Evaluation of the Relationship between Health Education and Health Development Curriculum of the First High School with Professional Qualification of Teachers and Based on Health System Indicators

Hossain Amini*, Farshideh Zameni, Vahid Fallah

Abstract--- *Health education and health promotion is accepted as an individual and social value and an undeniable necessity in every society. According to the statutes of the World Health Organization, all educational and health organizations are obliged to strive to spread it. This important point has been mentioned and in order to implement it, by compiling health and health promotion courses in different educational courses, especially junior high school, efforts have been made to give the necessary training to students and to take necessary measures to achieve a healthy, dynamic and lively society. The purpose of this study was to design a model of health education and health development curriculum for junior high school based on the indicators of the health system and the document of fundamental change in education. The research method was descriptive correlation, field data collection method and interview data collection tool and questionnaire. The statistical population in this study was all professors and curriculum specialists. Purposeful sampling method was used to select a sample from among the specialists and 15 people were selected as a statistical sample considering the saturation law. The researcher faced data saturation after the twelfth interview, but to ensure the adequacy of the data, the interview process continued until the fifteenth person. Therefore, the statistical sample in this section is 15 people.*

Based on the research results, it can be said that the four main themes of "purpose", "content", "teaching method", and "evaluation" as dimensions of health education and health development curriculum in junior high school based on the indicators of the health system with emphasis on The components of the document of fundamental change in education were identified. The results also showed that the variables of purpose, content, teaching method, and evaluation in explaining the model of health education and health development curriculum of the first year of high school based on health system indicators with emphasis on components. The document is a fundamental transformation of effective education. So that the target variable was in the first priority, the content variable was in the second priority, the teaching method variable was in the third priority and the evaluation variable was in the final priority.

Keywords--- *design, curriculum model, health education, health development, junior high school.*

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I. INTRODUCTION

"Health" is one of the divine blessings that God has bestowed on human beings, and it is obvious that human beings should strive to maintain it, especially in this period when human machine life surrounds them. So to prevent any disease and ensure the health of people It is necessary to give trainings (Eskandari Varaififar, 2010)

The school education system plays a very important role in health education and health promotion in childhood and beyond and improves students' personality, attitude, skills and awareness (Hedayati et al., 2016).

Health education and health promotion can provide an opportunity for teachers and students to acquire knowledge, information, and skills that will guide them toward appropriate health habits and behaviors throughout their lives. Sarmad et al. (2000) Jamalian also confirmed the correctness of this view and considered the health of individuals in society as the greatest support of a country; In order to have a healthy society, it introduces students 'health as a principle, while considering health education and health promotion as students' right to be aware of how to take care of themselves and stay safe from pathogens, ensure their health. Be aware of it and, most importantly, acquire skills and abilities. In his opinion, this knowledge and skill should be available to students during their studies. World Health Organization (2015) studies on health behaviors in 35 countries showed that nearly 60% of the quality of life and health of individuals depend on their lifestyle and personal behaviors. He was healthy.

The World Health Organization's definition of "health is complete physical, mental, and social well-being, and mere absence of disease or disability is not a reason for health" (Ramazankhani Vesyari, 2010). Also, WHO studies (2015) on health behaviors. In 35 countries, it was shown that about 60% of the quality of life and health of people depends on their lifestyle and personal behaviors, and in the current situation in Iran, it needs to take steps to improve the health of various groups of society, including students. Have a healthy society. Given the importance and role of health in the life of every individual, and since it is considered as an important resource in economic, social and personal development, health education in schools should be emphasized by educational systems. Paying attention to the seriousness of achieving the indicators of the health system is one of the important tasks of every government, and to achieve this valuable goal and promote it, we need health education in schools; Trainings in the field of creating behaviors based on health and well-being that in different countries, especially in our country, schools and the content of the courses are the best basis for their operation. In this regard, this study intends to design a model of health education and health development curriculum in junior high school based on the indicators of the health system and the fundamental transformation of education. Based on the components of health education and health promotion including physical health, nutritional health, environmental health. , And review family, safety incidents, physical activity, mental health, high-risk behavior prevention, disease control and prevention, disability, public health, and school health.

