Evaluation of Shahab project in the curriculum of the second year of elementary education organization in order to provide a model

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Abstract:

Introduction: Considering the individual differences of students in education and treating them according to their special characteristics is one of the important duties of teachers. The main purpose of this article is to evaluate the Shahab project in the curriculum of the second year of elementary school based on the objectives, content and methods.

Research Method: The research method is qualitative. To conduct this research, in addition to document study, thematic analysis technique with MAXQDA12 software was used to identify factors and components based on goals, content and methods. The statistical population in this research were all experts in the field of education, after conducting 15 interviews, theoretical saturation was done and all interviews lasted between 60 and 85 minutes. In addition, semi-structured interviews with these teachers and experts and instructors of Shahab Project in 2019 were conducted in the form of theme analysis (in 7 stages).

Results: The results showed that in the first step of re-reading the interviews, 74 conceptual codes were extracted in the first step of theme analysis, and in the second step, the conceptual codes were converted into 8 sub-concepts and finally presented in two favorable situations and obstacles and problems.

Conclusion: According to the opinion of the interviewees, 6 themes were extracted from the text of the interviews, including: Talent search, general plan of Shahab, goal, content, method and teachers.

Key words: evaluation, lesson planning, second year of elementary school, Shahab project

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Introduction:
One of the important facts of existence is the existence and diversity among the phenomena of the world. Not only different species of animals and plants are different from each other, but also the members of each species are different from each other. Humans are also subject to the same rule. Students are different in terms of mental abilities, learning methods, learning style and speed, preparation, interest and motivation towards acquiring knowledge and doing academic activities. Therefore, considering the individual differences of students in education and dealing with them in accordance with their special characteristics is one of the important duties of teachers (1). In other words, one of the accepted and accepted principles in education is to pay attention to individual differences and finally, to pay attention to the needs of learners in order to adapt education to their level of talent[1] and ability. If education wants to provide a platform for all-round growth of learners, it can never achieve this without recognizing and paying attention to their unique nature. On the other hand, it is the indisputable right of all people to have the maximum education according to their abilities and not to be a victim of the majority (2). If we want to pay attention to individual differences and provide people with education according to their talents and potential abilities.We should pay special attention to the training of talented people. But before that, it is necessary to define the talent and examine the ideas and programs in the field of identification[2], because the development of a suitable training program is effective when people are recognized as talented who really have such a characteristic (3)

The discussion of human talents and paying attention to them has long been one of the important issues in the field of education. For example, Plato, believing that "people are not equal in terms of taste and talent, but everyone is made for something", is determined to identify each person's talent and design a special educational path for him (4). Plato considers the identification of people's talent as the first step for the education plan and believes that this identification should start from childhood. For example, when he talks about the training of soldiers, he writes: "... we must start this search with children, ... then whoever we see will not forget and will not be deceived by appearances. Rather, he always remains steadfast in his opinion, we must choose and separate him from others..." (4).

Identifying and nurturing talents in today's educational systems has also gained special importance. In the educational literature of Iran, the identification, growth and flourishing of teacher's talents is considered as one of the goals of education and sometimes as the definition of education (5).

In addition to the issue of talent assessment and academic guidance in the educational system, attention to the owners of superior talents has also been noticed in many educational systems

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[1] . Talent
[2] . Identification

of the world countries (6). The presence of the "Organization for Cultivating Brilliant Talents" in Iran's educational system since 1355 until now and the approval and notification of the "Identification and Guidance of Top Talents (Shihab)" project since 1386 also show the importance of this in the Iranian system.

Since the researcher has faced this concern in his working years, is it possible to evaluate Shahab's plan in the curriculum of the second year of elementary school? And is it possible to describe four sticks for this evaluation? In order to find the answers to these questions, the researcher looked for answers to deeper questions such as conceptual codes, secondary and main concepts in the evaluation of the Shahab project in the curriculum of the second elementary school based on goals, content and methods, and finally a model based on goals, content and Provide methods.

