

Evaluation of Primary School Gift of Sky Book from the Religious Teachings Perspective According To the Document Element of Fundamental Change

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Abstract— The purpose of this assessment is a gift from the heavens primary school due to religious teachings with respect to the components of the document is a fundamental change. The study in term purpose is applied and in term of data collection is descriptive. The study population consisted of 244 primary school teachers in the school year 2014-2013 of Farashband city is using the random sampling of 189 subjects were enrolled. Instruments included a questionnaire whose validity was confirmed by experts and its reliability was calculated using Cronbach's alpha 0.87. Analyzing the results obtained in this study indicate with respect to the components listed in the gift of heaven, from the perspective of primary school teachers, according to religious teachings moderate and is in good condition and the views of teachers about the situation there is no significant difference according to religious teachings.

Index Terms— Elementary Education, the Gift of Heaven, Religious.

1 INTRODUCTION

IF a country chooses to honor the physical, spiritual prosperity, the political dominance of the scientific conquest of the summit, fostering the development and progression of forces committed and compassionate statement. Education should be a particular concern. The educational systems of the world in general and the educational systems of each country's particular mission and objectives have been described. Main duties and responsibilities of the education system of our country is education, especially religious education is to provide a variety of mechanisms. Integral part of the educational mission fosters the education and innovation and considered to be a unique feature of the third millennium. Today's world is changing apace is fantastic, so the element of novelty seeking and innovation. In the meantime, the process of religious education must meet the needs of your audience, so this review, revision and innovation in methods and techniques of religious education are indispensable. According to the Banki Fard belief (2006), if the content of religious education can be implemented, and methods adapted to the new needs of children and adolescents and is associated with creativity and freshness, step to attract the younger generation has taken to religion and religiosity (Banki Fard, 2006, 231). In religious education helps students' cognitive principles and the principles of religion, to gain proper understanding. Student's emotional feelings towards the world, the creator and main reason, stimulate and strengthen them. Each of these areas requires specific methods and approaches that are educational. Course of religious education should help students to different ways of understanding their beliefs and help them to

perform their duties, personal and social development of their behavior. Hashemi (2012) believes that learners in the classroom, not intellectual sense of security, thinking they have blamed in addition to their thoughts, their character is questioned. The student's ideas are more important to be seen. According to the views Rasd (2011), a program of educational success in terms of education, worship, programs that step by step and step by step thinking and thinking to actually promote (Etesami Rasd, 2011, p 27). The approach utilizes the teachings of moral and religious education of students with successful educational planning and objective is reached. Gift of sky books skies to increase teaching and religious education students a basic foundation for efforts in specific aspects and given the nature of the students and increase student learning. School Education System as the core of the activities and programs will contribute to their future performance and effectiveness of the system. The school also requires the knowledge of the evolution of development planning and to improve the efficiency of its activities. Because heaven Gift of sky books plays an important role in the religious education of students; school officials and parents can take advantage of the activities and programs to achieve decisions necessary to improve the efficiency of development activities intended to adopt. After considering the Gift of sky heaven, and according to the teachings of Iodine Educational direct connection with the power to communicate with students and teachers the ability to be a role model for their and provide a meaningful learning in the student's mind. Yadegar Zadeh (2007), the task of the school is to create meaningful learning. The perspective of educational psychology and educational science look from another angle. (Yadegarzadeh, 2007, p 6). According to the Shokohi (2006) and fits with the overall goals and policies for educational purposes and expectations closely with the needs of children, parents, teachers, and ex-

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pect the leaders of this concept is the belief ratings. Because learning goals and procedures directly with the lives of individuals, families and communities connected (Shokohi, 2006, p 129).

