

Using Social Issues Case Teaching Method to Promote the Integration of Ideological and Political Education into Statistics Courses

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Abstract

To comprehensively promote the construction of ideological and political in statistics courses is a necessary element of talent training in the new era. At present, social ideology and value orientation are diversified, and problems such as insufficient perseverance, weak sense of cooperation and lack of integrity among college students especially cannot be ignored. Statistics is a comprehensive discipline that studies the laws behind data. Students are not only required to master the basic theories and methods, but also to cultivate their statistical thinking and statistical logic reasoning ability. We also pay attention to the ideological and political education elements and the ideological and political education functions contained in the statistics course itself. Through the teaching method of social hot cases, we analyze and discuss the social issue cases, and integrate the elements of ideological and political education, emphasize the persistent scientific exploration, cooperation and integrity concept, and cultivate students to become the builders and successors of socialism with comprehensive development of moral, intellectual, physical, aesthetic and labor.

Keywords

Social issues case teaching method; Ideological and political education; Statistics course.

1. Introduction

In May 2020, in order to thoroughly implement General Secretary Xi Jinping's important discourse on education and the spirit of the National Education Conference, the Ministry of Education issued the Guidance Outline of Curriculum ideological and political Construction in Higher Education Institutions. It mentions that the fundamental task of the work of colleges and universities is to establish moral education. And moral education must integrate value shaping, knowledge imparting and ability cultivation. To comprehensively promote the construction of ideological and political is to integrate value guidance into knowledge transmission and ability cultivation. This strategic initiative has prompted our front-line teachers to think about how to integrate ideological and political education into the statistics curriculum.

2. The Nature and Role of Statistics Courses

Statistics is a comprehensive discipline that explores the nature of things by searching, organizing, analyzing and describing data. The understanding, research and practical application of statistics have been extended to the entire natural sciences, social sciences, engineering and technology, management, economics, art and literature and other fields. The role of statistics is, on the one hand, to provide a summary description of data and, on the other hand, to make inferences based on data, including evaluating the validity of inferences. Statistical inference is a statistical method for estimating unknown parameters, conducting corresponding hypothesis tests, predicting future observations, and making decisions based on a specified random probability model. Through the study of this course, students will be able to

have a more comprehensive and systematic knowledge and correct understanding of the basic concepts, basic theories and basic methods of statistics. Students will master the statistical methods of quantitative analysis of social phenomena and data, and have the ability of relatively proficient arithmetic and the ability to solve practical problems initially. At the same time, students will develop their abstract thinking ability and certain logical reasoning ability, which will lay the necessary professional foundation for the study of subsequent related professional courses.

3. The Significance of Integrating Ideological and Political Education Into Statistics Courses

The Guideline of Curriculum Civics Construction in Higher Education Schools specifies the scientific design of curriculum Civics teaching system, and the design requirements of public basic courses. The requirements are: "To focus on building a number of courses to improve the ideological and moral cultivation, humanistic quality, scientific spirit, awareness of the Constitution and the rule of law, national security awareness and cognitive ability of college students. The courses focus on strengthening students' ideals and beliefs, cultivating patriotism, strengthening character cultivation, increasing knowledge and insight, cultivating the spirit of struggle, and enhancing students' comprehensive quality in a subtle way."

Although statistics is listed as a compulsory course, many students do not like statistics, or even hate statistics, considering it boring, abstract, obscure and difficult to understand. Therefore, it is especially urgent to strengthen the ideological education of students. Only when students realize the importance of statistics in their minds will they overcome their fear of statistics and be motivated to actively participate in the study of statistics.

In the network era, the complicated network information, especially the network commentary on social hot events, has a serious impact on students' minds. The social issues case teaching method, which selects issues cases of students' concern as cases for teaching statistics, is conducive to meeting information challenges and strengthening the thought leadership of students.

Using social hotspots as cases in the actual teaching of statistics, students are guided to discuss, answer questions, and elaborate their views in small groups, from which they can learn the true thoughts of students' hearts. We also combine the students' thoughts with the social hotspots themselves to grasp the value orientation of the student group and grasp the dynamics of students' thoughts.

