

Social Studies in Primary Education: Between Serious Approaches and Implementation Challenges (A Field Study on a Sample of Primary School Teachers in the City of Ouargla, Algeria)

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Abstract:

This study aims to analyze the reality of teaching social studies subjects (History, Geography, and Civic Education) at the primary education level in the city of Ouargla, Algeria. It investigates the effectiveness of the teaching methods used, the difficulties encountered by teachers, and presents proposals for improving the educational process.

The qualitative methodology was adopted, using interviews as a data collection tool, conducted with a sample of 25 primary school teachers.

Findings reveal that although the current teaching methods vary (such as storytelling, digital media, maps, and discussions), they still suffer from limited student engagement and are primarily focused on theoretical content.

Common challenges identified include a lack of teaching materials, overloaded curricula, difficulty in simplifying concepts, and students' weak interest in the subject.

Teachers proposed several development measures, most notably: integrating educational technologies, incorporating interactive activities, organizing field trips, and adapting content to better reflect learners' real-life contexts and the specificities of their educational environment.

Keywords: Social studies, primary education, teaching methods, educational challenges.

Introduction:

Education in its early stages is considered the cornerstone for shaping the learner's personality, developing their awareness, and enhancing their cognitive skills and capacities. School subjects play a fundamental role in instilling values and developing competencies that enable learners to integrate effectively into their social environment. Among these, social studies including history, geography, and civic education stand out as key subjects contributing to this formative process, given their cognitive and behavioral dimensions closely tied to the cultural, political, and social realities surrounding the student.

These subjects are particularly vital at the primary school level due to their role in reinforcing concepts of identity and belonging, promoting a sense of social responsibility, and enabling the learner to understand the historical and geographical contexts that influence their daily life. Educational curricula have placed significant emphasis on social studies in terms of defining objectives and designing content, reflecting a clear intent to prepare generations that are aware of their nation's issues and capable of contributing to sustainable development.

However, the reality of teaching these subjects faces multiple challenges, especially at this sensitive developmental stage when students are still acquiring basic skills such as reading, writing, and critical thinking. This age group is characterized by cognitive and psychological traits that require tailored teaching methods—approaches that respond to learners' needs, bring abstract concepts closer to their immediate environment, and are delivered in engaging ways that promote interaction and active learning.

Despite the importance of these subjects and the serious approach adopted in curricular design, actual teaching practices often encounter difficulties in implementation. These include a lack of educational resources, weak classroom interaction, difficulty adapting content to students' capabilities, and challenges faced by teachers in transforming theoretical concepts into meaningful learning situations.

This raises the following questions:

- To what extent do the currently adopted teaching methods contribute to achieving the educational objectives of social studies in Algeria's primary schools?
- What are the main challenges that primary school teachers face in teaching social studies? And how do these difficulties impact the quality of education and the achievement of pedagogical goals in Algerian schools?
- What are the key proposals and practical measures that can be adopted to improve the teaching of social studies in Algerian primary schools? And how can they be effectively implemented in a way that aligns with the learner's nature and the specificities of the educational environment?

1. Definition of Social Studies:

The term "social studies" commonly refers to the school subjects taught at the primary, middle, and secondary levels that include history, geography, and civic education. By their very nature, these subjects focus on the study of human beings, human relationships, and the problems and situations that arise as natural outcomes of such interactions, whether in the past or the present (Rouba Soualeh, 2015, p. 50).

Accordingly, the social studies subjects will be addressed as follows:

First: History

The teaching of history at the primary level is a fundamental component in shaping students' awareness and enhancing their understanding of the world around them. History is not merely a narrative of events; it is a tool for fostering critical thinking and strengthening children's national identity.

Teaching history at this stage requires modern pedagogical methods that suit the learners' developmental capacities. It helps develop students' analytical and inferential skills, enabling them to draw connections between the past and the present.