Therefore, to achieve the goals set at the beginning of the needs assessment was conducted

one of the needs identified and secured according to the principles of religion and religious education students and students of this axis. Mohammadi Ahmedabad (2002), believes that religious education in our country as an Islamic country is a place of special importance;

Despite its importance is unfortunately less considered research and evidence indicating loosening of the day, values and beliefs among youth and adolescents (Ahmedabad Mohammadi, 2002). It is due to religious education in primary schools and build a solid foundation in religious education and religious development of students' critical thinking and critical. In primary school the greatest impact on student learning and growth of religion and religious education teachers and administrators, and parents and educators and configuration of components. But the official also considers the Gift of sky of Heaven to receive teachings on moral and religious education of the students. Always need to foster religious understanding of gender concepts of farming began. What may in some cases be necessary to deal with some of the instructors began cultivating compassion. Finally, it is important that all components must be developed to a sufficient level, the desired result is obtained sense of loyalty to the state system of education through political education, homeland felt worship, dependence on political institutions, values and moral teachings and religious education to encourage citizens and to raise the level of political legitimacy for its support of radically reinforce it. In many schools, a large number of civilian and military institutions along with educational materials and events such as the oath of allegiance to the state, the flag salute, praise from historical heroes, and many other national and religious traditions hold that the basic purpose of all the children and adolescent emotional ties of the country. Due to the growing need for religious education of students in higher education are faced with an ignorance of religious teachings; elementary school is the best time to grow this important category is greater than ever; elementary school students' understanding of teaching and the practice of Sharia because the heart is pure and free from any impurity are ready for religious and moral teachings received it's no secret as a critical issue and a fundamental goal of education is basic; we consider a Gift of sky of heaven, in order to grow and strengthen this dimension is critical to student learning. According to religious teachings on the subject Gift of sky of Heaven Elementary and considering aspects and components of effective teaching approach in religious education and the need to take advantage of new methods and purposeful content of primary education are the fundamental needs of our educational system in particular. Research is being conducted on the subject of this study is that a number of the studies cited. The study Sobhaninejad et al (2013) Religious Education axes of Imam Ali (AS), along with an emphasis on Nahj olba-

laghe factors and equivalent areas studied were analyzed. The results showed that the civic education of Imam Ali (AS) in the four main factors of strengthening faith, promotion of public morality, justice and the rights of citizens. Qureshi Nejad (2013) research on the effectiveness of the religious education of middle school students in lessons divine messages Ghaemshahr results showed that the course deals with the four components of heavenly messages of faith, respect, compassion, honesty on the religious education of middle school students influence. Fatemi (2013), the present study examined the role of religious education in Islam is required. The result of issues raised in this study is obtained based on religious texts, there are several propositions, commitment to observance of religious duties and practices of teachers and parents, and they should give the importance of religious education practices in line, instructor led her to make this principle. Iman (2012), in this research examines the factors affecting the vitality of the religious and ethical education of high school students and teachers of teachers is discussed. The results show that teachers and trainers woman among five of content, teaching method of education has the highest priority teachers and coaches are male and the mean scores were equal, but according to the standard deviation of the mean scores of men from five substantive factors, the characteristics of patients in the first priority is set. Also, the methods and ethical factors affecting the vitality of religious education teachers for secondary school students and teachers there are significant differences between men and women. Erfani (2012), in a study to assess the opportunities and threats posed by the proliferation of information technology has been studied in religious education students. The findings suggest that the impact of ICT in religious education students in the areas of cognitive, emotional and behavioral less than the average. Moiri (2012), in a study to investigate the causes of injury in adolescents and young adults from the perspective of their religious beliefs, teachers and educational instructors and experts seminary city Lamerd content. The results showed that both groups of students and scholars about the impact of a correct understanding of the religion, the religion of shyness seminary students and the appropriateness of the concept of religious books with their needs and level of fitness and lack of speech and religion, the religion of the people involved in the religious education of escaping and the lack of meaning of the Qur'an and religious aspects Religion relying solely on student aversion rules Regulations also deal with religious and social rules taste aversion to religion and the discrepancy between the educational community, family, school, community and youth organizations were responsible for the Islamization of society's aversion to religion.