Navidi (7) in research with the aim of evaluating the experimental implementation of the Project for Identifying and Guiding Superior Talents (Shehab) concluded from the available evidence that in the first year of the implementation of the project, the conditions for the implementation of the Shehab Project were not very favorable and in the field of identifying and guiding students' talents. No success. In other words, the existing cultural-economic context was not favorable for the implementation of Shahab project. Also, the centralized approach of the institution in charge of formal education and emphasis on the implementation of predetermined programs is not compatible with the approach of talent-based education presented in the framework of Shahab plan. In addition, sufficient hardware and software resources have not been provided for the optimal implementation of Shahab project.

Alipour et al (8) in research investigated the degree of correlation between the opinions of teachers and parents regarding the talent of students (Shahab project), the findings of the research showed that in the fields of motor-sports, social, cultural-religious, mathematical, There is a significant correlation between the teachers' and parents' opinions about students' verbal and general talent, and there is no correlation in other cases. Also, parents have given more points to their children than teachers in all areas of talent. The result of the research that there is no or low consensus in some areas of talent between the opinion of teachers and parents, indicates that either teachers and parents do not have the same understanding of the questions of talent checklists, or the specifications of the tool are such that which should be revised or revised for the use of teachers and parents alike.

Papi Gallows[1] et al (9) in research entitled "Professional events for young talents. Innovative educational experiences in advertising studies" states that attention to talent is the point of view of all institutions and the results of his study have shown that our understanding of education may be significantly expanded with this mindset and compared to the current situation. We should have a critical position so that education and training go to the development of these minds, why these minds have not been able to find their place in the

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[1] . Papí-Gálvez

high goals of business due to the rapid technological advances in the third millennium, and the change of minds has not happened and so on. The fact that these minds should have a central role in the activities and goals formulated in schools and institutions, which can lead to a change of minds.

Sabahizadeh, Keshti Arai and Yar Mohammadian (10) in the implications of the five minds in education, pointed out their role in educational design, changing educational goals and content as well as teaching methods and listed teachers and parents as having a key role in realizing the minds.

Research Methods:

The purpose of choosing a research method is to determine the method and method that the researcher adopts to help him as quickly and accurately as possible in obtaining answers to the research questions. Determining the research method depends on the research topic, objectives, and its nature. The main purpose of research is to discover, explain, interpret and expand knowledge about phenomena or special phenomena.

The traditions of qualitative researches are arranged in three levels, the traditions in each level are related to the teacher because they study similar phenomena. Some emphasize the understanding of the nature of lived experience, some emphasize the understanding of cultural and social phenomena, and others focus on the understanding of language and communication phenomena (11).

This study emphasizes the nature of the experience of teachers and lecturers, therefore, the phenomenological study method is used. Phenomenology is a research about the world, as it appears on people. This method is rooted in the movement that Husserl started. He believed that the starting point of knowledge is a person's internal experience of phenomena, which include: feelings, perceptions and ideas that are revealed when focusing attention on an object in consciousness (11). The steps used in this method are:

1. Specifying a topic that has personal and social importance, which was chosen in this context.

2. Preparing and compiling the initial plan of the interview and testing it

3. Implementing the interview text and coding and analyzing it

4. Modifying and editing the initial plan of the interview

5. Selection of participants who have several years of experience in the class.

6. In-depth semi-structured interview with the selected case

7. Carrying out interviews and data coding and analysis

Coding and thus categorization of content in inductive content analysis without considering any theoretical background starts at the same time as reading the text or interview. According to the issue, step by step, by determining the unit of meaning and compressing it, we proceed to determine the code, and if they have a common context, the codes are merged to determine the categories, and then the general concept that is the result of summarizing these categories.

theme) is obtained. In order to maintain reliability, the content is reviewed in two stages, one after 10-50% of the categorizations are completed and the other at the end of the work. And if the research question also considers a quantitative aspect, they can also be analyzed at the end. As you can see, here we use the details and commonalities obtained without the support of the theory to reach the general concept.

