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The Role of Social Institutions in Citizenship Education

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Abstract:

The study attempts to identify the role of social institutions in consolidating the concept of citizenship education and its consequences on cultural and social variables, important pillars of improving their performance at all levels, especially in spreading self-awareness, citizenship, and identity, and transforming the individual from a biological being to a citizen who knows his rights The importance of socializing, volunteering, and cooperating in the service of others are the most important values that make an individual a useful actor, member, and citizen. "The process of healthy socialization supports the foundations of citizenship education by reinforcing these values, and at the same time, it clarifies the damage that can result from the abandonment of these values. Hence the urgent need to take care of citizenship education, in that it is a continuous process Instilling a sense of duty to their community and a sense of developing a sense of belonging to nation, instilling respect for the system, national trends, systems, and instructions, introducing young people to their country's institutions and cultural organizations, and that they are not a coincidence but the result of hard work and bitter struggle education," and this study was a simple attempt to highlight the role of socialization institutions in citizenship education.

Keywords: Social Institutions; Family; School; Mosque; Group of comrades; media; Citizenship.

Introduction:

This study focuses on a precise and effective aspect of socialisation institutions and their role in citizenship education.Serious changes resulting from the lack of a global perception of reality and hope in certain societies and the ineffective role of social institutions, The realistic studies and scientific research carried out by the university are the most prominent scientific organisations and laboratories in citizenship education, which is a global pillar for establishing and Stabilizing and qualifying the values of the mental conscience of the active human being to deal with science and knowledge, absorb development strategies and understand his current reality with the modern changes brought about by the globalisation system and regional events surrounding social change, all of which have been reflected in the reproduction and crystallization of accelerated social changes, in which societal values almost fade away.Interest in socialization has increased throughout the Arab world This concern is an expression of the great importance it acquires in shaping human behaviour and shaping individuals' norms, values, attitudes and skills.This is reflected in demonstrations and protests, as well as crises here and there, persistent social, political and cognitive

challenges and multiple concerns.This contribution attempts to achieve a sociological understanding.

The topic of education for citizenship in contemporary thought raises multiple theoretical and applied educational issues, some of which are related to scientific, cognitive and conceptual issues in education, especially in In the current period, much has been linked to the goals of educational practice promoted by social and educational institutions, the university, the family and others, so it is necessary that the role of education in strengthening the national identity by consolidating its elements in the individual from his feeling and sense of identity, rights, responsibility, duties, participation in his civil affairs and acceptance of the basic values of society, and some scholars set education for citizenship as an urgent need and one of the philosophical foundations for creating modern educational programs in European society to preserve the identity of their society and face the dangers of globalization and its system. It is the subject of the era and interest in various countries of the world. As a result, Robert and Yash's (1992) study emphasizes that public schools play a key role in the development of citizenship. In light of our study on citizenship)1(.

The paper focuses on the roles of the school, family, mosque, media, and the philosophy of public education policy in developing citizenship. It also highlighted the need for a partnership between the school and the local community in the field of citizenship education It is clear from the above that social welfare institutions have a role to play in establishing the values of citizenship and related education, and therefore among individuals in society.

We can ask about the role of socialisation institutions in transmitting positive social norms to young people, which helps to build a good citizen who has a sense Belonging, by In word and deed, it contributes to enhancing psychological and social security and community stability. Therefore, the question was based on the following questions: What is the role of socialization institutions in consolidating the principles of individual citizenship? What is the role of social institutions in shaping the principles of individual citizenship? What is the role of socialization institutions in establishing citizenship? What is the concept of citizenship education? What is the relationship between citizenship education and other social institutions?

THE FIRST TOPIC: The study's theoretical and methodological framework

This study included three related claims relating to the theoretical framework as follows:

FIRST REQUIREMENT: Relevance, objectives and concepts of the study

Firstly, the importance of the study lies in clarifying the way to activate individual citizenship as a preferred means of preserving the stability of society and its

national identity in all its dimensions and promoting citizenship rights such as loyalty, national belonging, and the idea of coexistence with others.

Shaping the realization of citizenship such as loyalty, national belonging, and the issue of coexistence with others.

Secondly: the objectives of the study are centered on:

- Clarifying the true meaning of citizenship from all all Angles and dimensions to identify the foundations of citizenship education,trying to consolidate and realize citizenship.