Romanosky (2002), in this research emphasize the increase in violence in schools. Carrying defense schools in need of prayer it is necessary to understand the ideas of church government require cultural understanding. Ellison et al (2001), they get to the conclusion that going to church with a sense of well-being and positive relationship with relationship distress negatively. Furthermore, social support from church attendance rates and reduces Fard effects of stress and distress to her limit. Peterson

(1996), studies the methods of learning and teaching. The results show that the method of teaching a group of cooperative and collaborative working; Greater academic achievement and growth aspects of the human personality and to the strengthening of the teachings of their religion. In a study by Bauer (1995), William James and John Dewey's comments about the United States wants success in the implementation of daily prayers used in secondary schools. The following issues have been investigated.

- 1- Why we can worship a variety of education in our schools? Have been unsuccessful in relocating?
- 2- Why did the teacher as a model of good moral play its role before her students participate in the program?
- 3- Is there a true worship which is ideal for the people?
- 4- What is wrong with the ideas of state and local authorities on how to perform prayer in the schools?
- 5- Does the religious freedom of those who today want to hold prayer in schools, is limited?

The results show that the answer to questions 1 to 3 and 5 are given. Question 4 is also accompanied by the opinion of experts considered the United States as a whole was rejected, and was considered. Ribek (1994), in a study of families with children in Jewish schools were put under education and training, sufficient to conclude that religious education in a religious environment, long-term effects on all aspects of people's lives. This is despite its importance in the field of education, in the much neglected and hard to find a study that examines the issue. Saponin Schoen and Shnidoynd (192014), in research on cooperative learning methods concluded that the teaching methods and the processes of academic success, such as altruism, empathy, affect replication.

2 THE MAJOR RESEARCH QUESTIONS

- 1- What is Farashband elementary teachers' views about the use of consolidated nature oriented component of elementary gift of sky?
- 2- What are Farashband elementary teachers' views about the

use of the national identity component of elementary gift of sky?

- 3- What are Farashband elementary teachers' views about the credibility and role model teacher in teaching elementary gift of sky?
- 4- What are Farashband elementary teachers' views about committed to religious rulings on elementary gift of sky?
- 5- How are elementary Farashband teachers' views about the role of Teaching Methods in gift of sky in the growth of religious teachings?
- 6- What are elementary Farashband teachers' views about the role of evaluation methods in Gift of sky in the growth of religious teachings?
- 7- Did elementary differences between Farashband male and female teachers in the elementary level of attention to religious teachings on Gift of sky?

3 METHOD

The present study Evaluation of according to the Gift of sky heaven, from the perspective of primary school due to religious teachings with respect to the components of the document's fundamental transformation. The study in terms of purpose is functional and descriptive and in term of the data collection is survey. The study population consisted of 244 primary school teachers in the school year Farashband city is 2014-2013 using the random sampling of 189 subjects were enrolled. The data is collected using a questionnaire which its validity was achieved through consultation and feedback from experts and to establish reliability through Cronbach's alpha was calculated 0.87 on a number of statistical samples.

4 THE FINDINGS

The first research question: what are Farashband elementary teachers' views about the use of consolidated nature oriented component of elementary gift of sky?

TABLE 1
 DESCRIPTIVE RESULTS OF THE USE OF CONSOLIDATED NATURE ORIENTED COMPONENT OF ELEMENTARY GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Mid-dle	Mean	Very much (5)	High (4)	average(3)	Low (2)	Very low (1)	
0.70	0.49	0.116	4	4	3.62	9.0	48.0	40.1	2.3	0.6	According to cognitive development
0.69	0.49	0	3	3	3.51	6.8	42.4	46.9	3.4	0.6	Due to individual differences
0.92	0.85	0.154	3	3	3.44	14.7	29.9	40.1	15.3	0	Regarding the question
0.87	0.77	0.061	3	3	3.51	14.7	32.2	45.2	6.2	1.7	Growth of micro tillage
0.75	0.56	-1.00	3	3	3.43	6.4	40.1	45.2	7.9	0.6	Save science
0.78	0.62	0.327	3	3	3.58	14.1	34.5	46.9	4.5	0	Fostering Flexibility
0.78	0.63	0.276	3	3	3.51	10.95	37.85	44.06	6.6	0.58	Consolidated nature