The method of data analysis at both levels is thematic coding. At the level of content analysis, analogical categorization system is used to analyze information. In this method, the main goal is to provide definitions of the subject, to provide examples and examples, and to determine the coding rules for each analogical category, and to determine the exact conditions of coding a text phrase by a category, and finally to provide definitions of each category. which can be placed next to each other in the form of instructions (12)

Research Results:

The first question: What are the conceptual codes, sub-codes and main codes in the evaluation of the Shahab project in the curriculum of the second year of elementary school based on goals, content and methods?

To answer this question, interviews with semi-structured questions were designed and conducted by teachers and executive experts of Shahab project. Of the total of 15 experts who participated in this research, 10 were experienced teachers and 5 were implementers of Shahab project in schools. The process of qualitative content analysis was used to determine the most important determinants of evaluation of the Shahab project in the curriculum of the second elementary school based on goals, content and methods. In this process, 91 primary codes were extracted. With multiple revisions and integration of codes based on similarities and through several stages, finally 28 conceptual codes were extracted under favorable conditions in 6 sub-codes (talent finding, meteorite plan, goals, content, method and teachers) which are under the main variable code to They got the title of the main code.

After going through the first to seventh steps of the research and defining the statistical community of experts for interview and taking in-depth interviews from 15 experienced teachers and executive experts of Shahab project, in the seventh step, we implemented 3 basic steps: 1- extracting the initial conceptual codes 2- Sub-conceptual codes and 3- Categorizing and getting the codes related to the main variable in a table as follows.

The first step: analyzing 15 interviews and extracting 74 concepts from 101 open codes taken from the interviews and the theoretical foundations obtained from the research literature in the research.

Table 1) Description of the concepts extracted from teachers' experiences in Shahab project

Row	Description of the concepts extracted from teachers' experiences in Shahab project	Interview code
1	The limitation of the plan in Iran to identify talents	12،10،9،7،4
2	Investments and expenses to be made	15،11،،4،2،1
3	be practical	11،10
4	Identifying talents in all aspects	8،6،1
5	Localization of talents	9،7،4،3،2
6	Needs assessment	10،8،6
7	The level of implementation of the plan	5،7
8	Talent and interest	2،11
9	The method according to ability and interest	3،9
10	economical and spritual support	2،3،7،8،10،1
11	Attract better elites	2،9،14
12	Objectives of trial and error mode	5،6 ،8
13	Limited talent channel	4،5،9
14	Unhealthy competition	12،9،6
15	Prevalence of unemployment.	15،12،8
16	The content of the books is inappropriate.	5
17	Active teaching methods.	3،6،8
18	Be an expert teacher	3،4،5،8،9،12
19	There are more than ten or twenty methods in Shahab's plan	15،10،4
20	Virtual space should be the desire and motivation of the student	1،3،4،8،10،12
21	The atmosphere is really happy	3
22	It is very unfriendly towards this plan	3،7،10
23	It is a method for children's development	3،9
24	There should be participation with families	3،6،8
25	Most of the talent is measured in science and mathematics and subjects that are leading everywhere	2،3،5
26	No spiritual support for talents	3،4،10
27	Inability of teachers	4،12
28	The best plan for education is the Shehab plan, on the condition of cooperation	4،8،10،11،12
29	Educational Justice	5،6،7
30	The main teacher	2،5،9،12
31	Counselor and psychologist in the school, the reason for the better implementation of the plan	2،6،13