Statement of the problem:

Health and wellness as an individual and social value, according to the Statute of the World Health Organization and from the perspective of all nations and all schools, is one of the highest secondary human rights and needs, achieving the highest level of social and national goals of all Governments count. (Aghazadeh, 2004) Among these, the education system is one of the largest and most extensive systems within any society that determines the fate of that society to ensure long-term health. (Samadi et al., 1396) Health is a multidimensional issue that today, in addition to the physical, psychological and social dimensions, also includes the spiritual aspect, so that different dimensions of health or disease are affected by each other. If physical problems affect Fordow's psyche, psychological problems affect his body, as well as

both of them, society and the existing disorders in society and health, so the measures taken to promote health should be in all aspects of personal health (physical, mental, spiritual) and health. The whole community should pay attention. (Seyed Nezadi, 2001) About half of the population of Iran are children and adolescents. A comparative study of Iranian students with four countries: Japan, Australia, France, and Turkey shows that the components of obesity, nutrition, smoking, oral health, sexually transmitted diseases and high-risk behaviors are increasing in Iran. (Maleki, 2016) Research has also shown Is that the cause of many chronic diseases and social harms is the lack of attention to health indicators (Shabnam et al., 2007).

Therefore, health education and health promotion is one of the best ways by which students can maintain their position, despite the fact that students are very important in shaping the next generation and promoting community health because it is considered in a relatively healthy stage of life. Are not considered a priority in health promotion efforts around the world (Ken et al., 2008)

Paying attention to the difficulty of health education and position through content, materials and textbooks is one of the basic needs of thirty students and causes a sense of responsibility and responsible behavior in them. In order to plan for health education at the national level, evaluate the past performance and compare it with the current situation, evaluate the goals of development programs and compare the performance of different units, we need to determine indicators in different sectors and on the other hand, compare the performance of our country. In the field of health and treatment with other countries by international organizations, the necessity of accepting some international indicators and producing their information has become inevitable. According to the above, the main question of this research is what is the pattern of the health education and health development curriculum of the first secondary school?

National Health Indicators:

Today, management is one of the main pillars of growth and excellence of organizations and any weakness in this pillar will have detrimental consequences for that group. Also, paying attention to the three main tasks of management, which are policy-making, planning and decision-making, is a sign of the importance of this issue. The fulfillment of these three tasks is possible if there is information and accurate information is very effective in navigating the organization. This is even more important in the health sector because of the duty to respond to the health needs and demands of the people in the community who will be dealing with their health. The pleasure of designing and implementing an efficient and effective information system is one of the priorities of this section. In this section, the need for evidence-based decision-making to reduce people's pain, suffering and pain in comparison with other sections has a special priority.

On the one hand, in order to plan for health at the national level, evaluating past performance and comparing it with the current situation, evaluating the goals of development programs, comparing the performance of different units, etc., need to determine indicators in different sectors. On the other hand, comparing the performance of our country in the field of health and treatment with other countries by international organizations has made the necessity of accepting some international indicators and producing their information inevitable.

The need for serious attention to health education to ensure, maintain and promote health and welfare in the country, led to the first codified plan for the development of health education in the country (in line with the 20-year vision document and the fourth development plan) in the Department of Communications and Health Education. Its implementation, in addition to support, political commitment and structural development and capacity building in the health sector and other governmental, non-governmental and private sectors, requires empowering health personnel to design, implement and evaluate evidence-based health education services at different levels of the service delivery system. Is the health care of the country. In order to empower the country's health personnel in providing health education services,

a comprehensive health education curriculum at three levels: basic, general and specialized with the aim of providing a suitable training module for use in the comprehensive system of education and retraining of health education knowledge and skills based on evidence. As well as other government, non-government and private personnel involved in the design, implementation and evaluation of various types of information, communication and educational services for health and welfare education to individuals, groups and communities have been developed.