Using the case study method of social hotspots as an entry point, students are guided to think about the relevant issues, which is conducive to the development of students' subjectivity. Students' perspectives are shifted from textbooks to real social life, and they are guided to interpret and measure the social hotspots with correct values, behavioral norms, political positions and moral codes. This will help students to see through the phenomenon to its essence and make a correct judgment on the confusing values or wrong public opinion. It helps students to be creative and come up with concrete solutions to problems. It helps students to understand the essence of these hot topics and establish the correct value orientation consciously and actively.

4. Application of "Social Issues Case Teaching Method" in Statistics Course

The design of the "social hot case" should include the selection of the case, truth-seeking, the comparison and analysis of the views of various sectors and my own views, communication, make suggestions and improve countermeasures.

First, the selection of social hot cases. Unlike the traditional teaching method of selecting cases according to the knowledge points of the curriculum, the "social hotspot case teaching method" selects the knowledge points according to the cases. Unlike the traditional method of selecting cases according to teaching objectives and contents, the "social hotspot case teaching method" must select cases according to the educational purpose of training socialist "builders" and "successors". The selection of cases must be based on the purpose of training socialist "builders" and "successors". At the same time, the selection of cases must be oriented, realistic and timely. Therefore, when students or groups of students select socially topical cases on their own, teachers need to provide necessary guidance, including the factors and requirements to be considered in selecting socially topical cases.

Second, truth-seeking. In the "social issues cases teaching method", the information presented to students at the beginning is often incomplete, and the "facts are unclear and right and wrong are unclear". Therefore, the follow-up requires students to find, collect, and organize information through various channels to form a basic picture of the case. This includes the time, place, people, and events of the case, as well as the communication process after the case and the evolution of the public's attitude toward the case. Through the different views of the public on the case, the details of the case are explored in reverse, so as to present the truth of the case more objectively and comprehensively.

Third, the comparison and analysis of the views of various sectors and my own views. After exploring the truth of the case, students collect and organize the different views of the public on the case. They also compare the different viewpoints, analyze the reasons for the different viewpoints, and make an objective and fair evaluation. On this basis, students put forward their own views or opinions and explain the reasons for or against other views based on the relevant knowledge and principles of the statistics course, and then analyze the reasons for the occurrence of the case and the different evaluations of it

Fourth, discussion and communication to form a consensus. In the decentralized pre-course and centralized case study sessions, students discuss and exchange their own selected hot cases and their perceptions and analyses. Debate on different points of view, and finally, under the guidance of the teacher, form a consensus perception and evaluation of the case using the relevant knowledge and principles of the statistics course.

Fifth, make suggestions and improve countermeasures. After the above link, it is necessary to make suggestions and improve countermeasures based on the principles and knowledge of the statistics course, including what they should do. The purpose of analyzing any social issues case is not to criticize, but to build. Criticism can only be a means to a better construction. This is an indispensable part to ensure the realization of the training of qualified socialist "builders" and "successors".

To comprehensively promote the construction of college ideological and political is an inevitable requirement to implement the fundamental task of establishing moral education and an important task to comprehensively improve the quality of talent training. To construct the content of Civics teaching in statistics courses based on social hotspots is to use a new way of thinking to promote the education and teaching reform in depth. In this teaching reform attempt, teachers should reach the teaching goal of "value guidance, ability cultivation and knowledge transfer". Not only do they have to pay attention to the times and society, broaden their own knowledge and international vision, but also lead students to pay attention to the times and society and broaden their vision.

5. Conclusion

To comprehensively promote the construction of college curriculum thinking and politics is an inevitable requirement to implement the fundamental task of establishing moral education and

an important task to comprehensively improve the quality of talent training. To construct the content of ideological and political education in statistics courses based on social hotspots is to use a new way of thinking to deeply promote education and teaching reform. In this teaching reform attempt, teachers should not only pay attention to the times and society, broaden their own intellectual and international vision, but also lead students to pay attention to the times and society, broaden students' vision, and promote the achievement of the teaching goal of "value leadership, ability cultivation and knowledge transfer".

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