32	The content should be attractive and stimulating	11،8،4،2،1
33	feel responsible	6،9،12
34	Parents can have a very important role in the plan	6،7،10
35	It is scientifically justifiable	6،7
36	This plan is currently limited to a circular	9،8،3
37	It is clear and good	5،2
38	The courses held are oral	7
39	Content should be selected based on individual differences	11،6،2
40	Talent search in virtual and non-standard conditions	4،2،1
41	Introducing elites and top talents to research institutes	9،8،7،3
42	Shahab's plan aims at decentralization	8
43	The impact of human resources	11،8،5،2
44	communicate	10
45	creative mind	9،7،4،1
46	The breadth of fields	6،4،3
47	New method and new equipment	8،5
48	Updated content	4،2
49	Neglecting to hold meetings	15،11،9،6،1
50	The problems of Shahab are in the country	6،5،2
51	Education has provided almost 20% of the conditions	8
52	No talent should be lost in the country	7،3،1
53	A successful plan that does not have any problems in terms of financial burden	13،6،4
54	The teacher should have a good tone and voice	8،5،1
55	Development of non-service courses	12،7،5
56	In addition to the course material, the books determine the student's talent	3
57	Justification of colleagues	5،3،2
58	The Shahab project should be implemented with the cooperation of all teachers, principals and assistants and with the cooperation of parents	8،3،1
59	Lack of executive power in overcrowded classes	6،3،2
60	Tiz Hushan and Shahab are actually the same	9
61	The need for small classes	15،11،9
62	Future career horizons	12،9،5
63	Unconscious recognition of the child	11
64	It is an interesting idea	3
65	Eliminate deficiencies	7،1

66	Limited time deprived of in-service training and...	9٬7٬6٬5٬3
67	Getting stuck in meeting basic needs	8٬4٬2٬1
68	Identify the need for logic	9
69	be operational	15٬12٬6
70	It is oral	13٬4٬1
71	up to date	2٬5٬3٬9
72	Virtual method	15٬13٬11
73	Creative methods	8٬9٬13٬11
74	Problem solving method	2٬4٬10

The second step: summarizing the conceptual codes from 74 codes to the final 28 codes shown in Table 2.

Table 2) Summarizing the concepts extracted from teachers' experiences in Shahab project

No	Concept codes
1	Identifying talents in all aspects
2	Localization of talents
3	Comprehensive support for talents
4	Introducing elites and top talents to research institutes
5	Talent search and elite search
6	Establishing justice
7	It is an interesting idea
8	Future career horizons
9	Talent search and elite search
10	Educational justice and generality
11	Identifying the recruitment and retention of elites
12	needs assessment
13	Remove restrictions
14	Comprehensive growth and development
15	Adapted to individual differences
16	Be new and up-to-date
17	Attractive and creative
18	Operational and efficient

19	Creative method
20	Active and group method
21	New Method
22	Attractive and stimulating
23	Providing more training and assignments

24	Be an expert with relevant education
25	responsible
26	Trained
27	creative
28	Partnership with parents and other colleagues

The third step: final coding, extraction of secondary concepts and its placement in the subset of the main concept of the research, which is shown in Table 3.

Table 3) conceptual codes, sub-codes and main codes in the evaluation of the Shahab project in the curriculum of the second year of elementary school based on goals, content and methods

No	Concept codes	Sub concept	The main concept
1	Identifying talents in all aspects	talent search	desirable conditions
2	Localization of talents		
3	Comprehensive support for talents		
4	Introducing elites and top talents to research institutes		
5	Talent search and elite search	Shahab design	
6	Establishing justice		
7	It is an interesting idea		
8	Future career horizons		
9	Talent search and elite search	Targets	
10	Educational justice and generality		
11	Identifying the recruitment and retention of elites		
12	needs assessment		
13	Remove restrictions		
14	Comprehensive growth and development		

15	Adapted to individual differences	
16	Be new and up-to-date	content
17	Attractive and creative	
18	Operational and efficient	
19	Creative method	
20	Active and group method	
21	New Method	method
22	Attractive and stimulating	
23	Providing more training and assignments	
24	Be an expert with relevant education	
25	responsible	
26	Trained	teachers
27	creative	
28	Partnership with parents and other colleagues	

(column spanning label: assessment)

In the last step of the researcher, to answer the main question of each topic, the goals, content and method in Shahab's plan are given in separate tables.