Document of fundamental change in education and the components studied

The fundamental change in the education system based on the lofty ideals of the Islamic system should be focused on the vision that in the bright horizon of 1404, the Iranian painter developed with the first economic, scientific and technological position in the region with a revolutionary Islamic identity, inspiring the Islamic world with It is a constructive and effective interaction in the field of international relations.

Although in the last three decades, abundant and commendable efforts have been made by the officials and those involved in the education system to improve and reform the country's education system, which fortunately has left positive and useful results, but education still faces serious challenges. It faces and its output is not in the style of the Islamic Republic of Iran and does not respond to environmental developments and the needs of society. Hence, the wise emphasis of the wise leader of the Islamic Revolution on the necessity of a fundamental change in education, relying on the philosophy of Islamic-Iranian education and the development of an Islamic-Iranian model for transformation and avoiding imported, old and purely imitative models, became a beacon. It is one of the challenges of the country's educational system.

Fortunately, realizing the necessity and importance of this matter and in response to the intelligent call of the Supreme Leader of the Islamic Revolution (Dam Zoleh), the plan to compile a national document of education as a document of strategic transformation of the education system in the twenty-year vision of the Islamic Republic of Iran The decision of the Cabinet was placed on the agenda of the Higher Education Council, and finally, after the formation of expert-research circles with the participation of seminary and university experts, managers, experienced education experts and other relevant bodies, while adhering to the views Imam Khomeini (ra) and the views of the Supreme Leader on the fundamental transformation of the educational system and in line with out-of-reach documents, including the 20-year vision document of the country, the document was compiled.

In this regard, after scoring the studies of the national document, the first theoretical basis of the developments in the education system (including the philosophy of education in the Islamic Republic of Iran - the philosophy of formal and public education in the Islamic Republic of Iran - the guidelines of the formal and public education system in the Republic Islamic Iran) was developed based on the Islamic-Iranian model and approved by the Higher Education Council, and then based on this, the document of strategic transformation of the formal and public education system was approved to be the basis of fundamental change in education.

Thus, the fundamental change in the transformative and humanizing institution of education is a continuous and time-consuming matter that, on the one hand, requires national determination and the support and assistance of all officials, sub-institutions, policy-makers and decision-makers, public and social culture. It is appropriate and favorable, and on the other hand, it requires organizational determination, active participation of principals, teachers, experts in education, as well as the support of families and dear students. This change must be implemented at the macro level of strategic management and strategic planning of education and in all its subsystems and components, and at the micro level and in the classroom and school, the vitality and vibrancy of moving towards a better future. Which hopes that with intelligent change management and by providing facilities and resources, especially efficient and motivated human resources, education can fulfill its serious and historical mission in educating human beings in the style of the Islamic

Republic of Iran and reviving the culture and civilization of Islamic Iran. To establish the Mahdavi world community. Therefore, since the main and central part of this document is based on education and health education and health indicators and components are clearly seen in it, this document is an example of additional documents that outline the path and framework of health education and should be seriously considered by educational planners In this research, the components of professional competencies, teacher leadership and the concept of success in teaching, which are the most important components of the document of fundamental change in education, have been studied and its effect on health curriculum design and health development has been measured.

II. BACKGROUND RESEARCH:

The school education system plays a very important role in health education and health promotion in childhood and after, and improves students' personality, attitude, skills and awareness. (Van et al., 2013) In this section, some research has been done. We are dealing with this internally and externally.

Ebadi et al. (2016) in a study entitled a proposed model for designing a homework-based curriculum in the master's degree in nursing based on the Acker plan, which was done qualitatively, concluded that the most important components of homework curriculum design Axis, which includes diverse and attractive, laboratories equipped according to the needs of learners, integrated, purposeful, applied and operational, interactive textbooks, workshops, clinical skills unit, projects, the possibility of better learning Flowcharts, clinical experiences, simulations, links between theory and practice, communication training, written assignments, training booklets, purposeful, integrated, ability to use new materials and resources, and use of images were identified.

