

Effectiveness of application of techniques in Teaching sociology



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ABSTRACT

Society-based research subjects are the study of sociology which is an important branch of science in the field of social science. It is a branch of studying society, social values, social groups, social classes and economical, political, social, religious, lawful institutions, population, usage, custom, value, norm, beliefs and relations and changes between them. In this context, sociology gains sociological thinking skill with its own peculiar methodology, and therefore it helps complex social events to be understood better. Giving the faculty of looking at sociological events with the eye of sociology and sociological thinking to individuals in educational process in early ages will enable the faculty of 'understanding' of society and social events to be more established and systematic. It is an urgent need of using teaching methods and techniques leading to critical sight which is the basement of sociology, instead of passive student profile resulting from use of traditional teaching methods and techniques in teaching sociology. It is known well that as a need of modern education understanding, this requirement exists physically in teaching programs but educators are in difficulty of

application of new techniques. The main goal of this study is to emphasize the application of modern teaching techniques in teaching sociology actively. For this reason, application of producing idea technique is going to be realized in teaching of sociology.

Key words: Teaching of sociology, modern teaching techniques, producing idea.

INTRODUCTION

Sociology is a branch of social science which, with the science methodology's peculiar techniques, studies the society that results from common life of people and participation, social life and the structure of society; the changes in this structure. The effort of finding out and introducing the possible law or similar functional types at the reality of scientific is a major field of sociology's claim to be a science (Do an, 2007: 36). In other words, sociology is related with people's all relations and behaviors in society and its formation, permanency and change of such relations and behaviors. That relation is determined and analyzed with sociology's peculiar scientific methodologies. In summary, sociology is a current branch of science that studies the social forces in its various dimensions which affect individuals to behave in a specific way. Science of sociology grounds on the relations of individuals between each other in the society and also between social institutions constituted by individuals. In this context, sociology differs from other sciences by its peculiar field of occupation, problem subjects, definitional characteristics and methodology.

According to Fitcher (2002: 3); while science of economy dwells on such factors as material phenomena, political sciences, force and authority, sociology focuses on the reality of "togetherness" of individuals. Sociology takes the reality of relations of people as the information body and this is the basement of social context of reality. Anything is sociology that contributes to and results from such togetherness of individuals. However, the effect of social functions on behaviors of people goes to ancient Greek, Sociology has become a science almost before 200 years. If we are calling sociology as differing from an authentic discipline such as economy, history, philosophy, as a systematic information, as an original methodology

and conceptual framework, sociology doesn't exist among the sciences till nineteenth century (Swingewood, 1991: 11). At the birth of science of sociology, the periodical characteristics, the events of 19th century and evolution of society and the new social structure together with it have been effective. "Sociology has become the center of interest after the enormous change that realizes industry evolution of west civilization. That enormous improvement has altered Western Europe from a rural, unitary and static society to an urban, diverse and changing society" (Giddens, 2000:6).

"Together with 19th century, anything belonging to societies has gained a new dimension. The view point has changed to universe, word and societies. 19th century has brought a new dimension and form into conception. Therefore, today's social science conception, ideological comprehension and vision orientation have begun to form." (Kizilçelik, 2004: 3). Therefore sociology has been nourished from the new relation system that has been existed through that period and turned the urban life upside-down. Furthermore, sharing of welfare that has become in urban life and came with industrialization, new class structure and its claims in the society, the new settlers of urban life have strengthened the essence of "chaotic" conditions. And then

"society" has become the starting point as a concept of sociology which needs to be studied and understood in and of itself. As Fitcher has said "In a society where level of complexification and problems increase, the requirement for sociology and respect of sociologists also increase" (2002: 17). French philosophy Auguste Comte (1798 - 1857), who is known as the founder of sociology and thinks that social life should be studied in the same scientific way together with natural life, produced the term of "sociology" that is the mixture of "Socius" meaning social in Latin and "logos" meaning logic in Greek and means "social logic". According to Comte, the main goal of sociology is to discover social order rules and therefore the social stability could be maintained.