Table 4) Analysis of the theme of Shahab project goals

Axial code	open source	Verbal statement	Code of interviewees	The opinion of the interviewees	The effect of project objectives on the evaluation of the curriculum of the second elementary school
	Talent search and elite search	Identifying Iran's future leaders	I_4, I_5, I_8, I_{13}	Direct and positive	**
		Appropriate link of knowledge and executive field	$I_6, I_7\ I_9, I_{10}$	Direct and positive	**
	Educational Justice	in all areas near and far and	$I_3, I_5\ I_7, I_9$	Direct and positive	**

	giving everyone the same opportunity			
	Elimination of discrimination caused by unequal allocation of facilities	$I_3, I_5 I_7, I_6$	Direct and positive	**
Identifying the recruitment and retention of elites	Identifying elites in different ages, fields and activities	I_1, I_4, I_{11}	Direct and positive	**
	Recruiting identified elites to economic, social and scientific systems and...mechanisms affecting recruitment	$I_6, I_8 I_9, I_{13}$	Direct and positive	**
	The external reward is not always responsive and does not create motivation, and sometimes it gives the opposite meaning and is considered coercion and against the inner desire.	$I_6, I_7, I_9, I_{13}, I_{14}, I_{15}$	Direct and positive	**

Objectives of Shahab project				
	needs assessment	It is a systematic review of what should be and what is	I_8 I_9, I_{10}	Direct and positive	**
		A systematic process for determining goals, identifying the gap between the status quo and goals, and finally determining priorities for action.	I_1 I_3, I_6	Direct and positive	**
	Remove restrictions	Revival of infrastructure	I_3, I_5	Direct and positive	**
		Save time, reduce costs, turn training into motivated learning	I_4 I_3, I_9	Direct and positive	**
		And increasing efficiency is one of the most important reasons for the growth and success of this new method in the development of education and learning.	I_5, I_7 I_9, I_{15}	Direct and positive	**
	Comprehensive growth and development	It includes academic, social and cultural development	I_1, I_7 I_9	Direct and positive	**

In the form of group methods to develop and improve thinking skills			$I_5, I_7 I_3, I_6$	Direct and positive	**

Analysis of the theme of the objectives of Shahab project

During the semi-structured interviews with teachers, managers, experts and student teachers active in the Shahab project, conceptual codes and conceptual classes were extracted, which, from their deep analysis, were related to the themes of talent search and elite search, the implementation of educational justice in all regions near and far. and giving everyone the opportunity to show what is hidden inside them and identifying the attraction and retention of the elite, needs assessment, removal of limitations, inclusive growth and development, which is a number of all the semi-structured interviews that are conducted in this direction. It has been realized that the main goal of this plan was actually to identify the prominent people of Iran's future. Like any other country that has done this, we were a little late in this matter. Perhaps there were countries like Russia that have transformed themselves from a second-rate country to one of the world's superpowers by using this method.

In fact, Iran's surveys have reached this point, and in the field of science and future development of the country, the main attention of the country is focused on education and the main goal of the Shahab project is that among the collection of about 13 million students, the future leaders of Iran in the field Identify various scientific, technical, artistic, literary, managerial, etc. And in fact, this is where our work begins, we are talking about the future, it is future building, so it is not enough to just identify, we must develop knowledge, otherwise, without providing for the future of such people, they may be lost forever and in In this regard, it is necessary to identify the necessary things regarding the all-round growth and development of scholars, whether in terms of communication, knowledge, fun and attractive environment, etc., and in the case of limitations with Taking priority on the basis of budget and prerequisites, try to fix and prepare them.

Table 5) theme analysis of Shahab plan content

Axial code	open source	Verbal statement	Code of interviewees	The opinion of the interviewees	The effect of the content of the plan in the evaluation of the curriculum

				of the second elementary school
Content of Shahab plan	**Attractive**	First hand and not repeated	I_4, I_5, I_8, I_{13}	Direct and positive	**
		It should be interesting and use tools such as parables, storytelling, showing movies, etc	I_6, I_7, I_9, I_{10}	Direct and positive	**
		Interests, talents and intelligence, abilities, experiences and special psychological needs should be considered in content production	$, I_3, I_5, I_7, I_9$	Direct and positive	**
	Suited to individual differences and individual abilities	Each person has their own unique content	$I_2, I_7, I_8, I_{13}, I_{15}$	Direct and positive	**
		According to the needs and interests and previous experiences	I_3, I_5, I_6, I_7	Direct and positive	**

