

THE NATURE OF IDEOLOGY AND EXPLANATION OF ITS IMPLICATIONS FOR CURRICULUM

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ABSTRACT

Ideology is as major influence on the social implications of the social sciences, particularly education system and curriculum in each country. The aim of this study was to determine the nature of ideology and its semantics implies that the curriculum is. Definitions of ideology is discussed, examined and analyzed their nature and in terms of genus and three general categories, picked up the scientific or epistemological, social withdrawal or sociological and cultural perceptions were divided. the basic principles of curriculum and originally known books such as efficiency, control and predict the exact purpose of the center is, the accurate prediction purposes, logically organize content and other elements of the curriculum is effective. Based on the social conception of ideology, an important source of design and curriculum development is community and community needs and curriculum are designed around social issues. The basic objective of the curriculum preparing students for life in society, labor market and interact constructively with others. Based on the cultural perception of the nature of ideology, culture and customs curriculum according to design and develop the culture of each region and environment, in other words, context-based and position-based curriculum is being completely that not all of the objectives, content and other elements of the curriculum was designed and developed. The curriculum and its elements can not be determined in advance but only a general framework curriculum is determined and this type of curriculum requires teachers with academic and professional qualifications high level that they can play a role in programming.

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Introduction

The ideology of Greek origin and is composed of two words, idea and logy, meaning science ideas are used⁽¹⁴⁾. The word ideology terrace at the end of the eighteenth century for the first time to describe how ideas are formed which can be used. It then served in the tradition of Marxism, Marx and Engels and their supporters in the twentieth century Gramsci and Althusser's theory of ideology. As well as some sociologists and philosophers began conceptualize ideology that they are the most

famous Emile Durkheim and Karl Mannheim noted⁽¹⁸⁾. Many scientists disagree on the meaning and significance of ideologies and concepts have been presented conflicting⁽¹³⁾. The term ideology as a common term nominal and in this respect the interpretations and meanings and different interpretations and sometimes competing with one another to challenge the demand, comments which in many respects, congruence and similarity are together and this, in fact, the diversity of meanings actually have caused it. Scholars possible to determine the effective role of ideology in the process of social change

because of the assumption that somehow induced and meter are, so far as the perspective and angles to the concept of ideology, was considered the possibility of reaching an overall agreement on the nature and relative consequently, there is no ideological position. For example, while Michael Kshvt ideology, “a form of rationalism” saw, Edward Shils US, in contrast to this view, product and raised more than anything it opposes the extreme Romanticism⁽¹⁾.

Lorrain knows ideology as volatile concept that can be found in the social sciences and this is only because there are several approaches and perspectives that different meanings and functions attributed but its mingling with political themes and meanings that are used in everyday life, has added to the complexity and ambiguity of the concept.

For this reason, conceptualization and definition of ideology is Very different. Ideology is as one of the concepts of social science major impact on social systems and in particular the education system in each country. Education as an important factor affecting the field of culture of each country's social and political and practice creating an action is dependent on the values and norms can not be value-free. In fact, matrix and network of value in society that is for educational practice and one of the most important tools to achieve educational goals of the school, according to the values and beliefs is curriculum⁽⁵⁾.

Curriculum as cultural, social and political ideologies based on a system of beliefs, values and attitudes shaped a social group⁽⁶⁾.

So the curriculum is an issue that is not value-free and can not be neutral against the value of act(8). Based on the above discussion concerns the essence of the study from the perspective of ideology thinkers west in general and in particular is in area of curriculum. Decision-makers of curriculum can not be taken without regard to ideology and essence and ideology in a society to choose their curriculum. When individuals, groups and communities to choose the curriculum, they have the intellectual views in the classroom and school norms is to understand⁽¹⁰⁾. Thus, this study seeks to dispel is that first, the nature of ideology and what are interpretations of the concept of ideology and how these perceptions classify and compare and secondly, what is the connection between ideology and concept curriculum there are different perceptions and their contribution to the field of conceptual curriculum.

