

## Sociological Analysis of the Essence of Teaching Activities

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**Abstract:** The development of teaching activities is not only an activity to promote the socialization of individuals, but also an innovative activity in the process of promoting individual socialization. In view of this, in the research of this article, mainly from the perspective of sociology, in-depth research on the nature of teaching activities, and demonstrations from the roles of students and teachers, so that relevant personnel can learn from it.

### 1. Introduction

For a long time, educational practice and theoretical workers have paid little attention to the sociological aspects of teaching activities, which has made it a relatively weak part of the teaching field. Because there is no basis for the subject of sociology as a support, there are many problems in teaching theory. In classroom teaching activities, it can only be regarded as a complex of individual activities, and cannot be regarded as a special group activity at the same time. There is not much research on the formation of sociality. Therefore, in future research, the philosophy and psychology of pedagogical research should be deeply analyzed, and on this basis, from the perspective of sociology, a comprehensive analysis of the nature of teaching activities should be carried out to facilitate classroom teaching. The sociological potential of can be used as a whole.

### 2. The Shortcomings in the Analysis of the Nature of Teaching Activities

There is a lot of controversy in the understanding of the essence of teaching activities, including the theory of special knowledge, the theory of multiple essences, and the theory of learning. Regarding these arguments, although there is a certain degree of rationality, the limitations are also obvious. For a long time, the understanding of the nature of teaching is mostly related to psychology and philosophy. As an integral part of modern “education” theory, if you want to ensure that educational theory has a deep and high value content, at least three disciplines must be used as the foundation. In addition to the above two, sociology must also be included. Based on these three disciplines, the sociological, psychological, and philosophical aspects of teaching activities can be fully reflected. However, because of the large number of interference factors, people pay less attention to the sociological aspects of teaching activities, which ultimately leads to many shortcomings in the field of teaching theory research in sociology<sup>[1]</sup>.

Based on the current domestic situation, the independence of teaching sociology is very strong, and it needs in-depth research and discussion. In recent years, with the continuous exploration of scholars, during the period of analyzing the nature of teaching activities, they have been able to conduct in-depth analysis from the perspective of sociology. However, compared with the research of psychology and philosophy, there is still a big gap and strong weakness. Normally, there are many defects in the teaching theory because there is no support from the basic subject of sociology. In short, during the implementation of classroom teaching activities, it can only be treated as a complex of individual activities, not as a special group activity. In addition, the importance of students' knowledge mastery and individual psychological development is relatively high, while the aspect of student sex formation is rarely discussed. Therefore, in the process of analyzing the nature of teaching activities, in addition to continuously summarizing the research on philosophy and psychology teaching theory, it is also necessary to increase the analysis of sociology, emphasize the

perspective of sociology of teaching, and actively think , Reconstruction, the deviations in classroom teaching must be corrected in time, with the help of relatively reasonable means, the sociological potential of classroom teaching can be deeply explored to ensure that the education reform process can be promoted from an overall perspective.

### **3. Sociological Analysis of the Nature of Teaching Activities**

#### **3.1 Changes in Social and Cultural Foundations**

In the process of teaching activities, the continuous changes of the social and cultural foundation have a great impact on it, and in the early stage of this impact analysis, we must first understand the nature of “socialization”. The so-called socialization belongs to a sociological concept and is the process of a natural person slowly growing into a social person. For example, in the 1920s, W. Obinger redefines socialization, thinking that socialization is the process of accepting human cultural heritage, maintaining social cultural transmission and continuing social life. It can be seen that among these viewpoints, the process of people “learning” and “receiving” is extremely important. Taking this view as the basis, it can be said that the school education that is being implemented now has a great influence on the promotion of student socialization, and it plays a very important role. Therefore, there is a certain basis for the view of promoting the process of individual socialization through the teaching process<sup>[2]</sup>.

However, with the in-depth advancement of the social development process, the cultural system of the entire society has undergone changes in varying degrees. By analyzing the general principles and facts of social development in sociology, it can be seen that the division of labor and the social differentiation derived from it belong to the most critical form of social development. Under normal circumstances, these changes and development will have a great impact on the development of society, and will promote the transformation and transformation of society. However, as various behaviors continue to update and change, while society continues to advance, there will also be many “anomie” problems. In short, various social norms of behavior cannot highlight the role and value as a whole, and certain social standards of right and wrong become increasingly unclear. Because of this, students can no longer learn without purpose as usual, and passively accept various existing social norms. Students are living in a society where all aspects are uncertain, so there is a lot of confusion in psychology and thinking. Based on this background, it is necessary to strengthen the study of social norms and rebuild social norms. Especially in the stage of social transformation, this kind of learning is extremely critical. This shows that the continuous changes in the social and cultural foundations will inevitably affect teaching activities. In order to better cater to the pace of social development, we must re-examine the nature of teaching activities, and be able to continuously innovate and optimize teaching activities from a sociological perspective.

#### **3.2 Changes in the Role of Students**

In the process of sociological analysis of the nature of teaching activities, it is necessary to consider both macro and micro aspects. In sociological theory, the concept of roles can give people a deep understanding of the formation of social structures. For a school, it is a social organization, mainly composed of two role groups, teachers and students. Therefore, in order to ensure a more thorough study of the nature of teaching activities, it is necessary to analyze these two groups in depth.

Sociology of Education, in the study of students, is mainly to study the status of students in educational activities and analyze the roles played by students in society. If the social status and role of students are clarified, the relationship between students and other aspects of teaching activities can be further analyzed. From the analysis of social status, the meaning of students represents a cultural difference. In terms of role, it specifically refers to a set of behavior patterns expected by the society of students<sup>[3]</sup>. Compared with adults, students do not have a deep understanding of adult society, but with the continuous development of society, students grow faster and faster, and their psychological maturity has surpassed what their predecessors could achieve at the same age. degree.

Moreover, under the certainty of social norms and cultural systems, students and adults should build a new culture in the process of socialization. Based on this meaning, students have gradually become a member of society. When we use “young adults” to define the social roles and social positioning of students, the nature of teaching activities has new meanings.

### **3.3 Changes in the Role of Teachers**

Under the continuous changes of society and the changing roles of students, the role of teachers has also changed to varying degrees. Especially from the perspective of sociology, teachers, as adults who have grown up in the past, have encountered many problems and puzzles in the continuous development of society and institutional innovation. Under the constant changes in social behavior norms, teachers do not have the effective support as before when they understand and deal with problems, which eventually leads to often helpless when facing new problems. Based on this background, teachers, as the main participants in teaching activities, gradually return from the original certainty to uncertainty. Under the in-depth reform of the curriculum, the relationship between teachers and students is no longer a cultural representative and a cultural audience, nor is it a controller or a controlled person. The role of the teacher has changed greatly and needs to be re-constructed. It can change from knowledge authority to knowledge authority. Collaborator. In addition, the change in the role of students also puts forward new requirements for teachers. Teachers must return from “high altitude” to “flat ground”, be able to get along with students on an equal footing, and have new thinking and understanding of the nature of teaching activities. In the field of sociology, teaching activities are not only an individual socialized activity, but also an equal cultural creation activity.

## **4. Conclusion**

Generally speaking, in the modern society and the development of education, many aspects of teaching activities have changed during the implementation period, and these changes have caused great changes in the nature of teaching activities. Therefore, in order to better cater to the pace of development of the times, during the study of the nature of teaching activities, we should analyze from the perspective of sociology and look at problems from a developmental perspective to ensure that teaching activities can demonstrate stronger vitality.

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