A study entitled Designing an Optimal Curriculum Pattern was conducted by Khezri et al. (2016). Findings from the qualitative study in four categories: 1- Objectives of education (improvement of social skills, improvement of interpersonal skills, etc.), 2- Content (beliefs, identity, interaction and capability), 3- Training methods (training in the form of inviting experts, scientific and educational workshops, collaborative learning, etc.) and 4- Evaluation methods (observation of the performance process, self-evaluation, peer evaluation, etc.) Found.

Durandish et al. (1398) in a study conducted to design a curriculum framework based on the competency of mechanical engineering in the second year of high school, concluded that the curriculum framework includes; Curriculum logic components were curriculum function, curriculum scope, curriculum design pattern, structure, curriculum table, curriculum objectives, content, learning activities, and assessment methods.

Mohammadi Mehr and Maleki (1398) designed an optimal model of general medicine curriculum. They paid attention to the basics of the model, general principles, model goals, model philosophy, course levels and curriculum elements in a combined method in both qualitative and quantitative phases.

Müller (2017) in a study entitled Vocational and Vocational Education based on competency concluded that the orientation of the course content and teaching method well explain the curriculum pattern. In his opinion, the scope and orientation of the content and teaching method in order to achieve the goals and competencies included in the curriculum based on technical and non-technical competencies in the form of educational structure according to the talents and interests of students and conditions. The educational needs of schools.

Hadouchin et al. (2017) in a study entitled Application of Competency-Based Approach to Assess the Problem of Adequacy in Education and Employment found that evaluating academic achievement plays an important role in explaining competency-based curriculum. They cited performance criteria based on performance and skill levels as the criteria for gaining competence.

III. RESEARCH METHOD:

This research is applied in terms of purpose; It is descriptive in nature and qualitative in terms of research method, which was done by qualitative content analysis. Qualitative content analysis goes beyond the words or objective content of texts and examines themes or patterns that are explicit or implicit as explicit content. In sum, all qualitative content analysis approaches follow a similar process that involves seven steps:

1- Setting research questions to be answered; 2- Selecting the sample to be analyzed; 3- Determining the content analysis approach to be applied; 4- Planning the encryption process; 5- Executing the process. Encryption; 6- Determining validity and reliability; 7- Analyzing the results of the encryption process

Society and statistical sample

According to the research method used in this study, the statistical population of this study includes professors and curriculum planning specialists in Iran in 1399 who had the necessary information in the field of health education and health development curriculum and was identified in The qualitative part of their opinions was used. Purposeful sampling method was used to select the sample from among the experts; In this study, due to the qualitative nature of the research and its nature, the researcher was selected from the purposive sampling method and considering the saturation law, 15 people were selected as a statistical sample. The researcher faced data saturation after the twelfth interview, but to ensure the adequacy of the data, the interview process continued until the fifteenth person. Therefore, the statistical sample in this section is 15 people.

Table 1: List of interviewees in the qualitative stage

Gender	Field of Study	Academic Rank	Responsibilities of the interviewees	Geographical location of the research areas studied	Specialized and executive field of the interviewees	Row
Man	Curriculum	Assistant Professor	University faculty	University of Guilan	University	1
Man	Curriculum	Assistant Professor	University faculty	University of Guilan	University	2
Man	Curriculum	Assistant Professor	University faculty	University of Guilan	University	3
Female	Curriculum	Assistant Professor	University faculty	University of Guilan	University	4
Man	Curriculum	Associate Professor	University faculty	Tarbiat Modares University of Tehran	University	5
Man	Curriculum	Assistant Professor	University faculty	Tarbiat Modares University of Tehran	University	6
Man	Curriculum	Associate Professor	University faculty	Tarbiat Modares University of Tehran	University	7
Man	Curriculum	Associate Professor	University faculty	Allameh University	University	8
Man	Curriculum	Assistant Professor	University faculty	Allameh University	University	9
Man	Curriculum	Associate Professor	University faculty	University of Tehran	University	11
Man	Curriculum	Assistant Professor	University faculty	Islamic Azad University of Sari	University	12
Female	Curriculum	Assistant Professor	University faculty	Islamic Azad University of Sari	University	13
Man	Curriculum	Associate Professor	University faculty	Tabriz University	University	14
Female	Curriculum	Associate Professor	University faculty	Shiraz university	University	15

