question the fourth study, which stated: What are the themes and Decisions in taught in the national education curriculum in the United States, Saudi Arabia, China, Jordan? Found through monitoring, classification and search the most important subjects are taught in the national courses of education or international education in Japan are: international solidarity, international relations, international problems, the international situation and the policy of Japan, and the cultures and peoples of the world, international organizations, international treaties, and Japanese culture, the mutual influence between Japan and other cultures, and the role of Japan in today's and tomorrow's world. The subjects and courses that are taught in the national education in America are: the history, the US Constitution, the political structures and the system of governance and democratic values, rights and duties, responsibility and law, and the role of the citizen in the construction and production and other, crime, pollution, poverty, drugs, immigration, global conflicts and peace and environmental technology and energy problems and human Alansan.oma the most important topics that are taught in the national courses of education or international education in China are: respect for authority and commitment to the system and instill a sense of teamwork, ethics and religion of communism and the Communist Party of socialist ownership of private and public political participation, cooperation, responsibility, and the most important subjects that are taught within Courses National Education or in Saudi Arabia are: national Saudi, respect for the system, the Saudi society properties, security and safety, the environment, family values and positive habits, state institutions and their organizations, to obey the rulers, health habits, to maintain the public and private property, rights and duties of individuals , position of the Kingdom of Saudi Arabia in the Islamic world, archaeological and tourist attractions in the UK, volunteerism and charity, the national production, the most important subjects that are taught within courses of National Education or Jordan are: family, life of the Prophet Muhammad, peace be upon him, and the Hashemites the Great Arab Revolt, site, and the natural order, the human system, and biography of civilization, and the system of governance, and the authorities of the three, and the challenges facing Jordan

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