

Research on the Cultivation Path of University Sociology Talents in the Information Age

Shanshan Li

Changchun University of Electronic Science and Technology, Changchun, Jilin, 130000, China

ABSTRACT

The wave of informatization is profoundly reshaping the social structure and human behavior mode, and also brings new opportunities for the cultivation of sociological talents in Colleges and universities. At present, the curriculum system of sociology major in some colleges and universities still lags behind the practice of informatization, and there are many problems. This paper explores the effective path of University sociology talent training in the information age from the four dimensions of reconstructing the curriculum system, innovating the teaching mode, building a practice platform and strengthening the construction of teachers, aiming to provide reference for cultivating high-quality sociology talents to meet the needs of the digital society.

KEYWORDS

Information age; Colleges and universities; Sociology; Personnel training; Path

1 Introduction

As the main position of sociological talent training, colleges and universities' talent training mode needs to resonate with the needs of the times. However, from the current practice, the talent training system of sociology major in most colleges and universities still continues the traditional framework: the proportion of digital related content in the curriculum is low, the teaching is still dominated by "teachers' teaching+textbook research", and students lack the practical opportunity to analyze social problems with digital tools. Therefore, exploring the cultivation path of University sociology talents in the information age is not only the need of the development of sociology specialty, but also the inevitable requirement of cultivating talents who can serve the digital social governance and solve complex social problems.

2 Current situation and problems of university sociology talent training in the information age

2.1 The curriculum system lags behind and the digital content is not integrated enough

At present, the curriculum system of sociology major in Colleges and universities is still dominated by traditional theories and methods, and there are problems such as a small number of digital related courses, fragmentation and disconnection from practice. Most colleges and universities only briefly mention big data analysis or network survey in the course of "social research methods". Although some colleges and universities try to add digital courses, the content mostly focuses on software operation and fails to combine with the core issues of sociology. For example, when teaching "social stratification", students were not guided to explore the new characteristics of social stratification in the digital age by analyzing the data of recruitment platforms and consumption data; When discussing "community governance", the data application and residents' participation in the construction of smart communities were not involved, and the practicability of the course was insufficient.

2.2 The single teaching mode is difficult to stimulate the ability of digital learning

In the information age, students grow up in the "digital native environment" and are more accustomed to interactive and inquiry learning methods. However, the current sociology teaching in Colleges and universities is still dominated by "one-way indoctrination", which fails to make full use of information technology to innovate the teaching mode. First, the teaching scene is limited to offline classes, lacking the teaching design of online and offline integration. For example, digital research cases were not pushed through the MOOC platform, nor did live broadcast tools be used to carry out "cloud fieldwork" (such as remote observation of online community interaction); Second, the teaching methods are lack of innovation, and project-based learning, case-based learning and other modes are rarely used to guide students to actively explore the problems of digital society. For example, in the teaching of "social media and social relations", only through theoretical analysis of the impact of social media on interpersonal relationships, students were not allowed to collect data from a social platform in groups, and independently analyze the characteristics and laws of online social

behavior, which made it difficult to improve students' digital learning initiative and inquiry ability.

2.3 Lack of practice platform and weak cultivation of digital research ability

Sociology is a highly practical discipline, and the information age has put forward new requirements for the practical ability of sociological talents - not only the ability of traditional fieldwork, but also the ability of digital data collection, analysis and application. However, the current practice platform construction of sociology specialty in Colleges and universities is obviously lagging behind. On the one hand, there is a lack of practical resources on campus. Most colleges and universities have not established a special "social big data laboratory", which makes it difficult for students to access real social data and lacks the conditions for using big data analysis tools to carry out research; On the other hand, off campus practice bases are mostly concentrated in traditional communities and social organizations, with less cooperation with Internet companies and data service institutions, and students cannot participate in emerging practice projects.

2.4 Teachers' digital literacy is insufficient, and their guidance ability needs to be improved

Teachers are the core of talent training, but the digital literacy of some university sociology teachers is difficult to adapt to the teaching needs of the information age. Most of the teachers' academic background is traditional sociology, lacking systematic training in digital research methods; Teachers' lack of research on new topics in the digital society and the application ability of information-based teaching tools, and they will not use the online collaboration platform to organize group discussions, nor will they use virtual simulation technology to restore social scenes, which leads to the failure of teaching to give full play to the advantages of information technology.

