Analysis of the dimensions of the criminal policy of the Iranian criminal law system with emphasis on the third grade textbooks

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Abstract: Since one of the goals of criminal policy is to control or reduce crime, criminal policy employs criminal law in order to achieve this goal, and since the policies, priorities and frameworks of criminal law are delineated criminal policy. The type of criminal policy model can have a significant impact on a country's criminal law, and if it is not an exaggeration, it should be said that criminal law is born of the criminal policy model and it goes without saying that criminal policy designers and developers cannot value values, principles Be ignorant of the ideology and ideological foundations of their political system.

Keywords: Criminology, criminal law, education, educational planning, Iranian criminal policy.

Introduction

1- **Analysis of various models of criminal policy and the principles governing it in Iranian subject law:**

Looking at the books written in the field of basics of criminology, in general, the types of crime prevention and public policy and the types of criminal policy systems have been studied as follows:

A) Growth prevention

B) Social prevention

C) Situational prevention

D) Inclusive authoritarian system

C) Authoritarian system

G) Liberal or democratic system

A. Growth-oriented prevention of prevention is first examined by Gottfredson and Hirsch, who argue that the development of a stable criminal state throughout life is rooted in the weakness of the self-controlling force that developed in childhood. The second part of the discussion is about the sociological theory of Hawkins and Catalano. The subject of this theory is why adolescents are raised in the path of delinquency instead of the normal and normal social paths, and how can the information obtained from the answer to the above question be removed from the criminal future of adolescents?

The developers of the theory of self-control, Gottfredson and Hirsch, believed that the source of delinquency should be sought in the early stages of life. (Gottfredson and Hirsch, 1990). According to the theory of self-control, by the time a child reaches the age of eleven or twelve, he has gone through the most important developmental events so far. Thus the remaining stages of development are of little importance to criminologists.

David Hawkins, Richard Catalano, and colleagues at the University Of Washington School Of Social Services developed their theory of social growth with the goal of guiding Seattle's social growth plan. The project was the first activity in the field of preventive social support measures, which is implemented in primary schools in high-crime areas while meeting the requirements of a study. (Hawkins et al., 2007).

This study sought to investigate a number of social factors affecting youth development in the family and school environment. The theory of social growth is concerned with recognizing the supportive factors

that lead to the proper social growth of individuals. In fact, this theory defines and explains concepts such as normal and abnormal growth. (For more on this, see: Catalano and Hawkins, 1996)

Social growth theory describes how supportive or risk factors affect normal or abnormal growth (Hawkins et al., 2007).

B) **Social prevention**: Social growth theory is a combination of social connections and social learning. In this model, individuals have the opportunity to perform various activities and interact with other citizens. If people have the skills to participate and interact properly with others, the relationship between them will be strengthened in a positive way. This positive interaction leads to the formation of dependencies and obligations between individuals. Restrictions and obligations that from now on will be the basis of people's interaction with each other. These commitments ultimately lead to the acceptance of ethical beliefs that guide individuals' behavioral choices (Catalano et al., 2005).

C) **Situational prevention:** Some criminologists consider situational prevention as a set of actions that focus on specific forms of crime and take measures such as management, design or targeted immediate intervention in an environment and permanently so that It may reduce the situations and opportunities of crime and increase its risks, which are tangible and objective by a wide range of criminals (Challenges of Situational Crime Prevention, Babaei Mohammad Ali, Legal Journal of Justice).

Applied preventive frameworks, such as situational crime prevention and problem-oriented policing approaches, can be used in the near future to identify and respond to crime-prone places and times of crime and high-crime offenders. A growing body of evidence suggests that crime prevention mechanisms are appropriate for specific locations, such as crime scene policing (Braga, 2001; Braga & Wisbred, 2010) and target groups of chronic offenders. Such as centralized deterrent mechanisms (Braga et al., 2001; Kennedy, 2008) can be effective in reducing these recurring criminal problems. Ideally, such interventions should be used in conjunction with long-term complementary approaches that seek to prevent the development of children in a community of delinquent offenders; Such as children's skills training programs and parent training programs (Farrington & Welch, 2007) and the presence and association of crime hotspots in neighborhoods with formal social control of the building and the collective efficiency of staff and residents and business owners in these areas. (Encyclopedia of Oxford Crime Prevention, by Hamid Reza Nikokar and Introduction by Ali Hossein Najafi Aberandabadi, p. 422).