Results indicated that 058% of the teachers' attention to nature-oriented component of monotheism in gives lessons at primary schools in the Farashband city very low, 6.6% in the low, 44.06% as moderate, 37.85% in much and 10.95% was assessed as too high. This suggests that the views of teachers, attention to integrated nature-oriented component of the course was to gift of sky a moderate level. The t-test results showed that the attitude of the teachers about the amount of

Oriented

attention to component-oriented integrated nature of the course the gift of heaven, there is no significant difference. The results obtained in this study with the results of Qureshi (2013), Rajabi (2011), Molla (2010) is consistent.

The second research question: What are Farashband elementary teachers' views about the use of the national identity component of elementary gift of sky?

TABLE 2
 DESCRIPTIVE RESULTS RELATING TO THE USE OF THE NATIONAL IDENTITY COMPONENT OF ELEMENTARY GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	Average (3)	Low (2)	Very low (1)	
0.79	0.63	0.22	3	3	3.36	7.9	32.2	28.0	11.9	0	Breeding a spirit of cooperation
0.86	0.74	0.059	3	3	3.30	9	28.2	48.6	12.4	1.7	According to the Cultural Heritage
0.83	0.70	0.103	3	3	3.44	9.6	36.7	42.9	9.6	1.1	Love of country
0.76	0.59	0.010	3	3	3.49	8.5	41.2	41.8	8.5	0	Strengthen national identity
0.83	0.70	-0.49	3	4	3.43	6.8	43.5	38.4	9.0	2.3	Meet the characters
0.98	0.96	-0.26	3	3	3.44	14.7	32.8	38.4	10.7	3.4	Familiar with the customs and traditions
0.85	0.73	-0.25	3	3	3.45	10.2	36.7	43.5	7.3	2.3	Sense of belonging to Iran
0.61	0.72	0.198	3	3	3.41	9.52	35.9	40.22	9.91	1.54	Strengthen national identity

Results indicated that 1.54% of the teachers were given the gift of sky component of national identity in the course of primary schools in the Farashband city very low, 9.91% low-grade, 40.22% moderate, 35.9% and 9.52% in the high-level assessments are too high. This suggests that the views of teachers, due to national component of the course were to give the sky a moderate level. The t-test results showed that the attitude of the teacher's attention components of national

identity in the course of the gifts of heaven, there is no significant difference. The results obtained with the results SvH (2011), Luqman Nia (2009), Rezaei (1999), Gholizdeh (2006), Shykhavndy (2004) and Peterson (1996) is consistent.

The third research question: What are Farashband elementary teachers' views about the credibility and role model teacher in teaching elementary gift of sky?

TABLE 3
 DESCRIPTIVE RESULTS RELATING TO THE USE OF CREDIBILITY AND ROLE MODEL TEACHER IN TEACHING ELEMENTARY GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	Average (3)	Low (2)	Very low (1)	
0.79	0.63	0.63	3	3	3.67	20.3	36.7	34.5	7.3	1.1	Due to practical model
0.86	0.74	0.74	4	4	3.63	18.6	35.6	37.3	7.9	0.6	Role model for teachers
0.83	0.70	0.70	3	4	3.82	24.3	40.1	29.9	5.1	0.6	Good relations
0.76	0.59	0.59	4	4	3.80	23.7	37.3	35.0	4.0	0	Sensitivity of appropriate behavior
0.83	0.70	0.70	4	4	3.90	26.0	42.4	27.7	4.0	0	Intimate relationships with a broad
0.98	0.96	0.96	4	4	4.02	23.3	39.0	24.9	2.8	0	Work roles in religious education