Data Collection tools

In the qualitative section, two tools were used to collect data and semi-structured interviews to identify the components and sub-components. In this regard, after obtaining the necessary permits, the necessary coordination was done with the interviewees and a copy of the interview protocol and questions were provided to the interviewees in advance to prepare answers to the questions, then the researcher at the appointed time. , The interviewees were present at the workplace or the interview was conducted virtually (voice and video). The average time required to conduct each interview was 30 to 40 minutes, which in some interviews lasted 20 minutes and in some interviews up to 1 hour. During the interview, information was recorded on audio or video tape in various ways such as taking notes and recording the interview. At the end of the interview, detailed notes on the interview process will be taken.

Table 2: Interview Questions with Experts

Question	Row
What are the indicators of the health system with emphasis on the components of the document of fundamental change in education?	1
In your opinion, what dimensions and components can be enumerated for the health education and health development curriculum?	2
Given the importance of the health education and health development curriculum of the first year of high school based on the indicators of the health system with emphasis on the components of the document of fundamental transformation of education, how can the goal be designed?	3
What is the content of the health education and health development curriculum of the first year of high school based on the indicators of the health system with emphasis on the components of the document of fundamental transformation of education?	4
In the health education and health development curriculum of the first year of high school, based on the indicators of the health system, with emphasis on the components of the document of fundamental transformation of education, how can teaching-learning strategies be designed?	5
In the curriculum of health education and health development of the first year of high school based on the indicators of the health system with emphasis on the components of the document of fundamental transformation of education, how to evaluate?	6
If you know people with experience and expertise in the field of health education and health development curriculum, please introduce them who can help to improve the quality of the present project.	7
If you have a specific recommendation or suggestion in this area that you are interested in adding, please state it.	8

data analysis

The main purpose of this study is to design a model of health education and health development curriculum for junior high school based on health system indicators with emphasis on the components of the document of fundamental change in education using content analysis method. In order to study the necessary elements for compiling the model of health education and health development curriculum for the first year of high school based on the indicators of the health system with emphasis on the components of the document of fundamental change in education, data from case study Thematic analysis technique was used. Content analysis is one of the appropriate analytical techniques in qualitative research that turns scattered and diverse data into rich data.

To do this, first, in the thematic analysis, the data obtained from the semi-structured interview were coded paragraph by paragraph. Then the basic concepts were produced. In the next steps, the obtained codes were categorized in similar and

coherent groups and the network of themes was analyzed and reviewed several times. Finally, to compile the curriculum of health education and health development of the first year of high school based on the indicators of the health system with emphasis on the components of the document of fundamental transformation of education as a comprehensive theme, organizing themes in two levels (first level with 4 objective themes , Content, teaching-learning and evaluation methods and the second level (6 themes) and 121 themes were identified and the network of themes was extracted.

- The main objectives of the health education curriculum and health development of the first year of high school based on interviews

Table 3: Preliminary coding results

1- Self-knowledge and self-esteem
2-Control your feelings and emotions
3-Creating a spirit of liquidity and tolerating the opinions of others
4-Flexibility in communicating with others
5-Find and maintain friendships
6-Accepting the personality of others
7-Control anger in relation to others
8-Communicate with others
9-Realize your strengths and weaknesses
10-Help the student to overcome anxiety
11-Improving the level of knowledge, attitude and health behaviors of students
12-Provide access to school health services for students and school staff
13-Organizing school health information system
14-Improving the quality of health education for students, parents and school staff
15-Familiarity with children's health rights and how to provide health services
16-Raising the level of students' awareness in the field of school environment health
17-Pay attention to your personal health
18-Recognize and respect school health laws
19-Training in the proper use of environmental resources
20-Develop students' skills in maintaining and promoting environmental health
21-Sensitivity to environmental accidents
22-Identify environmental pollutants and find appropriate solutions to combat them
23-Creating a culture to protect the environment
24-Familiarity with waste and its types and ways of disposal and how to recycle it
25-The role of people in reducing air pollution
26-Student performance in saving
27-How to plant and maintain plants
28-Familiarity with the effects of sound on humans
29-Familiarity with health and nutrition tips in sports
30-Familiarity with corrective movements, its types and how to take care of organs
31-Familiarize students with the benefits of a regular exercise program in maintaining health and preventing disease