1.1 Didactics of History in Primary Education:

History in primary education is more of a practical and awareness-raising activity than a theoretical or rote-learning exercise. Its primary aim is to stimulate and develop learners' powers of observation, train them to learn through experience, make an effort, and ask meaningful questions about the surrounding evidence and events. This is intended to connect them with their community's heritage and the history of their nation and the broader Ummah, with the aim of understanding it in context, expressing it, and drawing meaningful lessons from it (Mohamed Saleh Hathroubi, 2012, p. 235).

2. Teaching Methods for History in Primary Education (Based on: Khairy Rezki, 2022, pp. 1273–1276)

2.1 Storytelling:

- Presenting historical events in the form of stories featuring characters.
- Organizing short plays in which students perform the roles of historical figures.

2.2 Visual and Interactive Aids:

- Using maps, images, and illustrative drawings to help children visualize events.
- Showing age-appropriate educational video clips.

2.3 Games and Interactive Activities:

- Designing games that link historical information to fun challenges, such as puzzles.
- Organizing competitions between students about historical events and personalities.

2.4 Field Trips and Educational Visits:

- Organizing visits to museums and archaeological sites to enhance understanding through direct experience.
- Inviting history experts to conduct interactive presentations in the classroom.

2.5 Projects and Research Assignments:

- Encouraging students to create posters on historical topics they enjoy.
- Dividing students into groups to research specific historical figures and present their findings to classmates.

2.6 Use of Technology:

- Utilizing educational apps and games to make the subject more engaging.
- Using interactive maps to illustrate the course of historical events.

3. Objectives of Teaching History in Primary Education:

- Developing historical awareness in the learner by enhancing their ability to grasp historical landmarks.
- Instilling the values and principles of the November 1st, 1954 Revolution in future generations.
- Raising students' awareness of their shared historical identity. (National Curriculum Committee, 2016, p. 165)
- Helping students understand their connection to humanity and fostering comprehension of civilizations and meaningful intercultural dialogue.
- Enabling students to extract historical information from its sources and use specific documents and key historical concepts. (Mohamed Saleh Hathroubi, 2012, p. 236)

4. Nature of History Resources in Primary Education:

The construction of historical concepts in primary education is linked to the gradual use of methodological knowledge resources through various activities. These introduce the learner to basic and simple terms and concepts such as: event, time, the historical past, historical timeline, historical period, phase, and timeline. This progression aims to build the ability to connect concepts in preparation for mastering more complex ones in later stages—such as evolution, transformation, and historical figures.

The resources are categorized into three structured domains of the subject:

- **Tools and Concepts of the Discipline**

- **General History**
- **National History** (National Curriculum Committee, 2016, p. 166)

Second: Geography

Geography is one of the core subjects in the primary education curriculum. It contributes to developing pupils' knowledge of both the natural and human environments surrounding them. Moreover, it helps them improve their spatial thinking skills and gain a deeper understanding of the relationship between humans and their environments, thereby enhancing their awareness of the world around them.

Teaching geography at this stage relies on modern pedagogical methods aimed at simplifying geographical concepts in ways that make learning more engaging and effective. It also nurtures learners' sense of exploration and fosters a love of self-directed learning.

1. Didactics of Geography in Primary Education

Geography activities in primary education represent a fundamental component in the holistic development of the learner's personality. It helps them solve real-life problems by cultivating spatial awareness and exploring the relationships between people and their natural and social environments.

Geography enables the learner to acquire a sound understanding of geographic space, the concept of distance, and phenomena related to spatial distribution. This understanding helps learners master the terminology and concepts of the subject and provides them with the ability to explain natural phenomena and the elements that influence them. In doing so, the learner develops a sense of connection with the land and a commitment to conserving and properly managing the resources of their environment and country—as a free and responsible individual. (Mohamed Saleh Hathroubi, 2012, p. 240)

2. Methods of Teaching Geography in Primary Education (Based on: Ahsan Ben Messaï, 2005, pp. 153–159)

2.1 Exploration and Observation:

Students are encouraged to explore their surroundings and observe geographic phenomena, such as identifying landforms and climate through field trips or virtual tours using digital tools.