Being new and up-to-date	Use evergreen content	I_1, I_4, I_{11}	Direct and positive	**
	The information provided should be up-to-date and new, maybe the 1-day break will keep us away from the modern world	I_6, I_7, I_9, I_{13}	Direct and positive	**
creative	It gives students the courage to take risks and come up with ideas	I_{10}	Direct and positive	**
	It gives students the opportunity to change direction and experience new things	I_1, I_3, I_6	Direct and positive	**

Theme analysis of the content of Shehab project

During the semi-structured interviews with teachers, managers, experts and student teachers active in the Shahab project, conceptual codes and conceptual layers were extracted, which, from their deep analysis and investigation, turned into <u>attractive themes, appropriate to individual differences and individual abilities, modern and Be up to date, creative, divided</u>
The participating teachers in this research stated that in fact we still don't have any content for the Shahab project and this indicates that the colleagues did not participate with each other in registering and transferring different and up-to-date creative content, or the only criterion for their presence was their high work experience. They usually try to follow the same old routine and present the oral content, and without any attraction, they again create

the same dry and stressful routine for the student. It has been effective, but it is necessary to provide good courses in this regard so that we can consider good content for children that is a combination of happiness, creativity, attraction and excitement, and it is necessary to study more about the content of the curriculum in Shahab Ali's plan. Especially in the early years, let's focus on education. In fact, if we follow all the principles correctly and leave the content unchanged, all our efforts will be useless. Here, it may even be necessary to provide suitable content to each person according to his abilities, interests and weaknesses. It may be necessary even lesson by lesson Urging on the topic of code change and on the other hand, we should think of newer and more attractive ways, problems should be solved, this power should be given to these talents, by solving problems in the early life, the confidence and power to solve problems will be better in the society. to have

Table 6) Theme analysis of methods in Shahab project

Axial code	open source	Verbal statement	Code of interviewees	The opinion of the interviewees	The effect of the design method on the evaluation of the curriculum of the second year of elementary school
Method in Shahab plan	**Creative method**	Using new educational tools and media in education	I_4, I_5, I_8, I_{13}	Direct and positive	**
		Using unconventional methods	I_6, I_7 I_9, I_{10}	Direct and positive	**
	Active method	A two-way interactive method between the teacher and the student, which frees the teacher from being one-sided and a single theologian.	, I_3, I_5, I_7, I_9	Direct and positive	**
		It increases the scope of the child's curiosity and interactive development	I_2, I_7, I_8, $I_{13,}$ I_{15}	Direct and positive	**
		Making learning more engaging for the student and achieving lifelong learning	I_3, I_5, I_6, I_7	Direct and positive	**

New and attractive method provocative	Motivating and increasing students' interest	I_1, I_4, I_{11}	Direct and positive	**
	Using and benefiting from the latest method accepted in the world	$I_6, I_7 I_9, I_{13}$	Direct and positive	**
	The one-dimensionality of education	$I_6, I_7 I_9, I_{13} I_{14}, I_{15}$	Direct and positive	**
More training and homework	Training and skill-based assignments should be added to the work	I_{10}	Direct and positive	**
	Acquiring more information with more effort and focus on learning	I_1, I_3, I_6	Direct and positive	**

Analysis of the method theme in Shahab's design

During the semi-structured interviews with teachers, managers, experts and student teachers active in the Shahab project, conceptual codes and conceptual layers were extracted from their deep analysis and analysis to the themes of creative method, active method, attractive and motivating new method, and more training and homework. It includes what can be seen from the totality of the plan. It is new. The new plan requires trial and error. However, these are superior talents. They must have the power to accept more training. From here, it follows that with the child, The title of a person with high intellectual intelligence is imagined, in which he tried to provide mental and individual training actively by using new methods and knowledge of new technology in a virtual and face-to-face manner, and it is necessary to attract and tolerance of more trainings, creativity, innovation, abilities, interests of people must be taken into consideration, and it is possible that in this regard, the task of each person is different from the other, and even the training that is sent to a person in the virtual space is different from the next person, and the rule of individual differences It should be observed that in this case the trainings are more effective.