0.84	0.72	0.72	4	4	3.80	22.75	38.51	31.55	5.18	0.38	Authentication and role model, teacher
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Results indicated that 0.38% of the teachers according to the credit component and role models in elementary school teacher in the Farashband city of gift of sky gave lessons at the very least, 5.18% low-grade, 31.55% on average, 38.51% and 22.75% as much as many have found. This suggests that the views of teachers, according to the credit component and role model teacher gave lessons at the gift of sky average. The t-test results showed that the attitude of the teachers about the

amount due to the credit component and role model for studying teacher the gift of sky, there is no significant difference. The results obtained in this study with the results Moziri (2012), Soh (2011), Hosseini Jabali (2010) and Molla Hossein (2010) is consistent.

The fourth research question: What are Farashband elementary teachers' views about committed to religious rulings on elementary gift of sky?

TABLE 4
 DESCRIPTIVE RESULTS RELATING TO THE USE OF COMMITTED TO RELIGIOUS RULINGS ON ELEMENTARY GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average(3)	Low (2)	Very low (1)	
0.84	0.71	-0.34	3	4	3.69	19.2	36.2	40.1	4.0	0.6	Due to the need for religion.
0.70	0.49	-0.01	3	3	3.55	10.2	37.9	49.7	2.3	0	Moderation
2.25	5.06	-0.47	3	4	3.82	13.6	40.7	44.1	1.7	0	Religious thought
0.82	0.68	11.26	4	4	3.48	15.8	44.6	32.2	7.3	0	Hereafter
0.83	0.70	-0.16	4	4	3.61	14.7	40.1	37.9	6.8	0.6	Due to religious orders
0.79	0.63	0.10	3	3	3.55	13.0	35.6	45.2	6.2	0	Attitude to religious orders
0.81	0.66	0.23	3	3	3.51	14.1	29.9	49.7	6.2	0	The role of religion in life
1.00	1.35	1.79	3	4	3.60	14.7	37.85	37.85	4.92	0.17	Commitment to religious orders

Results indicated that 0.17% of the teachers in the course of considering the components of commitment to religious Ahkm Farashband city in the gift of sky in primary schools is very low, 4.92% as low, moderate 37.85%, 37.85% and 14.7% as much as many have found.

This suggests that the views of teachers, due to the element of commitment to religious Ahkm gave lessons in the middle gift of sky. The t-test results showed that the attitudes of teachers In the course of considering the components of

commitment to religious Ahkm gift of heaven, there is no significant difference. The results obtained in this study's findings Qureshi (2013), Fatemi (2013), Moziri (2012), Rajabi (2011), shelter (2008), Habib was born in Shiraz (2003) and Hussain (2002) is consistent .

The fifth research question: how are elementary Farashband teachers' views about the role of Teaching Methods in gift of sky in the growth of religious teachings?

TABLE 5
 DESCRIPTIVE RESULTS RELATING TO THE THE ROLE OF TEACHING METHODS IN GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average(3)	Low (2)	Very low (1)	
0.78	0.61	0.16	3	3	3.34	6.8	23.3	47.5	12.4	0	Participation of student status
0.89	0.80	-0.24	4	4	3.61	15.8	41.2	31.6	10.7	0.6	Create the Thinking
0.85	0.72	0.120	3	3	3.50	11.9	37.3	41.2	8.5	1.1	Exhilarating activities.
0.80	0.64	0.021	3	4	3.53	11.3	39.0	42.4	6.8	0.6	Due to the gradual religious education
0.85	0.72	-0.27	4	4	3.65	15.8	41.8	35.6	5.6	1.1	Direct expression of concepts
0.83	0.69	0.162	3	4	3.52	12.32	36.52	39.66	8.8	6.8	Teaching Methods

Results indicate that 25.2% of elementary teachers in the role of evaluation methods Gift of sky of Farashband city's religious growth in primary school level is very low, 6.12% as low, moderate 40.37%, 33.5% and 12.2% in the high-level assessments are too high. This suggests the views of teachers; about the role of evaluation methods in the development of religious elementary gift of sky was beginning to intermediate level. The t-test results showed that the attitude of the teachers about the role of evaluation methods in elementary of gift of

sky religious teachings, there is no significant difference. The results obtained in this study's findings Qureshi (2013), Gholamnejad (2010), Rahnama and Tabatabai (2006) is consistent.