2.2 Maps:

Maps are considered essential tools in geography education, as they help students understand geographic locations and spatial relationships between places.

2.3 Audiovisual Tools:

These include video clips, presentations, and interactive animations that illustrate geographical phenomena in an enjoyable and engaging manner.

2.4 Educational Games:

Geographic games—such as puzzles and map-based competitions—are used to enhance learning through fun and motivation.

2.5 Storytelling:

Geographical storytelling is employed to deliver information in an engaging way—for instance, through tales of exploration or the daily lives of people in different environments—thus helping to embed geographical concepts in students' minds.

2.6 Experimentation:

Hands-on activities such as building topographic models or simple experiments that demonstrate phenomena like wind movement or rainfall formation help reinforce practical understanding of concepts.

2.7 Participatory and Cooperative Approaches:

This method involves engaging students in group activities such as preparing geographic projects or creating mind maps on various topics, thereby encouraging teamwork and critical thinking.

2.8 Discussion and Questioning:

Teachers are encouraged to stimulate students by asking open-ended questions about geographical phenomena, promoting analytical and logical thinking.

3. Objectives of Teaching Geography in Primary Education

- To build the concept of “place” and the ability to position oneself within it.
 - To stimulate and develop students’ powers of observation, and to help them organize and refine those skills.
 - To spark learners' interest in their geographical environment, encouraging them to seek explanations for certain phenomena, understand the underlying factors, and use this knowledge in their lives.
 - To establish one of the foundations of national identity—namely, geographic space—thus fostering patriotism and pride in one’s homeland.
 - To raise awareness about the value of work as a critical factor for a decent life and a lasting source of wealth, compensating for the depletion of natural resources and ensuring sustainable national development.
- (National Curriculum Committee, 2016, p. 181)
- To equip learners with the ability to use geographical concepts and terminology such as directions, landforms, maps, and location.
 - To help learners discover the Algerian environment and its unique geographical and economic features.
 - To develop learners' capacity for scientific thinking, starting from curiosity and questioning, through observation, discovery, analysis, induction, inference, and summarization. (Mohamed Saleh Hathroubi, 2012, p. 241)

4. Nature of Geography Resources in Primary Education

Geography is considered a scientific subject that combines conceptual and terminological knowledge with scientific data from various disciplines. In primary education, the development of its concepts relies on a gradual process that aims to instill in the learner a geographic culture that provides a sense of orientation and belonging.

This is achieved by introducing basic knowledge and methodological concepts appropriate to the learner’s age and level, such as place, location, population activity, and environment, along with more advanced classificatory and relational concepts related to development and population. These allow the learner to acquire competencies and skills for making informed decisions in their daily life within their environment.

These knowledge and methodological components are structured into three key domains of geography education:

- **Tools and Concepts of the Subject**
- **Population and Development**
- **Population and Environment** (National Curriculum Committee, 2016, p. 182)

Third: Civic Education

Civic education is one of the essential subjects in primary education. Its aim is to foster civic awareness among students and instill the core values and principles that promote responsible

citizenship. It provides them with knowledge about their rights and duties and helps them understand the laws and systems that govern social life, in addition to strengthening their sense of responsibility and belonging to their community.

Civic education relies on modern pedagogical methods designed to make learning more effective and relevant to the student's real-life context. Through hands-on activities, discussions, and simulations, students are able to grasp abstract concepts in a simplified and efficient way. Furthermore, this subject contributes to enhancing dialogue skills and instilling the values of cooperation and tolerance among students, thus helping to shape generations capable of actively participating in community building.