It among individuals in order to ensure that it is reflected in social interactions in individuals' daily lives. This situation will lead to the individual's compatibility with himself, of third national affiliation and finally social stability.

- Identification of ways to support the concept of citizenship and its inculcation with individuals in order to preserve social stability in its various dimensions.

Third: Basic concepts of the study:

01. Definition of parenting:

a. " The upbringing is a language: taken from the verb originated, that is, a youth and close to realization, and created any masters that have been raising and caring for man from a young age. A single Arabic-language upbringing is synonymous with a single education:

b.**Terminology:** In sociology, it means human humanization that is, transforming from biological organism to the social person. The relationship between the concepts of training and socialization shows the relationship between training and socialization pedagogical process, a process of modifying or altering an individual's behaviour with experience and practice [(2)].

02. The concept of socialisation: The researcher refers to the concept of socialisation as a process by which an individual acquires customs, traditions, values and trends in his or her environment and is carried out through methods that the family deems appropriate and consistent with the subculture to which he or she belongs.

FIRST REQUIREMENT: the concept of socialization of importance and role

Firstly: **Sociological Definition of Socialization:** Socialization is an ancient process that accompanied the emergence of human societies, but its practical study is modern sociological. Scientific interest in it dates back to the late 1930s and early 1940s when Park published his research on socialization in 1939.The socialization process is receiving attention from social studies, which have devoted chapters of their studies and increasingly directed their research towards this topic,which has become of interest to the individual, the family and society, as this process plays a role in shaping the individual's personality in a way that

confirms his or her relationship with his or her culture and society through the acquisition of one's culture, language, meanings, symbols and values.Through this process,the individual also acquires compatibility and adaptation with the community,learning customs,traditions and social norms, and his or her role as an individual [3].It is the process through which man learns, and during his life the sociocultural elements of his environment are,and are influenced by, and through his own experiences, through which he adapts and the social environment in which he lives. Socialization is a process through which human behaviour, by which an individual learns his or her social roles, acquires social norms, values and psychological trends for adaptation and social harmony [4]

Hamed Abdussalam Zahran believes that socialization is: a process of learning, teaching and educating human rights ",based on social interaction, aimed at acquiring an individual child as an ageing adolescent with appropriate behaviour, standards and attitudes for specific social roles social cohesion and social cohesion ", enables him to keep pace with his community, earns him a social character and facilitates his integration into social life social behaviour ", which is the process of shaping an individual's social behaviour.

Secondly: Definition of the Family Institution: Defined as:

Pierre Bordeaux considered it a basic unit: an economic unit of production and consumption, a political unit in the light of the clan's family alliance and, lastly, a religious unit, because each house is linked to one belief, for example: threshold weather, new house entry weather, and ancestral rituals.What interests us here is that the organisation of various economic and religious activities, through the enactment of traditional laws of morality, values and religion, and which is the model on which any social system is built[5].

Third: School Foundation Concept:

Is a social institution because it is a social system, whose task is to form and raise citizens of the future; Its composition through its education and qualification, and its upbringing through its social upbringing, i.e. by providing the learner/pupil with knowledge and skills without which he/she cannot understand, interact with and influence the world, and by socializing by preparing him/her to exercise his/her social roles by acquiring how he/she lives in the community while respecting common social norms and valuing the values of justice, freedom and responsibility[6].He defined it as ‘a social institution intentionally created by society to educate new generations to become good members of the society for which they are being prepared, and to develop the personality of individuals through education and training. Integrated manner to become positive members of society[7].

Fourth: The concept of mosque foundation and houses of worship:

The mosque is a hinged and central religious institution around which all other modern and traditional institutions of Islamic society revolve. Its role is to reinforce the behavioral values and teachings of the Islamic religion. That came according to the Prophet's approach, as well as its role in spreading Islamic culture and raising and educating members of the Islamic community from the original source. If the mosque was associated with religious education in its early years, Muslims then understood the pioneering role of the mosque. Muslims then understood the actual role of the institution of the mosque, university, friendship, etc. To this day, the mosque is still concerned with religious awareness and the dissemination of moral values in order to build a Muslim society, and the mosque is the first institution that educates people and instills in them courage and the spirit of solidarity and compassion. It develops the spirit of brotherhood, harmony and love between believers., they live at a distance from rivalry, grinding and wars of caste, because everyone feels his dignity as God honored him, and that he is equal in rights and duties with all those who stand next to him in class, whether they are rulers or rulers, rich or poor [(8)].

