

# Exploration and Research on the Integration of Ideological and Political Theories Teaching into the Course of Introduction to Sociology

Manhong Si

College of Politics and Public Administration  
Shandong Youth University of Political Science  
Ji'nan, China

**Abstract**—"Ideological and Political Theories Teaching" emphasizes that each course should play the role of cultivating virtue. Teachers should integrate ideological and political education into the teaching process according to the characteristics of different courses, so as to realize the "Three full-education": all staff education; education in the whole process from students' enrollment to graduation; and all-out, thorough, and all-round education. This paper explores the effective ways and means of integrating ideological and political education into the Course of Introduction to Sociology.

**Keywords**—*ideological and political theories teaching; introduction to sociology; classroom teaching*

## I. INTRODUCTION

General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities: "It is a must to persist in taking the morality education as the central point, and carry out the ideological and political work throughout the entire process of education and teaching, to achieve education in the whole process from students' enrollment to graduation, and all-out, thorough, and all-round education." "Classroom teaching must be fully utilized, and ideological and political theory courses should be reinforced with improvement, so as to enhance the affinity and pertinence of ideological and political education, and meet the needs and expectations of growth and development for students. What's more, other courses should shoulder their responsibility respectively, forming a synergistic effect in which all other courses and ideological and political theory course go towards the same direction." "Ideological and political theories teaching" is a positive response to the "peers walking towards the same direction" and "synergy effects" required by General Secretary Xi Jinping.

What ideological and political theories teaching refer to is the "integration of the ideological and political education of colleges and universities into all links and all aspects of the curriculum teaching and reform, to achieve morality education." That is, teachers should explore the ideological and political education elements contained in various professions courses in the teaching process, integrate the basically accepted mode of conduct, the mainstream values

and ethics of the society, and the ideals and responsibilities of realizing the great rejuvenation of the Chinese nation into the teaching process professional curriculum design and classroom to realize the teaching goal that "combines knowledge instruction and value guidance."

## II. THE NECESSITY OF INTEGRATING IDEOLOGICAL AND POLITICAL THEORIES TEACHING INTO THE COURSE OF INTRODUCTION TO SOCIOLOGY

"Introduction to Sociology" is the basic course of social science. Many majors have opened the course in the first semester of the university, which is the key stage for college students to move into a new life, and also a crucial period for the formation or transformation of values. "Introduction to Sociology" is a discipline with high theoretical property and applicability. It studies the social structure and its operation law from the perspective of society as a whole. In the process of teaching, teachers often combine the daily phenomena closest to real life with the sociology theoretical connotation, embed the science popularization and academic soundness, modernization and lifelization in the lectures of the curriculum, and explain the intrinsic relationship between sociology and life, which help students to better use the sociological vision and methods observe the society, guide life, love life and reflect on the meaning of life. All these provide a possibility for ideological and political theories teaching.

In addition, sociology originated in Western Europe in the mid-19th century. From a historical perspective, sociology was a respond to the needs of rapid social change in Western Europe, and to various social ills at that time. As Giddens, British contemporary sociologist, has said: "the birth of sociology is only a reaction of the Western intellectual community to the order problem caused by the collapse of the old system resulted from industrial civilization and democratic politics." [2] Therefore, it is also necessary to integrate the concept of "ideological and political theories teaching" into the classroom of "Introduction to Sociology", which is of great significance for college students to view Western countries and understand the current Chinese society more rationally.

### III. EXPLORATION OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL THEORIES TEACHING INTO THE CLASSROOM OF "INTRODUCTION TO SOCIOLOGY"

#### A. *Consciously Implementing the Requirements of Ideological and Political Theories Teaching in the Design of Teaching Objectives*

In the curriculum design, the teacher should clarify the knowledge objectives, ability goals and literacy goals to be achieved in the Introduction to Sociology, and further refine the knowledge objectives, ability goals and literacy goals that each chapter needs to achieve, and realize the students' knowledge acquisition, ability improvement and quality training throughout the entire process of classroom teaching.

As far as the "Introduction to Sociology" course is concerned, the goal of literacy is mainly reflected in the following two aspects:

First: cultivating students' awareness of paying attention to real social problems. Since the birth of sociology as a discipline, social issues have been one of the research areas that sociology has attached importance to. One of the main purposes of Comte's initiative to create sociology was to use sociology to solve social problems in capitalist society. Although sociology is not a panacea for solving capitalist social problems, the tradition that sociology focuses on the study of social issues has continued to this day, and even some sociologists believe that sociology is a discipline that studies social issues. Therefore, in the process of teaching, teachers should actively explore the combination of sociological theory and the development of China's real society, and try to integrate boring and profound sociological knowledge into the analysis of vivid and realistic examples, which will help students to better understand the knowledge and develop their sense of social responsibility.