D) **The pervasive authoritarian system**: Crime and punishment are twin phenomena of human societies. From the beginning of their evolution, human societies have foreseen, enacted and enacted laws and regulations, which today are called the general rules and norms of law, in order to maintain norms, guarantee fundamental values and ensure the order and continuity of their lives. Law, in its current legal sense, has always faced two approaches of interaction and conflict from its audience. This inconsistency is due to the audience's perception of the guarantee of interests in following and deviating from social norms and, in other words, the law. Because the majority of the people of the society think of securing their interests and security in obedience to the orders and prohibitions of the legislature, and in the face of a minority, they seek the pursuit of their own interests in their deviation and violation! Therefore, the act of deviation is a common thing and a familiar concept of society; but when this category is described as dynamic and active, as usual, it faces a violent reaction (punishment or security measures) of the majority of members of society, thus the criminal cycle in all human societies from the beginning to the present is going on. And the transition from the three stages of "legislative-criminal evaluation / enactment of laws") and committing a criminal offense / violation of laws) and "reaction against an act or omission of an act that violates the law" has occurred in the framework of punishment or security measures.

From the past to the present, human societies have had criminal policies and special repressive or reform-oriented measures to control criminals and delinquents, but how these measures and policies are applied depends on their main strategies in governing society based on a freedom-oriented approach. "Liberal-democratic", "equality-oriented-authoritarian" and "power-oriented-authoritarian inclusive", which illuminates the distinct types of criminal policy model. Criminal policy is a set of measures taken to combat crime and the deviation of the state and society.

1. In the pervasive authoritarian system, crime is not precisely defined and the boundary between the three categories of crime, perversion and obscenity is vague and opaque. In this system, criminal action is an attraction as long as it is considered a threat to the current regime. It has become a crime. For example, in the former Soviet regime, in the definition of crime, in general, any action taken against the rule of the communist system was considered a crime, and this practice was repeated in fascist Italy and Germany under Hitler.

2. In the pervasive authoritarian criminal policy system, criminalization of actions is seen as swollen and severe, and inflation of substantive criminal laws is common in these systems, in other words, the government intervenes in the smallest and most private movements of citizens, and The purpose of this intervention is also to maintain a certain sovereignty or ideology, not public order. For example, the North Korean government is a clear example of this, so that disrespecting the North Korean leader every morning is a crime and deserves punishment. Or if a private house burns down completely as a result of a fire and there is a picture of the Korean leader in that house and the person does not try to save it, the person is considered guilty and deserves punishment.

3. In a pervasive authoritarian system, all matters, especially criminal law and regulations, guarantee the protection of a single mindset, and other ideologies will have no place in the realm of law, for example in fascist regimes such as Italy under Mussolini or Germany under government. Hitler acted in all directions of the penal system in order to strengthen the current party, and the other goals of the penal system, such as remediation of the victim, punishment and restoration of public order, etc., were pushed aside and had no value.

The distinguishing feature of authoritarianism is its highly centralized and integrated power, which is established by political repression and the exclusion of potential opponents. This power uses political parties and mass organizations to mobilize the people for the goals of the regime.

Authoritarianism emphasizes the rule of law, not the rule of law. This form of government often has electoral mechanisms, political decisions are made by a select group of officials behind closed doors, a kind of bureaucracy that sometimes operates independently of the law, which works well. They do not oversee elected officials and fail to address the concerns of the constituencies they are supposed to represent. In authoritarianism, there is also a tendency to exercise informal and unregulated political power, self-proclaimed leaders who, even if elected, can be replaced by the free choice of citizens from among their electoral rivals.

1. John Duckett of the University of Witwatersrand emphasizes the connection between collectivism and authoritarianism and individualism, pointing to a link between the two. Duckit writes that authoritarianism and collectivism make both individual rights and goals less important than collective goals, expectations, and compliance with the collective.

Others argue that collectivism, if properly defined, is based on consensus-based decision-making, as opposed to authoritarianism.

According to Sand roll, although authoritarianism and totalitarianism are both forms of absolute government, they differ in the "main dualities:"

1. Totalitarian dictators, unlike their indifferent and often unpopular authoritarian brethren, consciously create a quasi-democratic, demagogic, enchanting, and charismatic interdependence between themselves and their followers by constructing a prophetic image.

2. The concepts associated with the maps distinguish authoritarians and totalitarians; Authoritarians see themselves as individuals who have a high ability to control and maintain the status quo. But the totalitarianisms' perception of themselves is largely teleological. The tyrant sees himself as having an essential role in guiding and changing the world, rather than as a person.

3. As a result, the use of power to exalt oneself is more evident among authoritarians than totalitarians. Because authoritarians have little interest in ideology, they support their rule by combining fear and rewarding their loyalists, creating a kind of kleptocracy.

4. Totalitarianism is an intensified form of authoritarianism. The first difference between authoritarianism and totalitarianism is that in authoritarian regimes social and economic institutions are not controlled by the state. Paul C. Sandroll of the University of Colorado at Colorado Springs, based on the work of Yale University political scientist Young Linz, researches the characteristics of authoritarian and totalitarian dictators and lists them.