32-Introduce students to the role of exercise in creating vitality and vitality in life

33-Familiarity with motor concepts, motor and non-motor skills and its evolution

34-Balanced diet training

35-Paying attention to the type of nutrition and health behaviors of students

36-Students' familiarity with the consumption of low-value foods such as puff pastry

37-Eat foods rich in calcium such as milk

38-Familiarity with the role of contaminated food in causing disease

39-Familiarity with important points in food consumption and ways to distinguish healthy foods from unhealthy

40-Promoting students' culture and nutritional literacy

41-Familiarity of students with poor nutritional problems

42-Awareness of students of the importance and impact of healthy behavior on physical development

43-Improving students' cognition of drugs

44-Improving students' cognition of alcohol consumption

45-Improving students' knowledge about the issue of pregnancy and human pregnancy

46-Improving interpersonal skills

47-Improving problem solving skills

48-Observance of social respect in social environments

49-Respect the rules governing school and out-of-school life

50-Promoting students' confidence

In the second stage, these concepts were coded for more coherence and more coherent analysis and interpretation in the form of a more abstract concept. The results of this coding and how to analyze and combine the primary concepts in the form of secondary concepts are shown in Table 4.

Table 4: Secondary coding of concepts in the dimension of goals based on health system indicators with emphasis on the components of the document of fundamental transformation of education

Mental health	-Self-knowledge and self-esteem -Control your feelings and emotions Creating a spirit of liquidity and tolerating the opinions of others -Flexibility in communicating with others -Finding and maintaining it Accepting the character of others -Control anger in relation to others Establish communication with others Realize your strengths and weaknesses -Helping the student to overcome anxiety
Public health of schools	Improving the level of knowledge, attitude and health behaviors of students Providing access to school health services for students and school staff Organizing the school health information system Improving the quality of health education for students, parents and school staff Familiarity with children's health rights and how to provide health services

	-Raising the level of students' awareness in the field of school environment health
	-Paying attention to your personal health
	Recognize and respect school health laws
Environmental health	-Training the correct use of environmental resources
	Expanding students' skills in maintaining and promoting environmental health
	-Sensitivity to environmental accidents
	-Knowing environmental pollutants and finding the right solution to fight them
	-Culturalization to protect the environment
	Familiarity with waste and its types and ways of disposal and how to recycle it
	-The role of people in reducing air pollution
	-Student performance in saving
	-How to plant and maintain plants
	Familiarity with the effects of sound on humans
The role of exercise and fitness	Familiarity with health and nutrition tips in sports
	Familiarity with corrective movements, its types and how to take care of organs
	Familiarize students with the benefits of a regular exercise program in maintaining health and preventing disease
	Introducing students to the role of exercise in creating vitality and vitality in life
	-Familiarity with motor concepts, motor and non-motor skills and its evolution
Health features of healthy eating	-Balanced diet training
	Pay attention to the type of nutrition and health behaviors of students
	Familiarize students with the consumption of low-value foods such as puff pastry
	Use calcium-rich foods such as milk
	Familiarity with the role of contaminated food in causing disease
	Familiarity with important points in food consumption and ways to distinguish healthy foods from unhealthy
	Promoting students' culture and nutritional literacy
	Familiarity of students with poor nutritional problems
Improving life skills	-Awareness of students of the importance and impact of healthy behavior on physical development
	-Promoting students' knowledge about drugs
	-Improving students' cognition of alcohol consumption
	-Promoting students' knowledge about the issue of pregnancy and pregnancy in humans
	-Improving interpersonal skills
	Improving problem solving skills
	Observance of social respect in social environments
	Adhere to the rules governing life at school and beyond
	Promoting students' confidence