The sixth research question: What are elementary Farashband teachers' views about the role of evaluation methods in Gift of sky in the growth of religious teachings?

TABLE 6
 DESCRIPTIVE RESULTS OF THE ROLE OF EVALUATION METHODS IN GIFT OF SKY

Descriptive indices						Frequency%					Question
SD	Variance	Skewness	Mode	Middle	Mean	Very much (5)	High (4)	average(3)	Low (2)	Very low (1)	
0.83	0.69	0.014	3	3	3.58	15.3	34.5	45.2	4.0	1.1	Practical conduct assessment
0.88	0.78	0.021	3	3	3.53	15.8	30.5	36.3	5.6	1.7	Due to religious activities
0.80	0.64	0.22	3	3	3.56	13.6	32.8	48.6	4.5	0.6	No misinterpretation of religious education
0.85	0.72	-0.24	3	4	3.54	12.4	39.0	40.7	6.2	1.7	Comprehensive comparison
0.85	0.72	-0.69	4	4	3.49	7.9	45.8	37.3	5.6	3.4	Correction and behavior modification
0.91	0.83	-0.46	4	4	3.46	10.2	41.8	35.0	10.2	2.8	Due to the natural behavior
0.91	0.83	-0.58	3	3	3.42	9.0	40.1	39.5	6.8	4.5	Suitability assessment
0.86	0.74	0.31	3	4	3.51	12.02	33.5	40.37	6.12	2.25	Evaluation Method

Results indicate that 6.8% of the teachers of the gifts of sky Elementary Teaching Methods in religious development in primary schools in the city Farashband very low, 8.8% as low, moderate 39.66%, 36.52% and 12.32% as much as many have found. This suggests that the views of teachers, about the role of religious teachings Elementary Teaching Methods gift of sky is at an intermediate level. The t-test results showed that the attitudes of teachers the role of the elementary teaching about the gifts of sky to the growth of religious teachings, there is no significant difference. The results obtained in this study with the results Sobhaninejad (2013), Faith (2012), Rezaei (1998), Bahrami (2001), saponin and Shnydo6ynd (192014) is consistent.

The sixth research question: Did elementary differences between Farashband male and female teachers in the elementary level of attention to religious teachings on Gift of sky?

To compare the attitudes of men and women the usage of each component according to T-test was used for religious elementary gifts of sky. The results suggest that the p-value of monotheistic nature-oriented component of 0.940, Strengthening national identity, 0.561 Credibility and the role of the teacher model 0.869 Commitment to Islamic law 0.173, Teaching methods, 0.927 and evaluation of 0.506 Considering that sig 0.05 The p-value of all components according to religious

teachings in heaven give lessons 0.05 and show that the amount taking into components there is no significant difference among male and female teachers in primary education department Farashband.

Comparison of mean scores of components using the Friedman test

Friedman rank test to compare the components. The test results are listed below:

TABLE 7
 COMPARISON OF MEAN SCORES OF COMPONENTS AND THE TEST RESULTS USING THE FRIEDMAN TEST

p-value	Chi-square	Degrees of freedom	Number	Average Rating	Components
0.000	490.13	5	177	2.60	Consolidated nature Oriented
	4			4.25	Strengthen national identity
				3.47	Reputation and Role Model Teacher
				4.92	Commitment to Islamic law
				1.27	Teaching

	Methods
4.48	Evaluation Method

We observed that the obtained p-value less than 0.05, so we can conclude that the average rank of the components studied, there are significant differences. Lowest level, the fifth element (teaching methods) that is equal to 1.27. The highest rank is the average value of the fourth component (commitment to Islamic law) is equal to 4.92 is obtained.