Second: cultivating modern personality. In the 1960s, the famous American sociologist Inkeles presided over a cross-cultural empirical investigation of six countries. On this basis, he believed that modern personality refers to common and universal modern psychological quality and behavioral characteristics people show in values, attitudes, cognition, emotion, self-awareness, etc., including the following aspects: willing to accept new things, strong tolerance, open mind, punctuality, believe in science, respect knowledge, and strive for progress, pay attention to the personal ability, and cherish plans. [3] Therefore, teachers should pay attention to the cultivation of these qualities in the teaching process.

#### B. *Attaching Importance to Integration of Curriculum and Ideological and Politics Education in the Design of Teaching Content*

Because the content of the Introduction to Sociology is very large and complex, it is impossible for teachers to complete the explanation of all chapters in 48 hours. Therefore, how to select teaching content is the first problem that teachers must solve. Teachers must focus on the knowledge objectives, ability goals and quality goals, and take into account the integrity and systemic nature of the curriculum itself, clarify the main line of sociology, that is,

to clarify that sociology is a discipline that systematically studies social behavior and human groups. It is a subject to reveal social development law from the perspective of the whole, based on which teachers select teaching content, emphasize the explanation of the basic concepts and theories, and interpret them combined with social practice.

Teachers should help students realize that the emergence of sociological theory is, in a sense, a theoretical reflection of the social reality of the time, or more accurately, an explanation and response to a certain social problem. Therefore, teachers should be good at inspiring students to understand the real problems of Western society at different stages in the teaching process, the solutions these theorists proposed to solve these problems, what problems exist in China at present, what these theories mean for China to solve these problems, and so on. By combining the practical problems with the theoretical interpretations, students can profoundly realize that many of the challenges facing China are periodical at present, and Western countries have encountered same problems before. With the development of China's economy, urbanization and social security system, these problems can be gradually solved, which can better stimulate students' patriotism, cultivate students' sense of national pride, strengthen students' confidence in our path and system, and better cultivate students' sense of social responsibility and mission.

#### C. *Valuing the Advantages of the Ideological and Political Theories Teaching in Teaching Methods*

1) *Conducting ideological and political education in class discussion*: The classroom discussion method is a teaching method in which students focus on a central issue, exchange opinions, and inspire each other under the guidance of teachers. It is characterized by extensive participation and full interaction of students. This teaching method can fully stimulate students' interest in learning, and activate students' thinking. It is also conducive to improve students' ability to analyze problems independently and express language. At the same time, this method can also fully play the role of ideological and political education. For example, after talking about the basic concepts and theories of social roles, teachers can organize the whole class to discuss what an excellent college student should be. How to become a good college student? It's commonly believed that a good college student must be patriotic, ambitious, responsible, capable, and upright. Many students report that such discussions directly touch their hearts and let them rethink whether they are working hard enough. Some students even developed a four-year long-term study plan and a first-semester study plan under the guidance of teachers, and achieved good results.

2) *Conducting ideological and political education in classroom games*: Classroom games refer to teachers introducing games into the classroom and using the form of games to achieve teaching goals. It is characterized by fun and enjoyment, which not only greatly stimulates students' enthusiasm, activates the classroom atmosphere, but more

importantly, helps students better understand the basic concepts and theories of sociology through games. For example, when talking about social stratification and social mobility, the teachers organized 20 students to carry out the social class analysis experience activities. The process is as follows: first, students randomly select 5 pieces of 100 five-color papers prepared by the teacher in advance. After the completion, the teacher stipulates the wealth value of various color strips, such as 5 points, 10 points, 20 points, 30 points, and 40 points, and people with two same color papers can have 5 points more, with three same color papers can have 10 points more, and so on in similar fashion. In this way, each student has a different wealth value, and the teacher can divide 20 students into three levels, the A level has the highest wealth, then the B level, and the C level is the lowest. Second, students exchange notes with each other, such as by taking a movie to obtain a note to maximize their wealth value. After 5 minutes, the teacher counts the wealth value and re-stratifies. Third, each group has two red packets, each of which has a wealth value of 20. Each group decides the owner of the red envelope with the consent of all the members (no share). Fourth, student can increase the wealth value by any means. After 5 minutes, the teacher counts the wealth value and re-stratifies. Fifth, the A-level students formulate the wealth value rules, and the teachers count the wealth values and re-stratify.<sup>1</sup> At the end of the game, the teacher asks the question: "Is there a similarity between the phenomenon in the game and the real society?" "What are the characteristics of people from the B level to the A level?" "Is it reasonable that the rules made by the A level people?" "Is there any difference if the rules are formulated by the people in B or C level?" "Who to blame for being the poor", etc., and discuss about "what can we do?" in accordance with their major. Students participating in the game and observing can discuss and share their thoughts. Such activities allow students to intuitively understand the process of social stratification, better understand the psychology and appeals of different classes, and thus incur students to pay attention to social reality and cultivate their care for others and pursuit of fairness and justice.

#### IV. CONCLUSION

In short, the teachers should actively explore the morality education resources contained in the professional courses, and infiltrate the ideological and political education into the teaching process of the professional courses, thus achieving the organic unity of knowledge transfer and value guidance.

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