Authoritarianism and democracy are not fundamentally opposed to each other, and so it is always possible for democracies to contain powerful authoritarian elements, because they are both forms of submission to authority. The difference between illiberal (or formal democracy) and liberal (or true) democracies is that illiberal democracies do not have the more fundamental aspects of democracy, such as the rule of law and an independent judiciary, in addition to which liberal democracies are still incompatible. Newer research has developed this theory and concluded that more democratic countries are less inclined to wage military wars with other governments, which in turn leads to fewer casualties as a result of those who have had fewer civil wars.

Weak democracies tend to have stronger education, higher life expectancy, lower child mortality, and access to safe drinking water and sanitation than weak dictatorships. This is not due to more foreign aid or spending a higher percentage of GDP on health and education, but better management of available resources in these countries.

Research shows that some health indicators (life expectancy and infant and maternal mortality) are more related to democracy than to GDP per capita, public sector size, or income inequality.

According to the theory of the great economist Amartyassen, none of the existing countries governed by a liberal democratic system has ever experienced a widespread famine. This rule also applies to democracies that have not been very affluent throughout history, such as India, which experienced its last great famine in 1943 and has already experienced several major famines in the nineteenth century, all of which occurred during India's colonization. They have fallen (although others attribute the 1943 Bengal famine to the effects of World War II). The Indian government has been becoming more democratic over the years. The state government has always been like this since the 1953 Indian Government Act.

 •Refugee crises almost always occur in less democratic countries. Looking at the volume of asylum flows in the last twenty years, we find that the first eighty-seven cases occurred in authoritarian countries.

• Research shows that massacres or government-sponsored crimes are much less common among democratic nations. However, it must be borne in mind that these nations were relatively more advanced nations before the implementation of liberal democratic policies. Likewise, there is less genocide and political killing in them.

2. World Bank research shows that political institutions are crucial to the prevalence of corruption: parliamentary systems, political stability, and press freedom are all less correlated. The law on free access to information plays an important role in accountability and transparency. The Right to Information Act in India "has launched a huge movement in the country that will soon bring the corrupt bureaucracy to its knees and completely change the equations of power".

Of the 80 worst financial disasters of the last four decades, only five have occurred in democracies. Similarly, non-democratic countries are likely to experience a 10 percent decline in GDP per year over the so-called "weak democracy" countries.

Another study found that terrorism was more prevalent in countries with moderate levels of political freedom than anywhere else. Countries with maximum or minimum democracies have terrorism at its lowest ebb.

Authoritarian governments

 Any list of such countries will inevitably be debatable; Lists have been compiled to determine the democratic quality and degree of freedom of nations, all of which have used the simplistic method of checking the items in a table, and at the same time the idea behind these tables has not been free of economic bias. It is not surprising that in the current world system, countries belonging to major Western power systems that use "soft power" often sit at the top of such tables. On the other hand, places like Armenia, North Korea, Chad, Iran, Zimbabwe, Saudi Arabia and Burkina Faso are also very authoritarian.

For a list of authoritarian countries, see, for example, the Economist Magazine's Democracy Chart. Although it is an economic-liberal journal, other institutions such as Amnesty International or the House of Liberty also produce tables with different perspectives. Rich countries are often at the top of such tables, and poorer countries are at the bottom; this can be both the reason for the opening of the gates of the political systems of these countries to the conflict and the result.

Another way to deal with the problem of trying to compile a list of authoritarian regimes is not to compare the obvious forms of government (for example, direct elections such as those in the Swiss sector or university representation, etc.) but the balance of power between the political elite and the general public. Compare in different countries. Such a table will be based on questions such as whether a particular state allows its citizens to directly influence decisions, restricts freedom of expression, confines its citizens to gulags, or similar detention systems. Do more democratic nations behave hostilely, do they allow unfavorable working conditions to take shape, or do they even allow for some form of slavery to emerge?

1. The People's Republic of China is often considered a modern authoritarian state. The republic is governed by a single party called the Communist Party of China. Policy-making in China takes place in high-level meetings where people have no influence over the decisions that are made for them. The Chinese government closely monitors the Internet and monitors everything that has the slightest hint of political sensitivity. According to Reporters without Borders, it is also on the "enemies of the Internet" blacklist. They are also blocking them for fear that their citizens will use major social networking sites such as Facebook and Twitter to launch public demonstrations. In addition, a number of citizens who publish pro-democracy material on the Internet are harassed by the government and sometimes even imprisoned. Another criterion by which many claim that China has violated the rights of its citizens was the imposition of a one-child policy in 1979 that restricted Han couples living in urban areas to having only one child. Although this policy was applied to control the population, many female children were aborted or killed as a result (because some couples may insist on removing the boy to preserve their family name). In addition, there were many problems for parents with more than one child, including fines, pressure for abortion, or forced sterilization.