Fifth: Definition of the Companionship Group:

A comradeship group ‘consists of a group of people who have a mutual relationship and common cultural objective and patterns. From the psychological point of view, this group seems to be both contrary to the sum of its members. In other words, not only does it represent a numerical increase for each member, It is a qualitative change with regard to its behavioural functional impact that this group exists within a social organization in which it continues to be influenced by its models. Interacting in some way with the rest of its other groups. General behaviour is mutually supportive and cooperative, within which it contains the arrangement and organization of members, depending on their roles and levels [(9)]. According to us, it is a group with the same perceptions and age convergence, possessing the same aspirations and desires, but differing in thinking, that some of its members are likely to be innately presidents and leaders.In our view, it is a group with the same perceptions and age convergence, possessing the same ambitions, desires, but uneven thinking, which some of its members are likely to be innately presidents and leaders.

Sixth: Media and Delivery Concept:

The media and communication means formal and informal governmental institutions that disseminate culture, familiarize individuals with the ancient and modern Islamic heritage and are concerned with educational aspects of Islamic

morality, as an It aims to acclimate the individual to their local community and is an important element of upbringing. Of Arab youth. These institutions include: Radio, television, newspapers, cinemas and theatres play the role of the media in disseminating diverse information, satisfying different psychological needs, supporting psychological attitudes, promoting or modifying values and beliefs, and aligning new attitudes. It is defined as the social process by which information, opinions and ideas are exchanged in function symbols, between individuals or groups within society, and between different cultures, to achieve certain objectives(10).

Third requirement: citizenship and its concept stopped here in translation

In the philosophy of education in many Arab countries, concepts such as homeland, citizen, good citizen, national citizenship and the same concepts that promote it, especially in social subjects, such as Islamic education and civic education, have been varied. Most educators have agreed that the essence of education is based on achievement. "Good citizenship, which achieves an effective citizen in the service of himself, his local environment, his homeland and the humanitarian community to which he belongs (11).The Arab World Encyclopedia defines citizenship as "a term that refers to belonging to a nation or country". The sociology dictionary is defined as "a social standing or relationship between a natural individual and a political society (State), through which the former is determined by law; It is viewed by Hilal Fathy and others in a psychological perspective, such as feeling a sense of belonging and loyalty to his country and its political leadership, as it is the source of fulfilling his original needs and protecting himself from fateful dangers (12).

First: Education is defined as those intentional, unintended, direct, indirect, planned and unplanned social endeavours and efforts occurring in a society, at some time, and through all components, systems and institutions of society, which result in the individual's or her more compatible with the requirements and objectives of society. Education on citizenship, which is the right space to train for collective values and to acquire a democratic culture, a place that does not compensate for resistance to prejudices and intolerance. Citizenship education is such education that aims to prepare the individual for good citizenship in his or her country by providing him or her with the knowledge, values and skills associated with legal, economic, historical, political, cultural, problem-solving and other good citizenship skills. Blurring requires addressing the following elements:

1-Education for Democracy: Education for Democracy supports the Embedding the goals of citizenship in education.

2- Moral education: distinctive research in the fields of psychology and education that aims to teach attitudes and values between school and family. It shows us the moral aspects of citizenship in education, which he acquires through his interaction with them.

3- Political education: Political culture is an important aspect of citizen education: the political aspect. It makes it easier for students to understand the nature of this world in terms of politics.

4- Human rights education: emphasis is placed on developing respect for and appreciation of the rights of any human being, teaching students about citizens' rights and behaviour, and developing personal and social skills.

5- Education for sustainable development: one of the most reluctant concepts in which education is linked to development, by educating young people to participate in the development process by providing them with knowledge, values and trends, and by involving them in the study of many issues affecting development such as poverty, war, conflict and citizenship, thus emphasizing the concepts that form the pillar of education for sustainable development [(13)].

6- Education for peace: Peace is a social requirement. Every society seeks harmony among its ethnic, religious, linguistic and social groups, as well as between man and his natural environment. Education for peace aims at: Improving understanding and respect among diverse cultures, improving the relationship between ethnic groups and different nations, eliminating all forms of cultural, ethnic and racial discrimination, and encouraging dialogue, cooperation and democracy, multiculturalism, dialogue and understanding, in order to raise peace through:

a/. Knowledge of human rights, environment, non-violence, justice, freedom, participation and human well-being.

b/. Trends: tolerance and self-esteem, respect for the environment, prevention, and perception.

c/. Skills: ability to negotiate, ability to withstand stress, evaluate personal feelings, assess others' feelings, resolve conflicts, listen and communicate [(14)].