Nature of Ideology

As stated ideology is very different definitions of the various concepts that have been provided and the breadth of the definitions and concepts of ideology has led to the concept that there is no consensus and a comprehensive definition that is accepted by most experts in this field does not exist. Here, in order to clarify the nature and number of definitions of what ideology is defined and presented by experts, summarized and sorted and is shown in Table 1. The definitions according to the historical development of this concept as well as important conceptual changes that have taken place over time, in this sense, were selected and classified.

	definition of ideology
Dotrasi (1796)	Science ideas which are subject to identify the origin of ideas and have metaphysical and religious prejudices aside and scientific progress depend on avoiding false ideas.
Adorno (1950)	Organize ideas, attitudes and values and way of thinking about man and society.
Geertz (1964)	Set of symbols, the symbols of psychological culture and products of the world
Lorrin (1979)	A framework of beliefs and needs that some aspects of our personal and social life form
Engels (1981)	A system of ideas associated with philosophical beliefs, economic, political, cultural and social
Van Dyke (1998)	The social representations that are provided by a group and to allow individuals to serve as one member of many social beliefs about what is right or wrong, good or bad and to organize
Mohan and Kynlach (2000)	A system of evaluation of the work to their own experiences into understandable and reasonable terms and describe what
	and one set of values to understand that human life meaningful,
Sandryln (2003)	A framework of ideas, beliefs and values that shape a person's worldview
Gotek (2004)	A system of beliefs and values of a group
Sargent (2009)	A system of values and beliefs related to social institutions and processes which have been accepted by a group of people and a picture of a world that is both global and that should provide

Table 1: Different definitions of ideology.

The essence of philosophy has three components, genus, clause and type. Genus in the fact that both the clause and the type of raw material every concept or object forms, like animals to humans. Clause or property is distinguishing feature of any concept or any object, such as speech or thought for human⁽¹⁷⁾.

Type the name and the name for a concept or object to be classified. Detailed means it is because the nature of the add clause, here about the nature of the ideology of genus and clause were studied. Definitions are provided in the table in terms of raw material and material constituting each common sense in all the above definitions beliefs, values and beliefs to a base material to form any definition, But each has different characteristics and unique definitions are defined under the chapter or any known point of differentiation.

However, here are some definitions of the characteristics are close to each other. Thus, the above definitions due to the proximity of their characteristics can be divided into three categories, as follows:

- Definitions of ideology to pose as a science and scientific aspects and epistemological beliefs and values studied by Dotrasi and Adreno those definitions are presented in Table 1. Dvtrasy the study of ideas based on his senses and brought it from a physiological point of view. Terrace philosophers such as John Locke and Kndylak the idea and has borrowed more than all of Francis Bacon⁽¹⁶⁾. The reason for this perception is the primary means of prosperity and ideology as science is based on observation and free from prejudice⁽⁷⁾.

Based on this concept, look ideology of Althusser has three features:

A) Ideology represents the imaginary relationship of individuals to their real conditions of existence;

B) The material existence of ideology, ideological, ie always there in the form of the devices functions;

C) The ideology of individualism gives people and makes them subjects in ideology. Thus, Althusser believes that “there is no action except through the ideology and the ideology” and “There is no ideology except for the subjects and the subjects’ channels”. The function of all ideologies, that person would convert into subjects. Major believe in this concept of ideology is that man trapped in their understanding through the senses and one's knowledge through experience and observation and the senses are formed.

- A social concept and definitions of ideology and beliefs groups and community groups understand the observed and people should base their beliefs and convictions in organized groups, such as definitions Engels, Larin, Van Dyke and a number provided in the table 1. For Marx and Engels per-

son's membership in a particular social group or class of digital images of the world that is shaped by the experiences of a person's social class. According to Marx, socialization strongly by one's place in the social class that has been formed⁽¹³⁾.

Ericsson and religiosity (2003) ideology, a set of beliefs associated with proper social order and that's how it comes, you know. Ideology has a wide range of topics that are clear instructions and rules of order to his followers and their diktat and systematically integrated and focused on their social values⁽¹⁶⁾. Goutek (2004) ideology, a system of beliefs and values of a group defines⁽¹⁹⁾. The impression ideologies are belief systems that interest groups and social movements are a reflection or consideration⁽⁴⁾.