IV. CONCLUSION

The purpose of this study was to design a model of health education and health development curriculum for junior high school based on the indicators of the health system and the document of fundamental change in education. Based on the results of the research in reviewing the first question on "What are the dimensions and components of the health education curriculum and health development of the first year of high school based on the indicators of the health system

with emphasis on the components of the document of fundamental change in education?" , Four main themes "purpose", "content", "teaching method", and "evaluation" as the dimensions of the health education and health development curriculum of the first secondary school based on the indicators of the health system with emphasis on the components of the document of fundamental transformation of education The findings of the present study in the study of the second special question based on "What is the model of health education and health development curriculum in the first year of high school based on health system indicators with emphasis on the components of the document of fundamental change in education?" Showed that the variables of purpose, content, teaching method, and evaluation are effective in explaining the pattern of health education curriculum and health development in the first year of high school based on health system indicators with emphasis on the components of the document of fundamental transformation of education. So that the target variable was in the first priority, the content variable was in the second priority, the teaching method variable was in the third priority and the evaluation variable was in the final priority. Karachian and Khosravi (2015) in studying the effect of curriculum elements on students' academic achievement found that the elements of content, evaluation, goals and evaluation are considered as the most effective elements, respectively. According to Bazargan et al. (2011), the elements of purpose, content, teaching method, and evaluation have an important role in explaining the curriculum that is consistent with the findings of the present study. In their study, Karamafrooz et al. (2011) concluded that elements such as objectives, content, methods, methods of organization and evaluation are effective in explaining the curriculum pattern that is consistent with the results of the present study. Brimani et al. (2011) in the importance of the content element concluded that the organization of educational content has a direct and significant effect on improving the quality of higher education, which confirms the findings of the present study. Müller (2017) in a study entitled Vocational and Vocational Education based on competency concluded that the orientation of the course content and teaching method well explain the curriculum pattern. In his opinion, the scope and orientation of the content and teaching method in order to achieve the goals and competencies included in the curriculum based on technical and non-technical competencies in the form of educational structure according to the talents and interests of students and conditions. The educational needs of schools.

Findings of the present study in the study of the third special question based on "the current situation of the components of the health education curriculum and health development of the first secondary school based on health system indicators with emphasis on the components of the document of fundamental change in education from the perspective of primary school teachers Is?" Showed that the status of target variables, content, teaching methods and evaluation is unfavorable. In this regard, the study of Mashhadi et al. (2017) also showed that the status of the content of the curriculum from the point of view of professors and students is not favorable, which is consistent with the results of the present study. In this regard, Baker (2011) believes that content design and presentation requires the necessary knowledge and expertise to integrate technology into content and to establish a connection between the content of all courses in the service of technology. Flexibility and utilization of different modes of presenting content and combining opinion and action in it is also very important. Dehghani et al. (2016) in a study examined the objectives and content of the preschool curriculum. The results of their study showed that the quality of student curriculum content and teaching process in the practical part was desirable for all study groups, which is in accordance with the findings of the present study, but the evaluation element was not in a good condition. In this section, it is consistent with the findings of the present study. Mirzaei et al. (2016) found that all educational centers use content titles, but the way they are used in a balanced and correct manner and in accordance with the curriculum is not intended to be consistent with the findings of the present study. Yazdani (2017) in the field of studying the content element showed that the quality of elementary textbooks in terms of criteria of fit and general quality of textbook content, the fit of content with students' religious attitudes, the fit of content with social attitudes, attention to expansion Aesthetic sense and cultivation of artistic taste, attention to the

development of language skills, and the development of exploration skills, research and creative thinking and criticism are in good condition. Salehi Omran et al. (2016) in examining the use of constructive curriculum elements in higher education concluded that there was no significant difference in relation to the objective element, content and teaching-learning strategies, but in the evaluation element of the lower standard level. It is more consistent with the findings of the present study in this section. The results of Mehdizadeh (1397) study showed that the method of selecting educational objectives, content selection, content organization, content presentation, time management, use of educational technology, evaluation and the process of curriculum development is "very desirable" Are located.