1. Didactics of Civic Education in Primary Education

Civic education is a strategic academic subject that contributes to shaping the learner's personality socially and culturally, within the framework of Algeria's civilizational and cultural values. It prepares students to live as responsible citizens who are aware of their rights and obligations as full members of society. It emphasizes the principles of citizenship, including respect for others, tolerance, justice, child rights, social solidarity, dialogue, and openness to global values and cultures. (Mohamed Saleh Hathroubi, 2012, p. 228)

2. Methods of Teaching Civic Education in Primary Education

2.1 Storytelling:

- Using stories to reinforce moral values and citizenship.
- Selecting stories related to child rights, cooperation, and respect for others.

2.2 Cooperative Learning:

- Dividing students into groups to solve problems or discuss topics like tolerance and responsibility.
- Promoting teamwork and instilling a spirit of cooperation among them. (Salhiha Lallouche, 2022, pp. 77–85)

2.3 Educational Theater:

- Role-playing real-life situations that reflect civic values (e.g., respecting laws, resolving conflicts peacefully).
- Encouraging students to express their opinions through dialogue.

2.4 Educational Visits:

- Visiting public institutions (such as the municipality, courthouse, national museum) to understand the role of institutions in society.

2.5 Brainstorming:

- Asking open-ended questions on civic issues (e.g., "How can we keep our school clean?").
- Encouraging critical and creative thinking to find solutions.

2.6 Educational Games:

- Using games like puzzles and quizzes to reinforce concepts of rights and responsibilities.
- Designing interactive activities that simulate decision-making in society.

2.7 Multimedia Tools:

- Showing explanatory videos and animations on topics like democracy and child rights.
- Using images and mind maps to clarify concepts.

2.8 Problem-Solving:

- Presenting real-life scenarios that require ethical and civic decision-making.
- Engaging students in discussions about laws and community values.

2.9 Sharing Personal Experiences:

- Encouraging students to share experiences related to cooperation and responsibility at home or school.
- Promoting learning through observation and practical involvement.

2.10 Projects:

- Assigning students projects such as creating classroom bulletin boards.
- Integrating research skills with civic values.

3. Objectives of Teaching Civic Education in Primary Education

- To develop learners' civic awareness and instill societal values such as tolerance, respect for others, and solidarity among citizens.
- To promote the values of the Republic, the rule of law, patriotism, and openness to global perspectives.
- To provide an education aligned with children's rights and human rights.
- To nurture a democratic culture in students by teaching them the principles of dialogue, debate, acceptance of majority opinion, and rejection of racial discrimination and violence.
- To promote respect for national institutions (the democratic institutions of the Algerian Republic) as well as for international and regional bodies. (National Curriculum Committee, 2016, p. 197)
- To understand and preserve the fundamental foundations of Algerian society.
- To cultivate love for the homeland, pride in belonging to it, and readiness to defend its unity, values, and sovereignty.
- To encourage positive engagement with the environment through its protection and preservation.

(Mohamed Saleh Hathroubi, 2012, p. 229)

4. Nature of Civic Education Resources in Primary Education

The resources and knowledge employed in the curriculum to build the targeted competencies derive their nature from the civic education subject itself, which is characterized by the following features:

- **Interconnectedness and exchange of knowledge.**
- **Contribution to the development of the learner's personality**, as it encourages thinking and behavior, linking knowledge to values and everyday practices in all spheres of life.
- **Openness to the modern world**, and an eagerness to engage with any useful innovation in various scientific fields.
- **Consideration of integration and harmony** with other school subjects.
- **Preparation of learners to take on responsibility** and fulfill their roles in their environment according to their abilities, making them active individuals who act with awareness, independence, and responsibility.