- Definitions of ideology symbol of the culture of the nation are the result of cultural categories, such as Geertz defined in Table one are presented. Geertz argued that Mtnj culture and ideology of the series of psychological symbols in the world⁽¹³⁾. Thinkers such as Geertz, Reikour, Taylor and Frieden concerned ideology as culture⁽¹³⁾. According to this account multiple and diverse network of cultural beliefs and perceptions there are⁽⁹⁾.

Ideological implications of curriculum

As was explained, educational practice and curriculum can not be neutral with respect to values and belief system of the society and the explicit and implicit ideology in society is affected.

Ideologies have a major role in the curriculum⁽³⁾ and one of the key concepts in the field of curriculum studies are⁽¹²⁾ as well as ideologies determine what should be taught in schools⁽¹¹⁾. The ideology of targets in the course should be followed in what should be taught and how they are affected. This is how the ideology exists and what is its essence, can have different effects on curriculum.

The first perception of the nature of ideology is as a science and scientific and epistemological conception of ideology. The publication of the basic principles of curriculum and instruction known by him⁽¹⁰⁾. Based on this concept, principle, such as efficiency, control and predict the exact purpose of the center is, the accurate prediction purposes, logically organize content and other elements of the curriculum is effective.

Teacher as one of the important elements of curriculum knowledge transfer and skills development in students' subjective role is responsible. Pundits such as Bruner (1966), King & Brownell

(1966), Schwab (1978), Ford & Pagno (1964) were the supporters of this view in the curriculum⁽²⁾. In general implications of the perception of the curriculum can be found in the area of curriculum development aprecision in the design and formulation of objectives, logical organization of content and other elements of the curriculum as well as a greater focus on scientific subjects and structure them.

The second perception of the nature of ideology, social and sociological perception that the beliefs and values of a group and association. According to his conception of human knowledge through social interaction in the group and social class can be achieved. According to this conception of ideology, curriculum based on the needs and requirements of the society and social and community needs and priorities take precedence over other needs. However, according to this conception of ideology dominated group or a group that has more social power, those beliefs and values, beliefs and values of the dominant society set.

Based on this conception of ideology, an important source of design and curriculum development is community and community needs and curriculum are designed around social issues. Also according to this conception of ideology, formal education curriculum is especially important and influential factor in socialization, social change and reform. As rebuild social and educational institutions and curricula of schools and social and cultural changes introduced by⁽¹⁵⁾.

So besides addressing various areas of science curriculum, objectives pursued, which is implicit in the fact of belief and values of the dominant society. In other words, here in addition to the explicit curriculum hidden curriculum is also very important.

The third perception of the nature of ideology, cultural impression, the impression is the major belief in the symbols, language, customs and common norms that shape the culture and context of culture, customs and cultural characteristics of its own. Based on this conception of the nature of ideology, culture and customs curriculum according to design and develop the cultural and environmental area. In other words, context-based and position-based curriculum is being completely that not all of the objectives, content and other elements of the curriculum was designed and developed.

Conclusion

As noted, the concept of ideology is very different and contradictory definitions it is provided and this has caused a consensus does not exist in understanding the nature of ideology.

The various definitions of ideology are presented and classified. With respect to the elements of nature were classified into three categories which include: scientific and epistemological perception, social and sociological perception and cultural perception. Since education and curriculum issues especially dependent on values and can not be value-free and ideology also includes a system of values and beliefs, so different perceptions of the nature of ideology, could have implications for a variety of curriculum areas.

If the ideology is seen as a science and epistemological aspects to be addressed implies that the curriculum is to organize scientific and rational logic leads curriculum elements. If social and sociological understanding of the nature of ideology, the social implications curriculum at social issues and needs of the community will be the main source of design and curriculum development and if the cultural perception of the nature of ideology, the whole context-based and position-based curriculum based in cultures and customs and language are predominant in any setting or context, is formed.

So ideology can have different effects on curriculum and program planners need to design and develop the curriculum, ideology and system of beliefs and values prevailing in any environment and situation to identify and study and according to their beliefs and values to devise their curricula. Also, people who are engaged in practices of education and implement programs to enhance the success rate of curricula, should be familiar with this ideology.

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