7- Multicultural education: It is a progressive entry point aimed at transforming three areas of oneself, transforming schools and education, and transforming society.

8- Environmental education: education aimed at developing environmentally conscious minds, aware of how to help solve environmental problems, and motivated by the application of these solutions.

Third: Contemporary trends in citizenship education

Recent trends in citizenship education emphasize that there is no agreement among societies as to what priority should be given to any of the goals of the education system. Is there a priority for "cognitive" cognitive goals that teach individuals skills and knowledge? Or have the valuable goals of preparing individuals to acquire citizenship and finding a citizen who retains valid values to participate in the life of society? Or have socialization goals that try to make individuals more compatible to enter into interpersonal relationships with others? If we look at all political systems, they are in one way or another seeking to achieve a maximum degree of political harmony among their citizens, raising them in a spirit of loyalty to their homeland. The resistance to the public stalemate and political negativity that spread among the youth group in that period and thus the purpose of her education is to provide the learner with knowledge and values in the face of behaviors that are valuable to his life, and earn him necessary characteristics for his membership in the State [15].

SECOND REQUIREMENT: The Role of Social Upbringing Institutions Family School Mosque in Promoting Citizenship Education

The process of socialization is carried out by various institutions with different means, curricula and groups of participants. They work individually or in the community to achieve their objectives, which are, in fact, the objectives of society.these institutions, whose intellectuals and researchers disagree in classifying them in terms of importance and status, as well as their respective roles in fulfilling their respective functions of upbringing, are as follows:

Firstly: Family and its role in promoting citizenship education:

The family is also responsible for raising and teaching the child to communicate with customs and make him or her able to live in his or her surroundings.The family is based on training the child to develop his or her abilities and aptitudes through education, experience, guidance and guidance in line with the stages of his or her physical, intellectual and social development. The family also plays an essential role in the process of upbringing because the individual receives all future behaviors that determine his or her treatment with others [16]. Most research of creativity when it gives him the opportunity to express his ideas freely and encourage him to carry out unfamiliar work for those of his age and provides him with opportunities for education, training, discussion, asking questions and preparing for the school stage.

Some studies suggest that attitudes of acceptance, tolerance and love help a child's healthy development and that children with behavioural problems often come from homes with severe problems and that the use of the democratic pattern by parents in raising their children affects the child's social adjustment and

becomes more positive outside the home, And with others, it increases the productivity of children and is more self-reliant and inclined to independence (17).
The family can play its role in raising children's patriotism and citizenship by:
1. Prepare children to be good citizens adhering to their Islamic faith.
2. Take every opportunity to speak directly the examples and evidence close to their minds that these regulations and laws are designed to safeguard our safety, safeguard our interests and rights and facilitate our life affairs.
3. Instill patriotism in children to become more proud of them while working towards their advancement, honouring Shana and protecting their custody. This can be done through:
A/. Children define their country as the cradle Children know their homeland as the cradle of Arabism and Islam and the land of jihad and heroism.
B. Educating children about their homeland and its honorable history while engaging in the bright aspects of this history.
C/. Familiarize children with religious and national symbols that have long served the nation in religious, scientific, social and other fields.
4. Publicize the nation's spirit by taking children on tours, including historical and heritage sites and museums.
A/. Definition of the country, and its geographical importance on a simple map.
B/. Chanting anthems that call for doing good and seeking to serve people and the nation.
C/.Encouraging children to draw pictures of the nation's achievements.
D/.To familiarize children with their home country's institutions and cultural organizations, and that these organizations have come not by accident, but as the result of hard work and bitter struggle and that they have in their door of the nation.
E/. Instilling respect and love for legal systems in children because adherence to it is a manifestation of civilization and progress
F/. Instilling a spirit of initiative for voluntary charitable activity that contributes to the formation of the meaning of citizenship.
5. Establishing the foundation for parents to take care of their children, respect their relatives, and preserve the family institution.
6. Achieve cooperation, brotherhood, and understanding that should last.
7. Promote family dialogue and intergenerational interaction.
8. Open an in-depth dialogue with tomorrow's men, among themselves, and enable them to express their vision as partners.
9. Promote a culture of dialogue, participation and tolerance of difference.
10. Accept children and their active listenings, work positively with them and promote their own culture.