2. The communist government of Vietnam is also often referred to as authoritarian. Vietnam is governed by the Communist Party of Vietnam, the only legal political party in the country. Policies and laws are all set unilaterally by the party and the people have no power in the decision-making process. Any political opposition is prohibited. Opposition groups such as singer-songwriter Wit Khang and poet Nguyen Chi Tin are routinely arrested and imprisoned, and the government has repeatedly accused dissidents of "overthrowing the government," "threatening national security," or trying to "overthrow the popular socialist government." In Vietnam, protests are closely monitored by the government; Of particular importance are the summer 2011 protests in support of Vietnam's sovereignty over the Parcel and Spartan Islands in Hanoi and Saigon, as well as smaller protests over government land claims. The Internet is also heavily censored in the country, with most sites blocking anti-communist, critical, or anti-government content or supporting the former Republic of Vietnam being blocked by the government. Community Networking Sites Including Facebook. Vietnam is also blacklisted by Reporters without Borders' Internet Enemies. After the Vietnam War, hundreds of thousands of people in southern Vietnam were sent to retraining camps, where they were forced to work and live in very poor conditions.

C) Authoritarian system:

AUTORITARIANISME is a term derived from the French word "authority" meaning power and authority, and refers to the kind of government in which power is concentrated in the hands of a small group.

In simpler terms, authoritarian regimes are dictatorial regimes in which a group called a political party, such as the Ba'athist party in Iraq, or a military group, such as the generals in Argentina and the colonels in Greece, have individual liberties. And they destroy the social rights of the people and rule them in an authoritarian way.

Also on the site of one of the Afghan thinkers, its characteristics are defined as follows in authoritarian regimes. However, it is possible that some stakeholder groups will respond. Authoritarian regimes restrict the freedoms of their citizens and engage in political repression of their opponents. The formation of political parties is usually prohibited, and existing parties are dissolved or suspended.

Authoritarian and authoritarian theory

In such a system, the lack of real independence of journalists and their obedience to government agents forms the basis of media norms. On the other hand, the government uses a centralized approach to controlling the press, using censorship before publication, and compels them to comply by reprimanding and institutionalizing reprimands for deviating from a set of political strategies.

In such a system, government agents control the quality of media production and, by setting special rules and regulations, codify the details of part of their control and intervention, while legitimizing the appointment of members of the media editorial board, from penalties to fines, including fines. They use release suspensions.

McCoyle explains that such a media system can be clearly seen in governments resulting from military domination of the country. At the same time, in the short term, such a system may dominate the media of a country in circumstances, threats of war or insurgency.

The set of this theory seeks to subjugate the media to those who have legitimately or illegally seized power in society.

The do's and don'ts of this theory can be summarized in 12 paragraphs as follows.

Must:

1. Obedience to the power formed

2. Dependence is often under pressure on the power of government

3. Censorship and punishment

4. Legislation to direct government control over message production

5. Applying all kinds of indirect pressures

6. Control the entry of media into the country

7. Involvement and control in messengers' councils

8. Allowing the government to suspend the publication

Needs:

9. Disruption of power formed

10. Independence in the performance of messengers

11. Disrupt the existing order

12. Attack on the ruling political and moral values

In the model of pervasive authoritarian criminal policy, the state derives its legitimacy only from the blind and prejudiced trust it instills in the people, and the denier of such trust is threatened with the danger of being removed. No external criteria interfere, so no limits are set for the powers of the government, a situation that naturally leads to the tolerance of absolute compliance with the prevailing norms. The state encompasses all behaviors that violate the norms and pursues these behaviors without separating crime and deviation and in order to complete a way of thinking and acting, in such a way that the members of the community become behaviorally similar as a result. Each of which can replace the other, can be integrated into a perfectly homogeneous body. As soon as the government considers such a goal, or provides the means to achieve such a situation, it becomes a totalitarian criminal policy model.

In this model, individual freedom is established only in the context of obedience to state regulations, and the criterion for distinguishing between good and bad, moral and immoral, is the will of the state. In

this society, individuals must be merely obedient to the law, the laws have a sacred aspect and are free from aggression and criticism, and the subjects of law are obliged to obey unequivocally.

Powerful or authoritarian ideology, whether in the form of fascism or interactionism, in criminal policy has always tended to intensify state control over responses to criminal phenomena, generally by strengthening the parallel and the powers and capabilities of the police, since ideology Authoritarianism tends toward totalitarianism, which is often accompanied by the expansion of the sphere of government intervention, resulting in the almost permanent perpetuation of criminal policy. In the service of the empowerment of the nation or religion, the absolute power embodied in the person of the head of government rejects the principle of being law. Thus, any deviation, especially religious or political, can be considered a crime and punished accordingly. In this regard, penalties are generally increasingly severe.