3 Optimization path of university sociology talent training in the information age

3.1 Reconstruct the curriculum system and strengthen the deep integration of digitalization and Sociology

The curriculum system is the core of talent training, which needs to take "digital ability training" as the core, reconstruct the sociology curriculum framework, and realize the organic integration of digital content and sociology core issues.

First, add digital core courses to strengthen the foundation of students' digital research. Courses such as "Introduction to digital sociology", "social big data analysis methods" and "network ethnography research" are added to the professional required courses to systematically explain the basic characteristics of digital society, the principle and operation of digital research methods; Courses such as "algorithmic sociology", "digital governance research" and "social media data analysis" are offered in elective courses to focus on specific issues of the digital society and expand students' academic horizons. For example, the course of "social big data analysis methods" can be combined with the topic of "population mobility", guide students to use the open data of the National Bureau of statistics and Baidu migration data, extract key information through python programming, and analyze the new trend of population mobility in the digital age (such as "short distance commuting circle" and "cross regional online collaboration"), so that students can deepen their understanding of sociological issues while mastering data analysis skills.

Secondly, promote the digital transformation of traditional courses and realize the iterative upgrading of course content. Digital elements and cases are integrated into traditional courses such as "Introduction to sociology", "social research methods" and "social stratification and mobility". For example, in the course of "social research methods", the "questionnaire survey" and "network survey" are compared and taught to analyze the sample representativeness and data authenticity of the network survey. Students can also design a mixed online and offline survey scheme in groups, and compare the efficiency and data differences of the two methods through practice; Combined with the consumption data of e-commerce platform and the salary data of career recruitment platform, this paper discusses the impact of digital technology on income distribution and career mobility, so that students can intuitively perceive the role of digital ability on class mobility. Through the transformation of "traditional issues+Digital perspective+practical experience", the course content keeps up with the pace of the times, and at the same time links up with the industry's demand for digital analysis ability to avoid being divorced from practice.

3.2 Innovate teaching mode to meet the learning needs of the digital age

Relying on the innovative teaching mode of information technology, we should break the limitations of "offline classroom", build a new teaching form of "online and offline integration, interactive inquiry oriented", and stimulate students' learning initiative and creativity.

The first is to build a mixed teaching mode of "flipped classroom+project-based learning". Before class, teachers push

digital research cases (such as "Research on the impact of algorithm recommendation on information cocoon room") and digital tool operation tutorials (such as Stata data cleaning tutorial) through MOOC platform, so that students can learn independently; In the class, the "project team" is used as a unit to carry out discussion and practice around the issues of digital society - for example, the students are asked to design the "survey of College Students' online social behavior" in groups, from questionnaire design, network data collection, to data analysis using SPSS, and then to writing research reports. The whole process is completed by students independently, and the teacher only provides guidance and answers. This mode can not only improve students' digital research ability, but also cultivate their teamwork and problem solving ability.

The second is to use virtual simulation technology to create an "immersive" teaching scene. Aiming at the problems of "difficult to enter sensitive scenes" and "unable to reproduce historical and social scenes" in traditional fieldwork, a "digital social laboratory" is built by using virtual simulation technology to simulate different social scenes. For example, when teaching "community governance", the scene of "smart community" is restored through virtual simulation technology. Students can play the roles of "community worker", "resident" and "property manager" in the virtual environment, use big data to monitor community population flow, handle residents' complaints, coordinate community resources, and experience the application of digital technology in community governance; When teaching "online community", simulate the interactive scene of "fan community" and "public welfare community", let students observe the formation mechanism and conflict resolution of online community, and deepen their understanding of the social structure of the network.

3.3 Build a practice platform and strengthen the training of digital research ability

Practice is the key to improve the digital ability of sociological talents. It is necessary to build a multi-level and three-dimensional practice platform from the two aspects of "construction of laboratory in school" and "expansion of cooperation platform outside school".

On the one hand, the school will build a "social big data practice center" to provide digital research hardware and data resources. The center can be equipped with high-performance computers, big data analysis software (such as Stata, gephi, python data analysis library), and cooperate with government departments and Internet enterprises to obtain desensitized social data (such as urban traffic data, government service data, social platform public data) to provide students with real research materials. For example, students can use the center's traffic data to analyze the relationship between urban commuting time and residents' well-being; Using government service data, this paper studies the impact of the popularity of digital government on "efficiency" and "residents' satisfaction". At the same time, the center can regularly hold "social big data analysis competition", around the topics such as "digital divide" and "governance of network public opinion", let students carry out research in groups and submit reports, so as to promote learning and improve their digital research ability.