These general characteristics shape the nature of the resources and knowledge in the curriculum, which are structured into **three core domains** in accordance with the epistemological nature of the subject and the developmental traits of learners at each level:

1. **Community Life**
2. **Civic Life**
3. **Democratic Life and Institutions** (National Curriculum Committee, 2016, p. 198)

2. Pedagogical Guidelines for Implementing the Curriculum of Social Subjects (History, Geography, and Civic Education) in Primary Education

The transition from a logic of teaching to a logic of learning, as promoted by the competency-based approach, requires a fundamental shift in classroom pedagogical practices. Therefore, the teacher is expected to:

- Act as a **mentor and facilitator** of students' learning, placing them in **active learning situations** rather than passive, rote-learning contexts.
- Serve as a **planner** of programmed learning outcomes, taking into account students' **cognitive levels and developmental progression**.
- Provide the classroom with **essential concrete teaching aids**, especially during the early stage of this educational level.
- **Capitalize on historical and religious events** as learning contexts to instill national and universal values.
- **Revise assessment methods** by evaluating **competencies** alongside **knowledge acquisition**.
- Define **assessment criteria and indicators** based on the requirements of each learning situation. (National Curriculum Committee, 2016, pp. 177, 193, 212)

3. Methodological Procedures of the Study

3.1 Fields of Study

a) Temporal Scope:

The study was conducted during the **2024–2025 academic year**, covering the curricula and classroom activities of the **third, fourth, and fifth grades**.

b) Spatial Scope:

The research was limited to **public primary schools in the city of Ouargla, Algeria**, in order to explore the teaching of social studies at the primary level—balancing the seriousness of content delivery with the challenges of practical implementation—within a specific geographic and educational context.

3.2 Study Sample and Data Collection Tools

The study sample consisted of **25 primary school teachers** from Ouargla. Data were collected through **non-structured interviews**, a qualitative method in which the interviewer does not rely on a fixed list of questions or predefined issues but allows the conversation to flow naturally, focusing on themes relevant to the research subject as they emerge during the interaction.

3.3 Research Methodology

The study employed a **qualitative research approach**, aimed at understanding the phenomenon under investigation. The focus here is on grasping the **meanings** behind the collected statements or observed behaviors. Thus, the researcher emphasized **case study analysis** or the study of a **small number of individuals**. (Maurice Angers, 2006, pp. 100–106)

This methodology was implemented through two main strategies:

a) Content Analysis:

Defined by Berelson as a **research technique for objective, systematic, and quantitative description of the manifest content of communication**. (Said Saboun, 2012, p. 229)

It is also described as an **indirect technique** applied to **written, audio, or audiovisual material** produced by individuals or groups, where the content is presented in a **non-numeric format**. (Maurice Angers, 2006, p. 218)

b) Interpretation and Understanding:

After analyzing the content of interviews—that is, the knowledge obtained from respondents and the key expressions embodying the phenomenon—the study proceeded to interpret the meanings derived from these expressions.

The **interpretive approach** is foundational to the human and social sciences. In particular, **sociology**, which studies human beings and their perceptions of surrounding phenomena, requires interpretation to access underlying meanings.

As sociologist **Anthony Giddens** notes in *The Constitution of Society*, the social sciences are inherently **interpretive disciplines**. He explains:

“The sociologist deals with a pre-interpreted world in which the creation and reproduction of frameworks of meaning are the necessary condition of the subject being analyzed—namely, human social behavior.”

He emphasizes the concept of “**double hermeneutics**”, wherein the subject of the analysis (human behavior) is itself interpretative, and thus the analysis requires interpretation of an already interpreted reality. (Anthony Giddens, 2000, p. 35)

4. Study Results

4.1 Presentation and Analysis of the First Research Question:

To what extent do the currently adopted teaching methods contribute to achieving the educational objectives of social studies subjects in primary education in Algeria?

1. History:

In discussing the teaching methods used by the teachers, it became evident that various approaches are employed in teaching history at the primary level. The **type of lesson** often determines the **method chosen by the teacher**. Common techniques include **storytelling, audiovisual aids**, and more modern teaching strategies such as **student projects, maps, the textbook, and diagrams drawn on the board**.

In some cases, the teacher makes a deliberate effort to **link the lesson to real-life situations** in order to **simplify and clarify concepts**, recognizing that history is a **sequential subject** closely connected to **real events and societal developments**.