MAIN FIELDS OF OCCUPATIONS OF SOCIOLOGY

Sociology is not also interested in society but also seeks to explain culture, social class, statue, role, institutions and groups that constitute the social structure. Moreover, institutions that provide social order (family, economy, education, religious, law, music, sport) constitute the main discussion fields of sociology. Science of sociology has basically some peculiar characteristics as follows:

- i) Sociology does not have an interest in individual problems.
- ii) It is not a normative science but positive science
- iii) It does not study the situation it should be but the situated (objective).
- iv) It establishes cause and effect relation.
- v) It handles the society as a whole and searches the relations between elements that constitute the whole.
- vi) It generalizes by the common specifications of similar social events.
- vii) It deals with the social events in a multi-directional and multi-functional way.
- viii) It is in a relation with the other social sciences.
- ix) It recommends valid solutions through studying social events.
- x) It gives social changes and developments prominence
- xi) It has got peculiar methodologies and techniques.

The analysis of science of sociology's individual contributions which has constituted a peculiar working field together with these specifications is a major process. Why do we do sociology or what does it gain us to learn sociology, is it an epistemic gain or a point of view?

WHY SHOULD WE DO SOCIOLOGY?

Firstly as in other fields of social sciences, sociology provides conceptual development and enrichment of mental worlds of individuals. Sociology will reinforce the thought of individuals'

not being alone in his social environment (neighborhood, education field, village, town, and city) (Do an, 2007: 65). In other words, sociology has a characteristic that could show individuals that there are many people like themselves around them. According to Giddens, doing sociology teaches us to think in a new point of view taking us away from familiar ordinariness of daily life and he states that sociology has three major benefits (2005: 5).

- i) Awareness of cultural differences
- ii) The value of political effects
- iii) Enlightening yourself

Sociology gains a significant point of view such as understanding social life comprising from complex relation systems, analyzing the reasons of events occurring in the society, evaluating not only the visible part of social events but also background. That point of view, in the context of its peculiar characteristics, is going to help in understanding the new society and the new relation systems. Fitcher gives a response to the question of Why Sociology (2002: 15):

“The learner shall want to learn sociology just for himself, because he demands to recognize society and culture more effectively. The learner may be in need of sociology because of improving his life of information, being more tolerable to recognize others and reaching more satisfied objectiveness as criticizing others. The learner therefore as an actor that plays the society’s expected various social roles will find the correspondences at sociological knowledge of social situations that he lives. As in all fields of questioning, sociology is also selective. In order to be understood and recognized superficially of social life it emphasizes and lights social life’s specifications. It develops our understanding and helps us to create practical applications as well. From a sociologist, a solution such as increasing the effectiveness of propaganda or increasing perpetration ratio may be requested. However, we should raise the capacity of sociology today so as to serve a reply to all social problems.”

What does a person expect from sociology? This question’s possible answer may as follows: The desire to know the basic specifications of the society that individuals live and understand how the group and environment that they live affects his behaviors. Thus it is going to be seen that the

harmony with the society rules and the process of change will be simple. Being aware of the fact behind daily events is the desire of being able to see and understand the social effect of individuals on selections and movements. In that context, we confront the importance of doing sociology and teaching of sociology as well.

TEACHING OF SOCIOLOGY

Teaching of sociology is important as much as doing sociology. It is not only significant of doing sociology with the methodologies of sociology but also gaining the individuals sociological thought and point of view. It should be gained of teaching sociological idea together with modern teaching methodology and techniques especially in prior periods of life and that would be effective in improving a vivid sociological thought. At teaching of

sociology positivist paradigm has a surrounding effect at the origin of this science. Durkheim focuses on the methodological theory “Study phenomena like things”. According to Durkheim who sees social phenomena as phenomena in nature given us before, this phenomena are out of and independent from us, they even limit our actions and rule on our minds. With this description of phenomena, Durkheim is said to have moved cartesian phenomena/value discrimination to studying social life. He says if based on scientific or sociological methodology, it is an obligation to lean from social phenomena such as things/objects to thought. Phenomena cannot be removed through intervention with mind. In order to emphasize this permanent characteristic of phenomena, Durkheim is known to have applied to nature-society analogy. According to him society is a type of organism and each part of this organism do its peculiar function (Giddens, 2007: 37). Because of that this opinion is on the basement of sociological thought, traditional methodologies are being used at the process of teaching. Traditional approach because of applying the methodology of natural sciences used at the birth of sociology to science of sociology dominates the teaching of sociology through long years. Teaching methodologies and techniques such as

teaching by presenting, narration methodology, question and answer technique, controlled discussion etc. have influenced the traditional sociology teaching. The basic characteristics of these applications are to handle the educator as the source of information and center the process of teaching and learning. Traditional sociology teaching has locked the sociology to class, which has an aim of understanding society and leaved it to the initiative of educator. Furthermore, methodologies that can be used in sociology such as observation trip and case study have been used according to educators' ability and option.