Hegel believes that freedom is a desirable and undeniable value, but he means freedom that can be exercised within the framework of the rule of law. Otherwise, freedom does not mean that everyone behaves according to their personal desires and wishes. Therefore, freedom "in the law" means "no" to the law. "Hegel considers human beings obliged to follow purely and fully conform to society, and considers the existence of the state to be very important because of the factor that establishes order. Hegel was one of the theorists who argued for the "union of rights and the state," in which he said that "society without a state is a field of private struggle between individuals, and no rights can be imagined in it." The individual owes his moral progress and development to the state, and it is in the shadow of this state order and will that the concept of right and duty arises. The formation of the state, then, is not the result of a contract or the will of anyone, it is a reasonable thing that is necessary to achieve the ultimate goal of human life, that is, socialization and liberation. The government should be considered sacred by all and its obedience should be obligatory. In the face of the power of government, there is no individual right, and it is the duty of every individual to affirm the existence of his independence and the power of the state to which he is subject.

Basically, in the set of laws of authoritarian countries, the discussion of the principle of separation of powers, the principle of legality of crimes and punishments, the principle of equality of individuals before the law, the principle of explicitness of laws, the element of consent, etc. is not fully seen. For example, in the legal system of these systems, in some cases, the law allows the judge to refer to texts other than legal texts in order to find a controversial issue by analogy in a situation that is contrary to the principle of legality of crimes and punishments. It provides the means of tyranny and authoritarianism, judgment and insecurity of the citizens. The pervasive authoritarian current (totalitarian) in both forms of fascism and religious totalitarianism in criminal politics.

It always includes the desire to strengthen and intensify government control over responses to criminal phenomena, which is generally accompanied by a parallel strengthening of police powers. Because its logic is a tendency toward totalitarianism (totalitarianism), it is often accompanied by the expansion of the sphere of state intervention and thus by the almost complete continuation of criminal policy. , And is manifested in the person of the leader, necessitating the rejection of the principle of law, thus any deviation, especially religious or political, may be considered a crime and punished as such, in which case the severity of the guarantee Performances are also generally increased.

1. In the authoritarian system, crime is defined and the law is ostensibly exposed to it, but the border between crime and deviation is very fragile and interpretable. This system is authoritarian in preserving the appearance of the category of crime.

2. In the above-mentioned system, a number of comprehensive institutions operate alongside the powerful central core, but they have fallen away from their main function and exist only symbolically. On the other hand, the central institution of power strongly demands the overthrow of comprehensive institutions and it has an integrated focus on everything.

3. In the authoritarian system, there is a tendency for deviation to become a criminal offense and to be answered exclusively by the government or its affiliated institutions, which is the opposite in social systems.

G) Liberal or democratic system:

In the liberal political model, due to the originality of the individual, the scope of government intervention and its power over the individual is reduced and the value of individual freedom and rationalism is emphasized. Liberalisms believe that since society is the offspring of human beings and no creature can act against the will of its Creator, society that was created to preserve individual freedoms cannot stand in its way. Be located. Among the characteristics of liberalism, the principle of freedom, the principle of individual independence, the minimal state, the principle of the rule of law (rule of law), respect for the will and collective consciousness, a religious separation from government, the right to be different, and so on.

The liberalization model of liberals, due to the rule of thought, "maximum freedom and least intervention" is a minimal model. According to the principle of harm as a justifiable model of criminalization in the liberal system, the principle is based on the freedom of human behavior. It is possible for human beings to be free in matters related to themselves, and it is necessary for them to be free and safe from inappropriate government interference in this area, and the area of self-related behaviors is beyond the scope of government interference and criminal law. Individuals will be illegitimate by the government, and only when the behavior of the individual is detrimental to the rights and interests of other members of society is the government entitled to use force and coercion against the individual, and the exercise of such force is legitimate.

Analysis of the third elementary Persian content of the Islamic Republic of Iran based on the components of criminal policy

1- On the second page of the book, the first point that attracted attention was the image of Imam Khomeini, the founder of the Islamic Republic of Iran. The perception comes to mind that Iran's criminal policy is of a mixed type and its core and primary focus is on consolidating the ideals of the Islamic Republic of Iran and strengthening the practical commitment to the Islamic Republic of Iran in nurturing new generations in the development of the country's education system. .

•The republic, as a kind of government, is bound by its own principles and principles, and the choice of this type of government necessarily includes criminal policy in its own field. Nevertheless, the full realization of democracy is associated with the republic being a government. It does not and may not be a republican government, but it does not have the advanced form of democracy

•According to its constitution, the government of Iran adheres to the principles of the republic, and the Islamic description of the government of Iran is not in conflict with the principles of republicanism and democracy from the constitutional point of view.

•The criminal policy of the Iranian government, due to its acceptance and commitment to the basis of the republic in the field of theory, will necessarily be governing principles that necessarily cause; The criminal policy of this government should be of a democratic type and the adoption of an authoritarian criminal policy by this government is not accepted. Also, in the field of theory, the Islamic description of the government does not impede the realization of a democratic criminal policy.