Findings of the present study in the study of the fourth question on "What is the importance of the components of the health education curriculum and health development of the first secondary school based on the indicators of the health system with emphasis on the components of the document of fundamental change in education?" It showed that the highest priority in terms of performance was related to the evaluation variable, the second priority was related to the content, the third priority was related to the goal and the fourth priority was related to the teaching method. Amini et al. (2015) in their study showed that the elements of objectives, content, teaching methods and methods of evaluation are important, respectively, which is not consistent with the present study. Uncle et al. (1397) in their study that examined the elements of the curriculum showed that the element of teaching method with the highest average in the first priority, the element of evaluation in the second rank, the element of content in the third rank and the objective element in the fourth rank are important. To some extent, it confirms the findings of the present study. Mehdizadeh (1397) in his study found that the importance of different elements of needs assessment, how to select educational objectives, content selection, content organization, content presentation, time management, use of educational technology, evaluation and curriculum development process It is "very high". The results of Salehi Omran et al.'s (2016) study indicate that the content element has the highest average of the first priority, the target element in the second priority, the teaching-learning strategies element in the third priority and the evaluation element in the fourth priority, which is consistent with the results of the present study. does not have. Jafari Sani et al. (2013) in examining the key features of the curriculum found that the components of objectives, content, teaching strategies, and evaluation are important respectively and are in priority that in terms of importance are consistent with the findings of the present study. does not have.

Findings of the present study in the fifth question based on "To what extent is the degree of appropriateness (validation) of the model of health education curriculum and health development of the first secondary school based on health system indicators with emphasis on the components of the document of fundamental transformation of education?" Showed that the designed curriculum model has a good fit. Some studies such as Ghazi Ardakani et al. (2017), Durandish et al. (2015), Soleiman-Pour-Omran et al. (2015), Hosseini Largani and Mojtaba Zadeh (2015), Ajdriifam et al. (2015) Curriculum model validation confirmed the findings of the present study.

Research proposal

Researcher's suggestion based on the findings

According to the findings of the present study, in order to improve the operation of the proposed model, the following suggestions can be made:

1- Curriculum planning specialists in the field of health and health are advised to choose the goals of the health and health development curriculum in order to make students more aware and to train and promote health skills of factors and values. The governing document of fundamental change in the development of individual and social health to use the components of the health system to teach students the basic skills needed for individual and social life.

2- In selecting and planning the content of the health education and health development curriculum, it is suggested that the necessary trainings be appropriate to the age group and the physical, mental and psychological needs of the people so that these trainings can be nodes in the action stage. Solve people's health problems at this stage and find a practical aspect for students in the future.

3- In preparing and producing content in the dimension of strategies, different educational and team models should be used and the trainings should be up-to-date and understandable for the students in order to encourage them to carry out curricula in social life.

4- It is suggested that in the teaching-learning strategies section of the curriculum be based on health skills training and interactive and exploratory strategies be used for training.

5- In order to assess the academic achievement of students in the course of health and health development, it is suggested that various strategies and tools of continuous and final evaluation be used in this course and that evaluation be viewed as part of the teaching and learning experience. To provide feedback to students to improve their learning and performance.

6- In order to make the students more familiar, resources including practical and useful health skills should be prepared and provided to them. Discuss health skills in addition to education, in other areas such as premarital education or parenting skills, education and promotion. Students' skill needs should be considered in writing new textbooks. Comprehensive program of health skills training and how to apply these skills in practice in in-service courses for teachers and extracurricular activities of students to teachers and students.

7- Coordinate the activities of home, school, community in order to teach health and health skills. How to create and teach health skills to parents through family education classes should be considered and finally a suitable ground for participation and activity of students in all school activities and scientific and cultural organizations of students. And provide for its legalization.

Researcher's suggestion in connection with future research

Comparative study of health skills training in different countries

- Designing a model of health skills for students of different levels

- Designing an optimal model of health skills for students of normal, non-governmental and non-selective schools

- Designing an optimal model of health skills for learners with special needs such as the blind, deaf and other special groups

- Designing an optimal model of health skills based on students' educational needs assessment.

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