On the other hand, expand the off campus practice base to meet the needs of digital society governance. Colleges and universities can establish cooperation with Internet enterprises (such as Tencent and Alibaba), data service institutions (such as the National Information Center), and government departments (such as the Internet information office and the Civil Affairs Bureau) to build a practice base. For example, cooperate with Internet companies to enable students to participate in the "digital village construction" project, and provide decision-making reference for rural industrial development and cultural communication by analyzing rural e-commerce data and villagers' social data. Through these practical projects, students can combine the digital methods learned in class with real social problems, and improve their ability to solve practical problems.

3.4 Strengthen the construction of teachers and improve teachers' digital teaching and research ability

The teaching staff is the guarantee of talent training. It is necessary to build a team of sociology teachers with digital literacy through the way of "training+introduction+cooperation".

First, carry out systematic training to improve the digital ability of existing teachers. Colleges and universities can cooperate with professional institutions to regularly organize teachers to participate in training such as "social big data analysis", "research frontier of digital sociology" and "Application of information teaching tools"; Teachers are encouraged to participate in academic conferences related to digitalization (such as "China Digital sociology forum") to learn frontier research results and teaching experience. For example, for the "social big data analysis" training, University Statistics experts and Internet enterprise data analysts can be invited to give lectures, covering "the application of Python in social data processing" and "big data visualization methods". After the training, teachers can pass the "teaching practice assessment" (such as designing a digital research method course) to ensure that they really master relevant skills.

The second is to introduce professionals in the digital field and optimize the structure of teachers. For universities and research institutions at home and abroad, introduce young scholars with "sociology+digitalization" interdisciplinary background, or practical talents with work experience in Internet enterprises and data institutions. For example, introduce

doctors studying "algorithmic sociology" and "digital governance" to enrich the teaching and research team of digital courses; Introduce professionals who have been engaged in "user behavior analysis" and "public opinion research" in Internet enterprises, guide students to carry out digital practice projects, and make up for the lack of practical experience of existing teachers.

Third, promote the cooperation between teachers and institutions outside the school to improve the level of research and teaching. Teachers are encouraged to carry out cooperative research with Internet enterprises and government departments, and carry out research around practical problems in the digital society (such as "protection of workers' rights and interests in the platform economy" and "equalization of digital government services"). In the process of research, teachers can convert the latest research results into teaching cases and integrate them into classroom teaching; At the same time, it can also use the resources of cooperative institutions to strive for more practice opportunities for students and realize the virtuous cycle of "teaching research practice".

4 Conclusion

The information age has injected new vitality into the development of sociology, and also put forward higher requirements for the cultivation of sociology talents in Colleges and universities. The measures and suggestions proposed in this paper, such as reconstructing the curriculum system integrated with digital content, innovating the interactive inquiry teaching mode, and building a multi-level practice platform, will help to cultivate high-quality talents who not only master the core theory of sociology, but also have the ability of digital research and practice. In the future, with the further development of information technology, the cultivation of sociological talents needs to be continuously iterated, and the talent cultivation mode needs to be constantly innovated and improved. Only in this way can the sociology major highlight the discipline value in the information age and provide more excellent talents for the governance and development of digital society.

About the Author

Shanshan Li, Master's degree, student counselor, Research direction are Sociology.

References

- [1] Li S , Wang Z . Constructing a Practice-Oriented "Community Social Work" Curriculum in China: A Model for Application-Oriented Talent Cultivation [J]. *Journal of Contemporary Educational Research*, 2025, 9 (7): 111-115.
- [2] Kubilius O P , Subotnik F R , Worrell C F , et al. Extending Research on Psychosocial Skills and Appropriate Instruction in Developing Talents [J]. *Journal for the Education of the Gifted*, 2024, 47 (4): 335-339.
- [3] Liu J. Research On the Implementation Path of Social Work Talent Cultivation in Local Colleges and Universities Under the Background of New Liberal Arts [J]. *Journal of Contemporary Educational Research*, 2022, 6 (10): 20-25.