2- On the next page, by looking at the table of contents of the third grade Persian book, there are a few points worth noting:

3- First: The first chapter of the book is dedicated to ((institutions)) which indicates that the Iranian education system from the very beginning of education tries to explain the existing institutions in society and obedience and submission to the normal institutions of the country and citizenship. Complete cancels them.

4- Secondly: The first lesson of the book is dedicated to "Our Neighborhood", which itself represents the strengthening of the criminal policy of a single nation-state in the form of a single geography and brings complete solidarity to the mind of every reader.

Third: In the third chapter, entitled "Individual-social ethics" on page 45 of the textbook tries to explain the individual and moral characteristics of people in society and somehow tries to socialize people in the community. Now it comes to mind that which individual or social morality is a priority of our religious teachings and has value and virtue, each has its supporters, and arguments can be made for each from a

set of perspectives. The type of moral principles and thinking prevailing in societies have taken different views in relation to individual and social ethics. Some have a selfish approach to ethics and have rejected social ethics, and some, by emphasizing others, consider the basis of ethics as heterogeneity and social ethics, and reject individual ethics in the sense of moral self-centeredness. Have. Some have separated the field of individual and social ethics and the mission of individual ethics has meant only moral issues related to the individual and social ethics issues in relation to others, although they do not consider them different. However, there is no strong relationship between them .The views that most introduce individual morality in relation to God and a personal relationship are in favor of such an idea.

5- On the tenth page of the Persian book, this title of the poem ("God of the Rainbow") evokes the promotion of the criminal policy of monotheism, mercy, compassion and achieving salvation if we follow religious instructions.

6- On the nineteenth page of a Persian book, there is a poem entitled "Grandfather". What comes to mind is the strengthening of the criminal policy of family solidarity and the consolidation and cohesion of the family environment while maintaining the confrontation of respect and traditional social values in the sense of respect for elders and respect for values.

7- On the twenty-fifth page of a Persian book, there is a story entitled (The Tang Crystal Tale). At the top of the page, there is a text entitled "Read and Think", which indicates the strengthening and explanation of the principles of thinking, learning and reasoning in the text. Inside the story, we refer to the cultural heritage of the country and propagate and explain the policy of preserving nationalist values and getting acquainted with important and valuable places of the country and preserving the relics of the past and preserving the heritage of the future.

8- On the 30th page of the Persian book, the title (Blue Sky, Clean Nature) can be seen. In this section, the author emphasizes trying to instill environmental protection and respect for the environment and maintaining general policies towards the environment and preserving environmental values.

9- On the forty-third page of the Persian book, there is a proverb entitled "Whatever you do to yourself". Referring to this proverb, the author has tried to explain the criminal policy of honesty and pardon and observance of honesty and trustworthiness.

10- On the fiftieth page of the Persian textbook on "Martyr Understanding and Sacrifice" is included. What comes to mind is strengthening the principle of martyrdom and seeking martyrdom and seeking divine pleasure in becoming a martyr on the way to the homeland, as well as strengthening the sense of patriotism by preserving the foundation of religious rites and general principles of the Islamic Revolution. Seeking and achieving happiness through martyrdom is on the way to the homeland and maintaining the system.

11- On the fifty-fifth page of the Persian book, there is a poem entitled "Like rain". What comes to mind from this poem is the strengthening of the individual's socialization and positive and constructive interaction in society and the formation of how to communicate with peers.

12- On the fifty-sixth page of the Persian book of the seventh lesson, there is a subject entitled "Good work". What can be deduced from this issue is the strengthening of criminal policy and the strengthening of the principles of altruism and the preservation of values accepted by society and the induction of sociability and interaction in society and the social environment of the individual. This verse confirms this view ((others planted and we ate / we plant and others eat)).

13- On the sixty-fourth page of the Persian book, an anecdote about Behlool entitled ((excuse)) has been used. By examining the anecdote about the observance of fiduciary duty, what comes to mind is the observance of fiduciary duty and the strengthening of fiduciary duty and the principle of pardon?

14- On the sixty-fifth page of the fourth chapter, it is written as "The way of life". At the beginning of this chapter is the eighth lesson entitled "Paradise Shirt". What is meant is the strengthening of collectivist religious politics. It seems that one of the factors that can have a great impact on political culture is religiosity. In this regard, there are several major reasons why it is important to examine the relationship

between democratic political cultures. In the lesson of the Paradise Shirt, Hazrat Fatemeh (PBUH) and her personality traits are discussed. In this regard, what emerges is an attempt to model for new generations and maintain religious patterns and instill a policy based on the fundamental principles of the Islamic Republic of Iran.