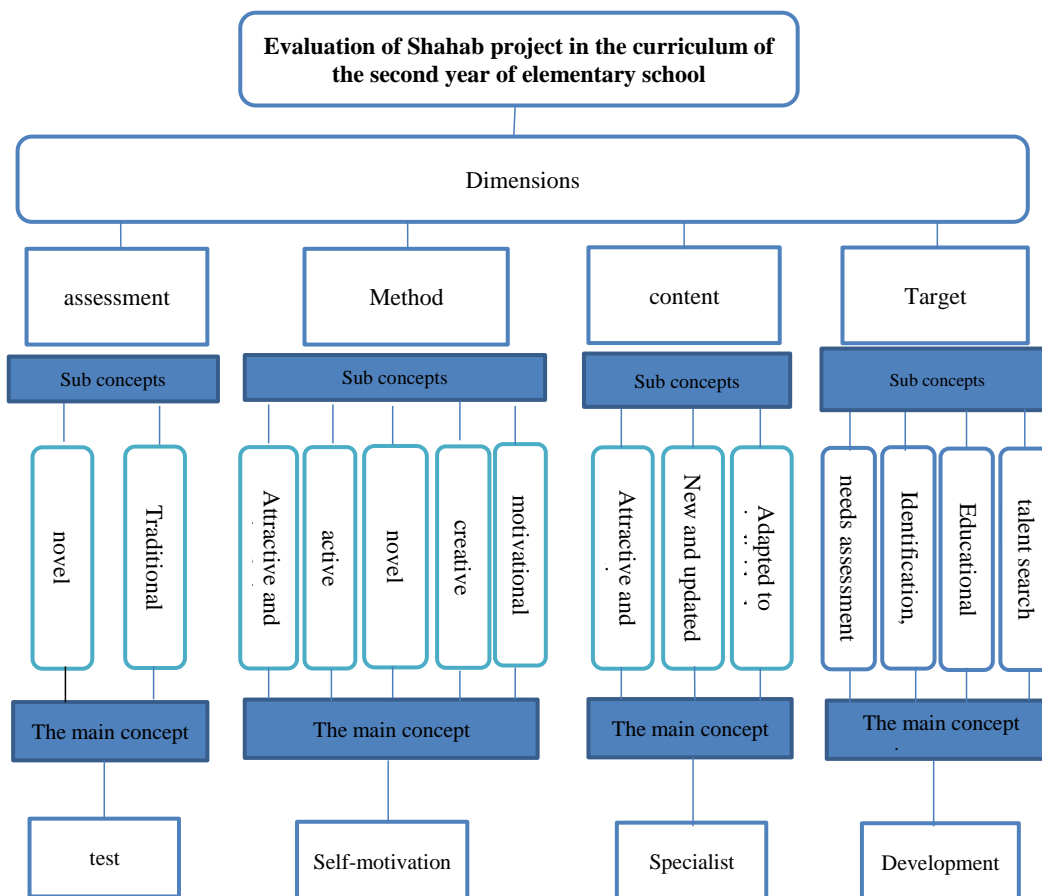Finally, the integration of concepts was determined in the following figure.

FIGURE 1) INTEGRATION OF CONCEPTUAL CODES, SUB-CODES AND MAIN VARIABLE

Discussion and conclusion:

The results obtained in this research were obtained from the interviews carried out in this section, which include 15 60-minute interviews, which is indicative of this.

that in the first stage; In order to understand and empathize with the participants, the researcher carefully studied all the descriptions and experiences expressed by them several times to extract the important content and expressions. Therefore, when implementing the text, it has been tried to convert all the details into a written text and not to miss any issues by the interviewees, and if necessary, he has written notes about them. In this section, the implemented text is given in the first section The second stage, which is the stage of extracting important sentences, the researcher has tried to extract words and sentences related to the phenomenon in question from the text of the interviews. Shahab (objective, content and method, in the curriculum of the second year of elementary school)) so irrelevant sentences and phrases were removed at this stage. In fact, the text of the interviews was refined at this stage and relevant, key and central phrases and sentences were extracted from them. became The sentences and phrases quoted by the interviewees were given without