11. Enabling children to express their views according to their ability and maturity
12. The child's competence to:
A/ He belongs to his Islamic nation and the history of his homeland.
b/ He preserves his country's achievements and seeks to stabilize it.
c/ Believes in national unity as an imperative for progress.
d/ Appreciates and presents the public interest in his own interest and sacrifices for good.
e/ He bears responsibility and exercises rational methods of dialogue.
f/ Performs his duties, upholds his rights and believes in the principles of social justice.
g/ Scientific values such as: honesty, objectivity, love of discovery and perseverance.
H/ High morality, ethics of dialogue and respect for others' views.
j/ Exercise self-criticism and participate in decision-making.

Secondly: Education and citizenship and the role of the school in consolidating it:

After the family, the school is the most important institution in the education of society, complementing children's education at home. The school needs to familiarize itself with the child's home environment in order to gain knowledge of the factors that interfere with the child's personality and to be able to fulfil its educational role in preparing a citizen with the skills and information to help him or her live in a rapidly changing world in which intellectual, social and emotional Trends are subject to change. The importance of schools is limited to inculcating the concepts of national unity in young people in the fact that it is an important tool for promoting peace and security.achieving national consensus through the dissemination of public political concepts and values to a large segment of citizens As a means of strengthening national systems and minimizing the potential for national unrest,The school plays an essential role in this by establishing understanding among the children of different social groups and attracting them all about feelings of loyalty to the existing system and a sense of patriotism and community.

The school agrees with the other institutions of society in the process of socialization and is closer to the religious institution, the family, and the media in that these institutions have the intended socialization practice in one form or another. The school is one of the four organs of socialization, but the fundamental difference between them is that the school is the only one that specializes in socialization and education, economic and other functions, and the school's work is limited to nurturing and related selection [(18)].

1.2. Elements of citizenship: The school has a fundamental role in instilling citizenship based on its clear philosophical vision, derived from the society in which it works to achieve its goals. For its success, we must be aware of the basic elements of citizenship:

a/. A sense of identity: It is the first element of citizenship, it may be one or multiple. In this case, society is known as a multicultural society, and multiple sources of identity are either local, linguistic, cultural, religious or ethnic, and national identity is the fundamental basis of citizenship [(19)].

b/. Responsibilities and duties: This point is a fundamental pillar that should be addressed in the citizenship education approach.

C. Participation in civil affairs: The affairs of his society and is keen to realize his hopes and aspirations, because the reluctance and abandonment of participation allow those without citizenship the value of tampering with public affairs.

D/. Acceptance of society's core values: as subjects of debate and discussion and is due to different individual perspectives to the nature of society's core values to realize these values, they often include duties and rights. By laws, But these values may be historically rooted in the culture of society, which includes the religion that members of society believe in. The problem was not to determine the values, or who had the right to determine them, but how to apply them.

2.2. Citizenship education in Algerian educational curricula:

The historical and political events in Algeria followed, after the elimination of colonial domination through the so-called black mankind, Algeria's identity is virtually decimated and social values are undermined, but Algeria and its children's minds are justified. s Rights and Duties, which has succeeded wisely in overcoming the obstacle to these crises, and has throughout its history highlighted the importance of rights and duties in order to create an effective system is a political product that is a special way of seeing things, where it sees "Tolston" is that education involves persuasion and communicating a set of provisions and values that relate to life. The Order of 16 April 1976 on the organization of education and training contained in some of its articles reflect Local guidelines for Algeria's education policy within the framework of Algeria's education policy within the framework of the consolidation of citizenship by educational institutions and the development of the child's personality as a citizen. And preparing him for work and life - responding to the aspirations for justice and progress [(20)].

3.2. School activities: The teacher's role is to transfer the learning process Cognitive knowledge, emotional effectiveness, and performance and

social, these activities are selected in the light of objectives as visits to national institutions social activities, hygiene campaigns and volunteerism. Going through experience always leads to effective learning Therefore, Algeria has attached great importance to educational activities, as a link between practice and principles and as a branch of the relationship between society and the educational institution institution and society, as a basis for true citizenship, which it has initiated since the school season. (1984-1985) Starting in the fifth year is essential, The school has given cultural clubs a share of its attention in moral education, national and social formation of the pupil, thereby helping him to open up his possessions and awaken his talents, create a spirit of community and respect for the rights of others.