15- The seventy-ninth page of the Persian book is dedicated to the subject of "art and literature". Literature and art can influence the process of identifying children in two ways: first through formal educational channels and second through non-formal education. Formal education in Iran begins in primary school and continues until university. Informal education is that which is not the responsibility of a particular institution or organization, and in fact includes what one learns throughout life. For this reason, the reflection of art and literature on children is involved in the process of identifying them in various ways.

16- On the 93rd page of the Persian book, the sixth chapter begins with the title ("My Iran"). What first comes to mind is used to strengthen the sense of patriotism and in line with the criminal policy of nationalism and national solidarity among the various ethnic groups living in Iran.

17- On page one hundred and one of the Persian book, a poem entitled "Vatan" attracts attention, which, as mentioned in the previous lines, has been used in order to strengthen the sense of patriotism and patriotism.

18- On page one hundred and nine, a Persian book with the title ((Nature)) is included. As mentioned in the previous lines, in this section, the author emphasizes trying to instill environmental protection and respect for the environment and maintaining general policies towards the environment and preserving environmental values.

Content analysis of the third elementary social studies book based on the components of the criminal policy of the Islamic Republic of Iran

The textbook of social studies of the third grade of primary school can be said that in general, it has been tried to be compiled based on the principles of developmental psychology and child education. But in general, one point that draws deep attention is that the material used in some parts of the book has been compiled with a superficial and transient view, which of course may be justified by the fact that children in areas They live far away and may not have access to extensive education, and an average of the level of learning has been sought. Another noteworthy point is that a kind of systemic look waves in the book in such a way that in the worksheets section; Each chapter has exercises that the answer to which is in fact a systemic view and ensures the achievement of goals; For example, in worksheets 12 and 13 on page 47 of the book, the student is asked to explain the types of houses and implicitly induce structural differences.

At the end of the worksheets, there is a page ("Let's evaluate ourselves") which is actually one of the main goals of the book; Therefore, the general objectives of the book include; 1- Economic goals 2- Political goals 3- Religious goals 4- Moral goals 5- Cultural goals 6- Social goals and finally artistic goals.

The objectives of the criminal policy used in the third grade social studies textbook are as follows, which will be mentioned in detail after describing the titles based on the pages of the book:

1. Economic goals

2. Political goals

3. Religious goals

4. Moral goals

5. Social goals

6. Cultural and artistic goals

7. Biological goals

8. Belief goals

A) Economic goals:

In connection with economic goals, looking at the twenty-second lesson with the subject of the lesson (post), page sixty-eight points to the following: (Have you ever written a letter to someone that you have posted? Have you ever wondered how this letter reaches your friend or family member who lives far away from you? In addition to letters, books, magazines and some goods to the places they want through the post office in the post office, the letters are distributed according to different cities and places, and each postman delivers the letters of a region to the people. Familiarity with various words and economic mental formation have been other goals of the author of the book.

B) Political goals:

Regarding political goals, we can refer to the third page of the textbook. This page shows a photo of Imam Khomeini, the founder of the Islamic Republic of Iran, who is a child kissing the face of the Imam. The text used below the photo carefully shows the Imam's interest in children and the Imam's kindness to new generations, and reviews and reminds the moral characteristics of the founder of the Islamic Republic of Iran for new generations.

C) Religious goals:

Five pictures are carefully used on page 56 of the third grade social studies textbook. In one of the pictures, it refers to praying, in the other image, it refers to a group prayer, and in the other image, it refers to friendship in accordance with religious customs.

D) Ethical goals:

Carefully on the fifty-eighth and sixty-first pages of the third grade social studies textbook, two pictures attract attention. It is on page fifty-eight with the title "Knowing our school" and explains below that interaction and communication with the principal and the school and consequently the community and society leads to excellence and progress. Carefully on page 61 of the social studies and image textbook used, we find that a reddish headline, "School Rules," is used at the top of the images. It implicitly indicates that it tries to socialize and socialize individuals in accordance with the common traditions and values of society. Normalization and value creation and support for the normal values of society are other goals used in this headline and the images on this page.

E) Social goals:

Lesson 18 of Social Studies, page 56, is entitled "Our Lovely School." The point that comes to mind is that there are three pictures on this page: In the first picture, there are a number of students studying and sharing ideas in the library. In the second and third pictures, there are a number of female students who are working together to conduct scientific experiments and make handicrafts together. From all these images, the point that comes to mind is to strengthen the spirit of cooperation and cooperation and to strengthen the spirit of teamwork and learning of cooperation and social interaction and following the structured social norms, which is one of the goals of the author's social policy in compiling the book.

Also, on page 54 of the book Social Studies, there are pictures related to the firefighting job, which itself shows the effort to get acquainted with the social context and jobs in the community and to strengthen and prepare and create the ground for students' future role in each community job. And tries to socialize people.