manipulation and accurately. Moreover, after extracting the important and key phrases and sentences, the process of refining them was done again, which means that the redundant and redundant concepts were limited and removed. In the third stage; Give a special meaning to each of the sentences and express them in simpler sentences. In fact, the main goal of this stage is to create and develop basic concepts for conceptualizing and building abstract concepts. Based on this, at this stage, phrases and sentences have acquired a conceptual nature, which has allocated 101 phrases. In the fourth stage; The researcher has organized and arranged the extracted concepts in similar concept categories. By refining the concepts and finding the common nature and meaning, basic concepts are obtained. The primary and emerging concepts at this stage include; (Incomplete equipment, half-prepared human resources and teachers, improper supervision and a crude plan that still does not include a strong executive director, etc.), all of which made this plan, despite its good nature, not go well. In the fifth stage; In the previous stage, the researcher took the concepts obtained from the previous stage into a more comprehensive explanation that includes all the contents and details of the phenomenon in question .

Micro-concepts were obtained. These concepts are the main concepts that form the basis of teachers' phenomenological structure. In the sixth stage; The researcher has tried to create a real description of the previous stage. In this part, the relationship structure of the secondary and main concepts that have emerged is examined, and at the end, the seventh stage of Claysey's analysis is carried out and the major concepts are recorded by referring to the participants. paid to ensure the reliability of information. And the conceptual model of the research was extracted at this stage. In the second part of the research, in order to validate the obtained model, that is, the third question of the research (is the presented model of the Shahab plan valid?), it has been obtained that after considering the components obtained in the previous stage; As a theme at this stage, it was tried to ask the opinion of the interviewees regarding each of the themes and raise whether it is effective or not, and 6 themes extracted from the text of the interviews include; Talent search, general plan of Shahab, purpose, content,

The method and teachers have been recognized as having a positive and direct result in the evaluation of Shahab's plan in the curriculum of the second elementary school, and in this regard, researchers have addressed these issues in different topics, although not directly. Beh Azadegan et al (13), Amopour (14), Tahmasabi et al (15) Saif (16), Gulshan Mehrjardi (17), Majed Far et al(18), Najafi (19), Hamze Lo et al (20), Abedi (3), Ceragh Moulai (21). Alipour et al (8) pointed out and at the end the results were presented under the title of analysis of the conceptual categories that make up the theme of the elements that make up the evaluation of the Shahab project in the second elementary school curriculum.

- Finally, in order to evaluate the Shahab project in the curriculum of the second year of elementary school based on the goals, content and method with the knowledge obtained from the components and the effectiveness of each one, it can be suggested that:

-In talent search, it has been tried to identify talents in all aspects in order to prevent the monoculture of scientific talents and the cultivation of only doctors and engineers, and to pay attention to this group alone, and to localize talents according to the needs of the regions. In order to bring their regions to economic prosperity by using their full potential, therefore, it is necessary to provide comprehensive support to all talents by introducing elites and top talents to research institutes, from their identification to entry into jobs in proportion to their numbers.

-In the general plan of Shahab, which is an interesting and essential trick in the country, it is necessary to find talent and find elites, because these superior talents are not elite from the beginning, Shahab's plan should identify them and achieve elite status in this direction, but The establishment of justice in all parts of the country should be completely equalized in order to guarantee the future career horizon

-Regarding the goals, the highest and most valuable goal of Shahab (finding talent and elite) can be achieved, which can only be achieved in the shadow of educational justice and generality (poor and rich) and it is possible to identify growth and development and attraction. that if you have to deal with it, then we have to mix the needs of the society and individuals together and give it a direction by measuring the needs to remove all the limitations in this regard and become the cause of all-round progress.

-On the one hand, the content should be suitable for each person according to the principle of individual differences, on the other hand, we are on the side of the elites, so it should be new and up-to-date, attractive, creative, operational and effective, and should be verbal and theoretical.

-The methods should also be different from normal children. The teacher is the criterion, but it is not the only thing. The chosen method should be creative, not just individualistic, and should use active and group methods. Provided more training and assignments.

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