

Research on teaching reform of introduction to sociology from the perspective of value orientation

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Abstract: The "Civic Education Curriculum" has become an important tool for universities to strengthen and develop ideological and political education. This is essential for the success of the core task of 'moral character education'. "The integration of the 'Introduction to Sociology' into the curriculum is a theoretical necessity for the implementation of the entire curriculum in order to educate the people, an institutional necessity for the improvement of the general pattern of thinking and management, and the aim of deepening the reform of classroom teaching. The "Introduction to Sociology" should be synergistic with the course, and the path for integrating the "Introduction to Sociology" into the course is constantly being developed.

General Secretary Xi Jinping stressed and pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that all courses should guard the channel and plant a good field of responsibility, so that all kinds of courses and ideological and political theory courses go in the same direction and have a synergetic effect^[1]. With the increasing maturity of the course on thinking about politics, the "thinking about politics course" has become an important tool for strengthening and developing ideological and political education work in colleges and universities. On the other hand, it is an important tool for actively pursuing the main task of "consolidating moral education" and plays an indispensable role in shaping the three attitudes of students.

1. The need to integrate the teaching of "Introduction to Sociology" into the curriculum

1.1. Implementing the theoretical imperative of curriculum-wide education

The Fourth Plenary Session of the 19th Central Committee of the Central Committee of the CPSU stressed the need to establish a comprehensive, complete and full-fledged educational system and mechanism. As an important proposal in the new era, the principle of three-full education has important significance in the areas of ideological and political education, the penetration of values, and teaching reform. Universities should focus on the classroom teaching channel and make every effort in the three dimensions of human education: stature, strength and efficiency. General Secretary Xi Jinping, at the National Conference on Ideological and Political Work in Colleges and Universities, thoroughly explained what kind of people we should educate, which is also a key

question for education to answer. As new young teachers, we should always take the right political direction, a firm political stance and the right political direction to raise the level of education. At the centre of the education of the three wholes is the 'whole', which educates people who are morally, intellectually, physically, aesthetically and socially developed, and who are useful to society and the country. The effectiveness of all the actors must be harnessed simultaneously in order to achieve the main task of educating people of moral character. Universities, governments, societies, families and students should not become "bystanders" and remain on the sidelines, but can consciously and actively integrate ideological and political education into their lives and studies in order to achieve a co-educational effect. In order to deepen the "threefold education" and to implement moral education, it is necessary to stand at the starting point of education, with the participation of all staff, throughout the whole process, and with the cooperation of the whole field, to continuously optimize the path of education and training^[2].

1.2. The institutional need for a credible and comprehensive thinking model

Ideological and political education is a complex and systematic project that should be comprehensive, multifaceted, multidimensional, multipurpose and systematic in order to create a large curriculum model of thinking and politics. As a teacher, you should actively prepare lessons, take the initiative to strengthen your study of ideology and political theory, constantly guide your students, and pin the first button^[3]. The fact that universities and colleges are constantly creating 'golden courses' and promoting activities such as 'training' for teachers of thought and political science courses shows that in the process of ideological and political education, teachers should take the initiative and pay attention to the growth of students according to the pattern of their growth. In the process of teaching, teachers should discover and generalize the laws of educating people, and constantly improve their political position and teaching ability^[4]. At present, most of the curriculum systems of ideological and political education in colleges and universities are still at the level of "points" and "lines", so that colleges and universities should vigorously build a model of "big political thinking" for the whole staff, the whole process and everywhere^[5]. Formation needs to be implemented from "point" to "surface", from "individual" to "full", from "individual" to "separate". "Only by being aware of the important channel of classroom teaching can the various courses in ideology and political theory move in the same direction and create a synergistic effect so that students can better assimilate basic socialist values.

1.3. Aim to deepen classroom reform

Universities, as the main site of ideological and political education, have a responsibility and a duty to be at the forefront of ideological and political education and the value orientation of university students. However, it is not enough to rely solely on ideology and political theory courses in the field of ideological and political education and values leadership, but each course must be combined with ideology and political theory courses to actively promote the ideological politics of the curriculum. The integration of sociology teaching into the civic politics course can, on the one hand, increase students' ideological awareness and understanding, strengthen their political stance, reinforce their emotional identification with their country, society and family, and foster their love of country, society and family. On the other hand, the examination of the elements of thinking and politics in vocational courses can not only enrich the content and improve the quality of teaching, but can also better achieve the synergistic development of 'knowledge transfer' and 'value guidance'^[6]. This is the advantage of including civic politics in vocational courses. We should make use of this advantage and try to explore the elements of civic policy in order to achieve unity between knowledge transfer and value orientation. The introduction to sociology provides

information on the individual and society, morals, values and ethics, which plays an important role in students' understanding of society and in the establishment of basic socialist values.