Based on the results table components can be ranked as follows:

- 1- Commitment to Islam = 4.92
- 2- Evaluation method = 4.48
- 3- Strengthen national identity = 4.25
- 4- Credits a teacher and role model = 3.47
- 5- Natures oriented of monotheistic = 2.60
- 6- Teaching = 1.27

5 CONCLUSION

Given the importance of religious education and religious training of elementary students regarding inappropriate and the realization of the objectives of the course as a gift to the sky, formal education is intended to develop students' education Denny, require further review by the Ministry of Education that it has Pursuit and within different to do escorting important to create a vacuum in religious education pupils are not causing the problem.

Given that religious education is the most important type of training. If this is a complete and comprehensive training are not paid, other types of high-quality education thanks to its. As in all forms of education, it should be the same type of early childhood education. Teach the principles of intellectual attention. The identity of any particular religious identity formation process will be smoother since childhood. If religious identity formation and nurturing of children as well as finds, the child did not emptiness and its endurance in the face of difficulties and periods of life. In light of the religious education of their student status in creation becomes, the curriculum is focused on the fact that the educational systems in the form of books and learning activities to achieve the goals most important source and missions of education in religious education is due to the growing Islamic and religious identity can be a genuine asset to the community and protect all types of aberrations and Deviance and they have the legal state of limbo, causing confusion, and the confusion and save your own life philosophy clearly reflect and the specific orientation in relation to their various needs, requires that policy makers and curriculum designers in the design and production of educational materials and provision of teaching and learning activities in an elementary programming course content gave more attention to the sky teaching and learning activities are suitable to establish the proper religious education to prepare students. Given that religious education have fundamental dimensions of cognitive, emotional and behavioral after the cognitive objectives that include knowledge, understanding and skills of great negative thinking and activities such as learning, recognition, understanding, thinking, or arguments

to adopt. Emotional components of emotion, motivation, attitude and value appreciation is mutual. Next motor skills related to voluntary and purposeful human actions are concerned. The cognitive dimension of religious education helps students of religion and ethics principles and the proper understanding to acquire. The student must also provide emotional feelings towards the world, the creator and main reason being, stimulate and strengthen them. Each of these areas requires specific methods and approaches that are educational. Path Ways to religious education should help students to the knowledge and beliefs of their own to help their individual and social tasks and exhibit appropriate behavior. Create a new official content such as religious education are valuable lessons heavenly gift but what is more important is how the various aspects of religious education in schools among its various activities related to worship and faith and ethics and behavior in schools is of interest to students. That is what students through informal and hidden content is acquired; much more important than the formal content of selected in this regard, according to the model components coaches and the intermediate school and parents about the lack of good role models in the implementation of school communicate effectively with students rejecting this area should attempt to communicate appropriately with students and educators and of course in conformity with the conditions necessary so that teachers can positively impact their role in the development of religious education in high schools play well.

Factors such as family, school, community, and media credibility in the religious identity of the students involved. Special characteristics of the students and also the educational and cultural problems in families, despite the influx of dishonest media propaganda war culture and the culture of the Liberal and the secular language of art and culture, lack of consistent and deliberate cultural programs, there are a lot of scholars and thinkers and ministers of Education and Science Torbati economic and social problems, and such other factors as the identity and credibility of religious Adolescents. So be patient in performing the methods of religious education and away from strong passions in religious education and religious and moral growth of students initiated.

6 SUGGESTIONS

According to Islamic law, such as belief in God, religion and its teachings are to be created in the spirit of religion in their children properly are based. Topics to be the case that the child now and in the future they are not inconsistent with the truth due to the configuration of the students, providing practically all of the important educational methods in the gift of the sky. Direct observation of the students practice parents moods and behavior patterns they see and accept them. After observing the religious education students requires flexibility in its operation, and the pattern is very important. Course content varies according to the gifts sky to the other courses, teaching methods and combinations, requiring teachers should act as role models in learning concepts in the course of considering the gift of sky.

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