2. Geography:

From discussions with the teachers, it was found that **most of them rely on the following methods**:

- **Maps and Images:** These tools play a vital role in geography instruction by:
 - Representing geographic phenomena such as **mountains, rivers, deserts, and climate conditions**.
 - Bridging the gap between **theoretical knowledge** and **real-world examples**, facilitating better conceptual understanding.
 - Encouraging students to **analyze images** and **extract information** from them.
 - Increasing students' **motivation to learn** and making the lessons **more engaging and exciting**.

2. Videos and Digital Media:

According to respondents, **digital tools have become essential components** of modern education. They contribute to geography instruction by:

- Realistically **simplifying geographical concepts**.
- Helping students **visually grasp** natural phenomena such as **floods, earthquakes, and volcanoes**.
- Making learning enjoyable through **interactive games**, like identifying capitals or countries.
- Allowing students to **explore locations and terrains independently**.
- Strengthening the **connection between geography and real life**.

In addition, teachers strive to connect geographical concepts with **students' everyday realities**. For example, lessons on **climate** can be linked to its impact on **agriculture** or **daily life in various regions**. Similarly, discussions of **landforms** may explore their effect on **population movement** or **lifestyles in mountainous or desert areas**.

3. Civic Education:

Teaching Methods Used in Civic Education:

Most of the teachers' responses focused on **two main methods**:

• Theoretical Explanation and Discussion:

This method involves starting with a **brief theoretical explanation** to introduce key civic concepts, followed by **class discussions** aimed at applying this knowledge to real-life situations and analyzing civic issues.

However, some limitations of this method include:

- Reduced **student engagement** and interaction, resulting in **passive learning**.
- Risk of becoming **monotonous** if not supported with **real-life examples**.
- Possibility of **scattered ideas** if the discussion is not well guided.
- **Reluctance from some students** to participate actively.

• Educational Stories and Real-Life Scenarios:

Using **educational storytelling and real-life scenarios** is considered an effective approach in teaching civic values. It helps to **instill principles of good citizenship** in students and enables them to **understand and apply these values** in their daily lives—thus preparing them to be **active and responsible members of society**.

Nonetheless, this approach may face several challenges:

- **Not all topics** are suitable for storytelling, especially those requiring **critical analysis**.
- Teachers must possess **storytelling and dramatization skills**, which not all educators have.
- Students may become **passive listeners** rather than active participants, limiting **interaction and critical thinking**.
- Real-life scenarios may lead to **unpredictable or sensitive discussions**, requiring **advanced classroom management and moderation skills** from the teacher.

5.2 Presentation and Analysis of the Second Research Question:

What are the main challenges faced by primary school teachers in teaching social studies, and how do these challenges impact the quality of education and the achievement of pedagogical objectives in Algerian schools?

1. History:

According to the teachers' statements, several difficulties are encountered in teaching history at the primary level, including:

- **Overloaded content and limited time:**
History includes numerous **dates, events, figures, and concepts**, which may be challenging for young learners to **memorize and comprehend** within the allotted time.
- **Lack of student interest in the subject:**
Many students **lack analytical skills**, making it hard for them to connect **causes and effects** or compare historical periods. They also **struggle to visualize the past**, especially if they **lack prior knowledge** about different time periods, which weakens their engagement.
- **Lack of teaching aids:**
A **shortage of educational tools** such as maps significantly affects the **clarity of information** conveyed to students. This often leads to **poor understanding**, weak interaction with the subject, and an overreliance on **rote memorization** rather than **deep comprehension**.
- **Difficulty connecting historical events to the present:**
This issue is linked to both the **lack of student interest** and the **shortage of educational resources**. The **absence of imagination and analytical thinking**, combined with a **reliance on memorizing events** and a lack of **modern teaching tools**, hinders students' ability to relate the past to current realities.