2. Alignment between teaching sociology and curriculum thinking

2.1. The curriculum meets the objectives of ideological and political education

In the late 19th century, sociology as a discipline was formally introduced in China, and Chinese Marxist sociology played a key role in China's revolution, construction and reform process^[7]. In the late 19th and early 20th centuries, the social situation in China was extremely difficult, and in view of this, well-meaning people from all walks of life actively sought a way out and tried to save China. Among them were a number of sociologists such as Liang Shuming, a representative of the rural construction movement, Yan Yangchu, a scholar who launched a national literacy campaign to promote grassroots education, and Mao Zedong, who was active in Yan Yangchu's grassroots education campaign in Changsha. The Chinese Communist Party had already been involved in the development of Chinese education in the 20th century. Mao Zedong, as the nucleus of the first generation of the central leadership, put forward the idea that 'without inquiry there is no right to speak' and actively engaged in social practice. He actively engaged in social practice, carried out in-depth surveys on the conditions of the various classes in China at the time, and made a major contribution to the development of the sociological method of inquiry. The Chinese Communist Party has always kept in close touch with the masses and linked theory to practice, and has also carried out in-depth social research in the light of the real situation in China.

Fei Xiaotong, the main proponent of sociology after its reconstruction, once proposed a "sociology of the people"^[8]. On the one hand, this shows the high ideological position of Fei Xiaotong's scholars, but on the other hand, it also shows that sociology must be useful to people. For example, in terms of the object of sociological research, Comte and Durkheim believe that sociology should focus on the study of society and social phenomena, while Max Weber believes that sociology focuses on individuals and their social actions. All were minority movements or movements in favour of the minority; the movement of the proletariat is the overwhelming majority"^[9]⁴². General Secretary Xi Jinping stressed that we must always adhere to the people's position and the people's basic position^[10]¹⁴², reflecting the consistency of the position of the sociology curriculum with the goals of ideological and political education.

2.2. Aligning teaching formats with the civic education approach

Introduction to Sociology is a very practical subject, so in teaching knowledge we should not only copy and apply or read from a text, "imposing" knowledge on students, but also continuously explore teaching methods to adapt to new developments, using the Internet, information technology and other innovative forms of teaching to facilitate the smallest and most delicate of the smallest and most subtle of the elements. This is the only way we can subtly inculcate knowledge in our students and convey knowledge in all aspects of teaching by shaping it in a "conscious way." For example, when teaching about 'social roles', pupils can take on different roles through role-playing, so that they can experience the morals and norms that different roles bring to different identities, so that they can better understand and accept them. For example, in the chapter on human socialisation, the content, place and function of socialisation can be presented through scenario-based learning and case studies so that students understand that in our growing up process, family, school, community and society play an important role in the acquisition of basic knowledge, the acceptance of social norms, cultural and value competences, and in the formation of standards of values and behaviour. Ideological and political education, with more emphasis on ideological "consciousness",

cannot be equated with ideological and political education only to teach, and should not be about empty words and big words^[11], but should be invisible to inculcate ideas in students, to help students form the right worldview, attitude towards life, values. The main objective of both the vocational course teaching and the thought policy course is to achieve the unity of knowledge transmission and value guidance, not only to require students to master sound theoretical knowledge, but also to focus on the cultivation of students' values, and to cultivate a new era of students with comprehensive moral, intellectual, physical and aesthetic development.

2.3. The content of teaching and the connotations of ideological and political education

The content of the Introduction to Sociology course, from a macro-level perspective, focuses on class, stratification and social mobility, social development and social justice, social construction and harmonious society, etc. The aim of its teaching is to help students to understand the relationships behind social phenomena^[12], to better understand the laws of social development and to strengthen university students' emotional identity with society and the State. At the micro level, the course deals with the basic issues of individuals and socialization, social interaction, social groups and social organization, among which Marxism provides a deep and broad explanation of social interaction. For Marx and Engels, social interaction should focus not only on the material but also on the spiritual aspects of social interaction, and at the same time encompass the relations between society and between people. Marx and Engels took a far-sighted and profound perspective, aiming at an in-depth analysis of modern historical development, in contrast to the narrow understanding of social interaction in Western sociology, Marxist sociology took a strong critical stance and promoted a Marxist sociology was critical of Western sociology's narrow understanding of social interaction, and promoted a new understanding of social interaction, as well as the active exploration and practice of human liberation and freedom, reflecting Marxism's concern for human beings. For example, on how to reconcile group conflicts in building a harmonious socialist society, Marxism believes that it is necessary to accept contradictions, dare to confront problems, always implement the scientific approach to development while recognising differences and diversity of values, advocate tolerance, communication, respect for differences and tolerance of diversity, actively pursue social consensus, promote and continuously disseminate the socialist basic value system, promote harmony between social groups and so on. These elements have similar connotations to those of ideological and political education.