4.2. Curriculum: the curriculum is of paramount importance based on the objectives envisaged in developing the necessary skills, which enable the learner to have a positive impact on social life As the Platform's fundamental mission is to develop, develop and sustain society, Algeria has therefore adopted an educational curriculum that seeks to open the educational institution to the social, economic, scientific and technological environment. And that's starting from the second phase through applied business quotas. And the inclusion of social subjects that have a profound impact on the development of pupils' citizenship: Islamic education, civic, history, geography and political composition and its acquisition of a civic sense that makes it acceptable to carry out the duties of citizenship voluntarily and effectively national.

THIRD REQUIREMENT: Mosque and its role in promoting citizenship education

The mosque has a prominent place in citizenship education in the Muslim community. Religious education is associated with the education of the citizen, and Islam is the religion of the state, and the citizen has many knowledge, concepts, and beliefs and has national attitudes through his experience in the mosque environment of education and values.

The Friday sermon is a weekly national statement that addresses the issues of society and citizens in general. Religion directly reinforces the values, beliefs, and ideas of individuals, and religious framing in society may deepen the pattern of citizenship culture. National regimes generally use religious sentiments and emotions towards certain issues to gain the support of the majority of citizens, which leads to a different system of values, ideas, and beliefs and thus can change. The mosque influences the process of socialization, as it plays a role in learning one's religious teachings and celestial norms governing Behavior to ensure the happiness of society and the individual, which achieves the actual behavioral standard for the individual, developing one's conscience and advocating the

translation of Siamese celestial teachings into practical behaviour, standardizing social behaviour and bringing different social classes together (21).

Islam is known to have penetrated all spheres of life, not only in the religious sphere but even in the social and practical spheres, But some believe that social beliefs should not be confused with Islamic religious beliefs Because Islam profoundly penetrated society's profound mental structures and worked on their Islam through a long-standing dialogue between the deep structure of society and the values proposed by Islam or the historical religion, They made a lot of beliefs that were practice, but many still exist. such as superstitious thinking and thoughtfulness, as well as the inability to root the religious conscience in our youth And what brought out large segments of them focused on the formal aspect of religion and remained arguing the truism like the difference between halal and no man's land, Even more dangerous is the production of categories that in the Christian West believe good and sanctuary.

We believe that the mosque is not only an area for the performance of the devotional function such as prayer, but a place for the acquisition of creative religious values and education capable of legitimizing many moral behaviour among young people. Literature, honesty, obedience, modesty, dream, respect, courage, In the future, they will be able to shoulder the full burden of responsibility and to highlight the guidance we have provided on this topic. On those values imbued with Islam in Algerian society.

Third Research: The Role of the Comrades Media and Communication in Promoting Citizenship Education

Firstly: Comrade and its role in promoting citizenship education:

The peer group is one of the most important institutions that allows individuals great freedom in constructing their social identity. Individuals with equal natural bonds according to their tendencies (22).

In In adolescence, your peer group has a significant impact on what you grew up with. Previous phase in the development of national knowledge, convictions and trends at this stage, the comrades' group is more coherent and cooperative, and its members are more aware of national matters and more interested in public matters related to citizenship and national action. At this stage, the emerging group participates in some general national activities, Such as walking through demonstrations, attending national meetings and festivals, all of which help to shape and develop a lot of information s national concepts and Convictions and in the environment of education and upbringing, the impact of peers is shaped by their values and attitudes through two methods:

a. / The transfer and promotion of citizenship culture. Through these groups, subculture can be transmitted, whether class or professional, a child growing up in a family belonging to the working class learns the class's way of life, and if he or she joins a group of classmates of the same class, this deepens the trends already acquired in the family.

B ./Instilling new values and concepts, an individual may learn through a peer group new behavioral models, whereby that group allows its members to freely express themselves by living new roles away from family control. Nevertheless, it must not be borne in mind that peer relations are always positive. Negative relationships may arise between peers, reversing what was expected, and working on the impact of social growth, and affecting some individuals with isolation, fear or aggressive behaviour that some may engage in towards some peers.