These challenges negatively impact students' **motivation to learn history**, leading to the following conclusions:

- **Relying solely on storytelling** causes students to **lose interest** and feel **bored**.
- Focusing **only on theoretical content** leads to **student disengagement**.
- The **academic pressure** from other subjects reduces the time and attention students give to history.

2. Geography:

Respondents indicated that teachers face several challenges in teaching geography, such as:

- **Shortage of educational tools:**
Many teachers struggle to effectively teach geography due to the lack of materials like **maps**, which makes it hard to **explain key concepts** (e.g., landforms, climate) in tangible ways. This shortage renders lessons **dry and unengaging**, leading to a **loss of student interest**.
- **Difficulty simplifying geographical concepts for children:**
Geography includes **complex and abstract ideas**, such as **latitude and longitude, landforms, climatic phenomena, and Earth's movements** (e.g., rotation around the sun). These topics are often difficult for children to grasp without **innovative explanatory approaches**.
- **Insufficient number of class sessions for the subject:**
Limited time allocated to geography significantly affects teachers' ability to **cover the full curriculum**. As a result, **some topics are rushed or skipped**, preventing students from achieving **comprehensive understanding** and **limiting interactive learning opportunities**.
- **Low student interest in the subject:**
This lack of interest stems from several factors:
 - The **limited time dedicated** to geography makes students **perceive it as unimportant**.

- The **lack of interactive elements** weakens their attention span.
- Reliance on **traditional teaching** methods or rote learning.
- **Limited use of technology** in the classroom.
- **Competition from more appealing subjects**, such as mathematics.
- The **teacher's role** in motivating students is sometimes insufficient.

3. Civic Education:

Respondents reported that teachers face several challenges in teaching civic education, due to the following:

- **Lack of educational materials:**

The absence or limitation of teaching aids negatively affects the learning process, resulting in:

- Poor interaction and comprehension.
- Overreliance on rote memorization.
- Lessons remaining theoretical, without practical application.

- **Low student interest in the subject:**

Reasons cited include:

- Use of lecturing instead of interaction and discussion makes the subject **boring**.
- Lack of educational aids makes it hard to **grasp abstract concepts**.
- Subject matter often appears **disconnected from students' daily lives**.
- **No field trips** reduces real-world engagement.
- Teachers may not appear **motivated**, which affects student responsiveness.
- Some students feel **civic education has no direct impact** on their professional futures, reducing their motivation.

- **Difficulty in simplifying civic concepts and values for students:**

Teachers may struggle with simplification due to:

- **Abstractness of concepts** (e.g., citizenship) that are difficult for young learners to understand.
- **Theoretical presentation** of content without connections to real life.
- **Overreliance on memorization** with no interactive tools or practical activities.
- **Limited class time** devoted to civic education, which affects the ability to internalize values.
- **Priority given to core subjects** (math and languages), sidelining civic education.
- **Lack of teacher awareness** about the long-term impact of civic education on character development.
- **Overloaded schedules** that reduce time allocated to civic education.
- The subject is sometimes treated as **secondary**, integrated into other subjects, rather than taught independently.

5.3 Presentation and Analysis of the Third Research Question:

What are the key proposals and measures that can be adopted to improve the teaching of social studies in Algerian primary schools, and how can they be implemented in alignment with the learner's characteristics and the specificities of the educational environment?

1. History:

The main proposals suggested by the respondents to improve history teaching include:

- **Digital tools and media:**
These offer **visual and engaging content**, encouraging **student participation**.
- **Field trips and educational outings:**
These allow learners to **interact directly** with historical content, improving **understanding and retention**.
- **Images and maps:**
These help **enhance visual comprehension**, by presenting concepts like **borders, geographic changes**, and **historical locations**, such as European colonization in Africa. They also **strengthen spatial and chronological awareness**.
- **Improved interaction and communication:**
Group discussions about maps and images encourage **cooperation, dialogue**, and **self-directed learning** through exploration.
- **Textbooks:**
Textbooks offer multiple benefits:
 - A **structured framework** for the lesson.
 - A **reliable reference**.
 - Support for **theoretical understanding**.
 - Enhancement of **research and analysis skills**.
 - **Flexibility** in teaching.
 - Facilitation of **communication with parents**.
 - **Support for evaluation and review**.