3. A study on the integration of introductory sociology teaching into the civic education curriculum

3.1. Training objectives, active implementation of curriculum requirements, policy thinking, strengthening policy thinking skills

Teachers should be proactive in their preparation, write good lesson plans, clarify learning objectives and effectively combine teaching with civic and political elements. Citizenship in an introductory sociology course is mainly reflected in two aspects of competence and value goals, which are.

First, the ability to understand social issues. Chinese sociology has unique theoretical strengths for understanding social development. In teaching sociological theory, teachers should correctly guide students to recognize the situation, help them firmly establish the core values of socialism, strengthen the four consciousnesses, firmly establish the four self-consciousnesses, and continuously improve their ability to analyze and solve problems by applying sociological theories and methods. The second objective is to make university students pay attention to, understand and

integrate into real society^[13]. Human beings are social animals and cannot live without interacting with other human beings, social groups, social organisations and other social actors, and therefore the development of individuals cannot be separated from their relationship with society. Whether from the perspective of social groups, socialisation, social organisations or social work, sociology rightly guides us to deal with the relationship between individuals and society. Lecturers should guide university students so that they learn to deal with other people fairly, with mutual understanding and tolerance, and to adopt the three views of university students correctly in their teaching.

3.2. Teaching content by forming a team of civic education teachers, collectively designing lessons, and exploring the elements that are compatible between vocational training and civic education.

Preaching, moral education and teaching all reflect the unity of knowledge transmission and value leadership^[14]. In fact, any subject can be devoted to teaching, moral education and the education of people. As teachers, we should further explore the elements of thinking and politics embodied in vocational education, to find out where is the main line of thinking and politics in the course "Introduction to Sociology", what are the basic concepts, what are the common and compatible points of thinking and politics between vocational education and the course, what are the elements of educating people? Teaching sociology focuses on the invisible and subtle penetration and inculcation of knowledge in order to improve students' ideological and moral awareness^[15]. For example, when teaching a unit on the functioning of society, the first thing to do is to find out what the aims of teaching are, which can be measured at three levels: knowledge, competence and values. In terms of knowledge, students must understand the object of study, the basic concepts, the status of the discipline and the material basis of social functioning, the relationship between social systems, social culture and social functioning, and be able to analyse social functioning in an objective and rational way. In terms of competence and value objectives, the study of the contributions and glorious works of Chinese sociologists will enhance students' professional pride and identity, stimulate their patriotic enthusiasm, and, at the same time, motivate them to diligently study for the great rejuvenation of the Chinese nation. Students will learn to view society from a holistic, interconnected, developmental and systemic perspective, and develop a sense of social responsibility and cultural confidence. The course is designed to "cultivate the soul of the students in accordance with Xi Jinping's thought on socialism with Chinese characteristics for the new era, with emphasis on political identity, national feelings, moral education, understanding of the rule of law and cultural literacy"^[16]. The course "Introduction to Sociology" can also be approached from the perspective of developing students' understanding of the rule of law, moral education, family and national feelings, political identity and cultural literacy^[17]. It effectively combines the civic and political elements of the subject with vocational training.

3.3. Teaching approaches that take full advantage of the benefits of indirect education and promote synergies between "curriculum" and "thinking and policy"

The traditional meaning of invisible education is to subtly influence students' thoughts, ideas, morals and values. The curriculum also requires the invisible and subtle influence of ideological and political theory in all aspects of teaching^[18]. In the teaching process, we should make full use of the advantages of invisible education and adopt a teacher-led and student-led way of teaching^[19]. For example, in the teaching of cultural content, the teaching method can be updated by using the history introduction method, multimedia teaching, role-playing and other methods to further stimulate students' interest and active participation in the lesson, and at the same time, through the

introduction of various ethnic cultures, strengthen students' cultural self-confidence and national pride, so that they can understand that the Chinese nation is a multiethnic community, a family full of tolerance and respect. Differences.

The synergy of curriculum thinking is that both individual teachers and groups of students should take the initiative to develop a sense of ownership and responsibility for the subject. The basic requirements of curriculum thinking and policy cannot be met without any one aspect. Therefore, we should always implement the institutional mechanism of "all staff, all process, all inclusive", take the initiative to integrate the policy of course thinking into teaching, learning, learning and other aspects, starting from an ideological understanding of the importance of the policy of course thinking, and continuously reinforcing the conceptual guidelines, and finally striving for a synergy between the course and the policy of thinking.

4. Conclusions

The integration of "Introduction to Sociology" into the curriculum is much needed and possible. The integration of Introduction to Sociology into the curriculum has facilitated the nature of the training, the content of the training and the objectives of the training. The inclusion of a civic education component should encourage teachers to take the initiative to implement the civic education requirements in the curriculum, to develop their civic education skills and to actively build a team of civic education teachers to implement the curriculum^[20]. By collectively designing lessons, thoroughly exploring elements compatible with teaching and learning about thinking and politics, fully exploiting the advantages of indirect education and promoting synergies between 'curriculum' and 'thinking and politics', the unity of knowledge transfer and value leadership can be effectively achieved.

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