Secondly: Media and communication and their role in promoting citizenship education

The media plays a key role in building and advancing society, thereby shifting towards sustainable development, which begins by relying on diverse media. This leads to a clear picture of political trends within society. Media organisations are among the most important means of playing a vital and effective role in raising public awareness. as part of its information, knowledge and expertise across its various programmes and contribute significantly to the process of upbringing and citizenship education, Working to change attitudes and beliefs, participating in the formation of values by acting as channels of communication between elites and audiences through their programmes, Affirming the values of culture and education on prevailing citizenship and driving individuals to take care of it and involve them in the process of presenting their cultural, economic, social, religious, political and other ideas and opinions [(23)].

The media, through education, play an important role in encouraging citizens to To maintain and protect the political and social order; to support and increase the efficiency of the system; and for the importance of the media, political systems work to to control it and guide it to serve it. There is no modern society that operates effectively without a sophisticated media format. Its role is not only to entertain and provide information, but also to steer groups towards working in a particular direction to achieve the desired goals [(24)].

Today, new media and ICTs are playing an unprecedented role on the issues of education, citizenship, the process of upbringing and culture, which individuals and groups place their needs before decision maker’s s attention and fulfils the function of grouping interests and putting different alternatives before them.

In order for the media and communication to play their full role in empowering citizens and contributing to the promotion of citizenship, it must be known that freedom of the press is not limited to journalists' freedom to produce and comment on topics, But it is closely It is associated with the public's freedom to utilize knowledge and information and to contribute meaningfully to the political life of society (25).

Third requirement: the study's most prominent recommendations

1- Conduct comprehensive surveys and build an information base on the subject Educating Algerian society on citizenship.
2- Strengthening the textbook on social subjects in terms of its form and content, in line with
3- Improving the textbook for social subjects, in terms of its form and content, in line with the reality of contemporary social changes.
4- The need for continuity in the teacher's in-service and cultural intellectual meetings on citizenship issues and contemporary problems, involve him in every reform process and take serious suggestions as a driver of curriculum implementation.
   The Cooperation between all educational, social, economic, media, and educational institutionsm ministry of Interior and Defence, and the need for fit for his present and future.
5- Develop new citizenship mechanics in line with globalization and post-globalization variables and adapt citizenship indicators to today's requirements without compromising the constants of the nation.
6- Strengthening educational programmes and curricula with values that entrench the concept of citizenship such as the performance of personal and public duties, loyalty and commitment, participation in decision-making, sense of belonging, respect for others... etc.

Conclusion:

The research is topical, given the obstacles facing the countries of the world in general and the Arab world in particular, as they threaten national identity and the stability of regional and international countries. In the same context, acquired citizenship, which expresses an awareness of the rights and duties of individuals, looking at them without prejudice, preserving the public utility, concern for the national interest, which also reflects respect for human rights and human dignity, must be encouraged. Individual’s perception of his or her role in addressing the challenges facing society, cannot be founded and manifested in a vacuum or nowhere, but is produced by an active and instigating act. It is from this perspective that we can conclude that true citizenship is produced in healthy and free environments, free from deviations and imbalances, especially the family

environment, which is the most important of all, together with a society of democracy, equality, freedom and justice, so that harmony, support and complementarity between the family and society can take place in its broadest sense in shaping and producing citizenship.

In reproducing and consolidating the system of values, meanings and social norms, social actors enter into relationships with each other through a number of The tasks that guide the values of citizenship education are produced by the means of socialization, and this in conjunction with those interrelationships that unite the relationship between the socio-cultural level that forms the fabric of society. From this analysis, socialization is a more difficult task than ever before, from the point of view of its diversity and the variety of influences and attitudes from which it is formed. Important social institutions sponsoring socialization, more recently, however, they have been subject to various pressures affecting their educational function and may include urban life pressures and social problems that are closely related to the family, education and social control, especially among young people. Social transformations that have led to urbanization and rapid urban growth and become a prominent feature of Algerian society.

In light of this context, it is essential that different segments of society, individuals, and socialization institutions cooperate in an objective manner in scientific research; sociological studies are carried out by specialists who document the facts and circumstances and identify the social and cultural contexts associated with them in order to preserve the national identity of Algerian society and move from the reality of the challenges to the horizon of treatment. Sociological studies are carried out by specialists who document the facts and circumstances and identify the social and cultural contexts associated with them in order to preserve the national identity of Algerian society and move from the reality of the challenges to the horizon of treatment.

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