

RELEVANCE OF CONTEMPORARY ISSUES IN ‘SOCIAL STUDIES EDUCATION IN NIGERIA

MEZIEOBI S. A & TAMUNOSA BROWN

Research Scholar, Department of Curriculum Studies and Educational Technology,
Faculty of Education, University of Port Harcourt, Nigeria

ABSTRACT

Social studies education curriculum at all levels of education enterprise in Nigeria is potentially effective in projecting contemporary issues. The relevance of projecting contemporary issues through social studies instruction are: information for social living, education for peace building, dynamism, environmental education, including political, social, technological and scientific knowledge. Strategies of integrating contemporary issues in social studies curriculum are highlighted as follows: constant review of social studies curriculum to incorporate contemporary issues, application of ICT in teaching and learning of social studies, use of resource persons, and periodic review of textbooks amongst others. Constraints envisaged are: periodic non review of social studies curriculum, a good number of teachers are not ICT compliant, social studies textbooks are not periodically reviewed, and teachers are not exposed to workshops, conferences and seminars to enhance their quality, including other reasons identified. Conclusion was drawn based on the foregoing discourse; some of the recommendations are as follows: constant review of social studies curriculum at all levels of education in Nigeria, exposure of teachers to ICT, books are to be updated amongst others.

KEYWORDS: Dynamism, Environmental Education, Scientific Knowledge