Page 45 of the Social Studies book shows a picture of a family (parents and children). What comes to mind from this article is the author's emphasis on preserving social and family values and trying to institutionalize existing values and traditions, and it can be said that it is a symbol of the link between the two generations in order to strengthen the traditional family institution with Shows a large range.

On page 59 of the Social Studies book, an image draws attention and it shows the cooperation of students in cleaning up and trying to model and institutionalize the importance of the social environment through joint cooperation and collaboration. Sentences such as ((a We are not ashamed)), ((we keep the school clean)) (Commitment, strengthening and consolidating it in the spirit of the new generations who are being educated by the general policies of the system towards desirable education.

C) Cultural and artistic goals:

On page 61 of the social studies textbook, there are pictures about cultural and artistic goals and general policies in this field, which show this:

The headline, "School discipline," is the first to show up at the top of the page. Has it; Sentences such as "school has rules like home" and "we follow the rules to respect others" speak for themselves and can be said to be one of the main cultural and artistic goals and general policy of the system. Iranian education has to institutionalize the culture of legality and legalization of individuals.

On page 71 of the book Social Studies, there are some pictures and contents about cultural and artistic goals:

1- ((Wear light clothes at night and crossing the street)) or showing this image that the child is crossing the crossed line in the street shows the strengthening of the sense of following the general principles and general social rules.

2- Crossing the pedestrian when the vehicle is going fast, has other issues and goals of following and socializing people in following the law.

3- At the end, there are a number of images and traffic signs that show social and cultural goals and strengthen the spirit of legalism in individuals.

G) Biological goals:

Carefully on page 64 of the Social Studies book, socialization and the way of life in the community, and contextually, try to create a background for trying to understand the environment and strive for biological processes. This is confirmed by the example of a picture that says ("What is the use of knowing the home address?") ("Why should everyone know their home address?").

Carefully on page 65 of the book of social studies, carefully in the pictures that the subject of understanding the environment and social context around the student indicates that it is trying to become a person and to know the environment around the person and the formation of socialization process in the person. I will mention the example of this sentence: "If Ali crosses the streets of Yas and Shahid Jalali, what places and things will he see on his way?"); It says so.

Looking at the seventeenth lesson, pages 51, 52, 14 and 15 of the social studies book and the images used, the policy used tries to strengthen the child's spirit of independence and self-reliance and empower his individual abilities. Sentences such as "How to protect the house?"), ((Discussion of safety tips and strengthening individual abilities)); It is one of the remarkable and debatable points in this field.

E) Belief goals:

Regarding the series of doctrinal criminal policies used, we can refer to page 70 of the textbook of social studies ("Think and write"):

On this page, a table has been used, in the first line of which the first sentence mentioned ("Always leave the house in the name and memory of the Merciful God"), which itself represents the religious and doctrinal criminal policy used in general politics. The educational system of the country tells a story.

Carefully on page 57 of the textbook of social studies, images are included that show the religious and doctrinal criminal policy and the accepted values of the country's educational system. For example, "Praying", "Holding public religious ceremonies", "Holding public religious celebrations and ceremonies", "Cooperation and preservation with the preservation of religious values") The general principles accepted are in the form of religious goals and religious criminal policy.

CONCLUSION:

The family is one of the most fundamental institutions in which a child can distance himself from the world of delinquency in the shadow of proper upbringing. With the growth of children and their entry into school, an important part of efficient education is entrusted to the school institution. At this time, the child has a strong connection with other peers, each with a different culture and upbringing. Sitting with

different groups and learning a large part of the deviations can begin in such an institution. Adolescents and young people during school and also commit some behaviors that are normal from the perspective of school culture. On the one hand, learning to deviate, joining criminal youth groups, and internalizing anomalies instead of the norm can lead to behaviors such as theft, drugs, bullying, or even killing students and teachers. Victims of such incidents, on the other hand, experience reactions such as anger, anxiety, coping with bullying, more so among boys, isolation, depression, and running away from school. Prevention in schools is significant from two dimensions: on the one hand, how to normalize abnormal children and stabilize them against entering the world of delinquency, and on the other hand, prevention of child victimization during school, which has important consequences such as dropping out of school and even Suicide follows. School culture is the most important potential dimension in the school environment. Because it affects the behavior of students on each other. School culture shows the quality and characteristics of relationships between people in the school and on the one hand includes the culture of peer groups and on the other hand the level of social organization of the school as an organization. All of these dimensions affect crime among young people and can be used to reduce crime.

Expectations, beliefs, as well as cultural norms influence all behaviors. Early research on the characteristics of schools with effective programs shows that schools have distinct characteristics that affect students' academic and social behavior (Rutter et al., 1979). Newer research in the field of culture the school (summarized in Cook, Gottfredson, et al., 2010) confirms that behavioral norms and expectations, both among peer groups and among adults, are influential in shaping to the behavior and personal beliefs of individuals.

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