2. Geography:

The respondents proposed several measures to improve the teaching of geography:

- **Tools to enhance geography instruction:**
 - Provide educational resources in schools.
 - Use **maps, images**, and **videos**.
 - Organize **educational field trips**.
 - Incorporate **geography games**.
 - Use **digital and technological tools**.
- **Integrating games and interactive activities into geography lessons:**
These contribute to:
 - **Simplifying and contextualizing content** for better understanding and engagement.
 - Enhancing **retention** of information.
 - Fostering a **collaborative learning environment**.
 - Helping students **recall geographic concepts** more easily.
 - Making lessons **more enjoyable** and enriching.
 - Clarifying and reinforcing information.
- **Suggested adjustments to make geography more enjoyable:**
 - Design lessons around **real-world phenomena** aligned with students' levels and environments.
 - Apply **active and cooperative learning strategies**.
 - Allow students to **visit museums**.

- Make textbooks **more accessible and engaging**.
- **Simplify complex concepts** in instructional materials.
- Choose **age-appropriate topics**.

3. Civic Education

Key Proposals Suggested by Teachers to Improve the Teaching of Civic Education at the Primary Level:

A. Tools to Enhance Civic Education Instruction:

Most teachers emphasized the following as effective tools to improve the teaching process:

- Encouraging **teamwork and healthy competition**.
- Using **examples from daily life**.
- Organizing **field visits**.
- Expanding the use of **digital boards**.
- Applying **cooperative learning** strategies.
- Using **concrete materials**.
- Designing **realistic lessons** connected to the students' environment and daily experiences.

B. Integrating Games and Interactive Activities in Civic Education:

The integration of games and interactive activities contributes to:

- **Idea sharing**.
- **Value development** in learners.
- Promoting **team competition and knowledge exchange**.
- **Breaking classroom monotony**.
- Using **humor and dramatization** to enhance lesson retention.
- **Stimulating learner motivation**.
- Enhancing comprehension by allowing students to share their experiences, which helps:
 - Clarify abstract concepts.
 - Expand knowledge.
 - Foster initiative.
 - Promote interactive learning.
 - Spark excitement and curiosity.

C. Proposed Adjustments to Make Civic Education More Engaging for Students:

Among the suggestions made by teachers:

- Allocate sessions for **field visits** linked to lesson content.
- Connect the lesson to **daily life experiences**.
- **Dramatize civic education sessions**.
- **Simplify lessons** in accordance with students' cognitive level.
- Implement **project-based learning**.
- Use **modern teaching methods**.
- Make **field visits mandatory** as a culminating activity at the end of each unit.
- Schedule **more than one session per week**.
- Ensure **accompanying visuals are clear and large enough** for observation and comprehension.

Conclusion

In conclusion, **social studies** serve as a foundational pillar in building a learner's awareness of their past and present, while fostering a sense of **belonging and responsibility** toward their society and homeland. These subjects are not limited to information delivery; they contribute to instilling values, nurturing citizenship, and encouraging critical thinking from an early age.

Planting the seeds of social consciousness in our children today is a true investment in a more **aware and cohesive future**.

Social studies are **not merely academic lessons**, but a **window through which children view their society, history, and identity**. We must ensure they are delivered with **creativity and enthusiasm**, to raise generations that are proud of their homeland, understand the world around them, and are capable of effecting **positive change**.

From this perspective, **developing teaching methods** and **linking content to students' realities** is essential to ensure the effectiveness of these subjects in **shaping a generation that is aware and engaged with both its community and the broader world**.

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