However teaching of sociology is a major activity that enlarges the effect of sociology. After learning sociology, the point of view of learners about sociology's content, theory and methodology and qualifications such as critical thinking, research-based view that improves the ability of discipline application, social participation that provides to analyze the society they live in more detail and improves their social responsibilities etc. are gained at the end of "teaching" action that enlarges the influence of sociology (Nazli, 2007: 4).

THE SAMPLE OF NEW TECHNIQUES APPLICATION AT TEACHING OF SOCIOLOGY

The modern and learner-centered interpretations of teaching method and techniques have increased in the last years. The fact that especially active learner-centered education has been regarded in terms of both in application and academically has been a reason for usage of new applications at the period of learning and teaching. Active teaching periods give assistance to the learner to take the responsibility of the teaching period, give the learner occasions to take decisions through various dimensions of learning period and to do self-regulation, and also lead the learner to use his mental abilities through complex teaching duties at the teaching period.

The individual along this period develops his peculiar subjective judgments in terms of criticism and creativeness and learns to approach the incidents and situations from

different points. The learner associates the information that he has gained through observation of his own environment with his previous experiences. At the classes that those specifications dominate there are basic five specifications such as confidence, energy, automatic control, the situation of belonging to a group and sensitiveness (Harmin, 1994: 3-4). There are several application studies aimed at teaching sociology via usage of new teaching techniques. As follows:

Usage of the technique of producing idea at teaching of sociology

It is intended with teaching sociology to have the capacity to understand the problems of society's economical, social, educational and cultural, and to offer different solutions in order to iron out these problems. Therefore, by sociology's nature individuals in company with a thought system far away from prejudice and dogma produce critical thinking and put forward the arguments that give justifications for those thoughts. There are effective techniques of teaching that serve for this goal. One of these techniques is "Producing idea". The controversial and contradictory topics are generally given importance in terms of sociology. The classes dealing with these topics are full of occasions for learners to give opinion (Yazici, 2010: 448). Learners may produce ideas about national and international news that interest their lives directly or indirectly, about subjects for historical or current issues and about the incidents and situations that have been realized around the school; they may discuss popular culture, media, economy, environment and historical or social events (Wolk, 2003: 105).

Controversial topics have characteristics of personal, social, political and economical which are based on different values, beliefs and interests and include a range of thought and variety (Dyneson and Cross, 1999). The technique of producing idea, used for teaching controversial topics, is based on critical thinking. Individuals put forward their ideas with reasons about a problem. The technique of producing idea is based on assisting the learner to produce their own ideas about the topic and to share with their friends. Learners, at this period, find out

testing their own ideas and also tolerance, endurance, speech, listening and respect for the others with being able to change and developing different thoughts about a topic (Gözütok, 2000: 76; Burden and Byrd, 1994: 326).

Usage

1. Make preparations for the learners about a controversial and contradictory matter of debate.
2. Write suggestions on a cartoon as “I absolutely agree”, “I agree”, “I am neutral”, “I disagree” and “I absolutely disagree”.
3. Apply them to the wall of the classroom.
4. Write the matter of debate to the board.
5. Ask the learners whether they agree and in which level and in this context want them to convene in front of the cartoons that show levels of participation
6. Ask the learners “Why are you in front of this suggestion and can you explain us with reasons?” Make all the learners listen the explanations. There is no slogan. The important thing is here to find out why the learners stand there.
7. State that the learners who are effected from the other learner’s ideas during the discussions may go to the other suggestion that is to say, may change their ideas (Gözütok, 2007: 77).

SAMPLE APPLICATION

A topic like “Globalization’s effects for social change is positive” is presented to the class at the lesson of Sociology, studied at high school for grade 3. The period of the lesson is 40’+40’.

Preparation time

By the nature of producing idea, the educator hangs the cartoons including the suggestions like “I absolutely agree”-“I do not agree” on the wall of the classroom. The educator then explains the basic application principals of the technique; request the learners to object the ideas not the individuals, to share the proofs and experiences, to try to understand the other’s view of points and to give reasons their trends without applying to slogan. However; the educator should add that he expects from the learners tolerance, endurance, speech and the capacity to change through listening each other respectfully. And then the educator explains the learners to move the related cartoon which reflects their ideas. Learners think a while and present their ideas as follows:

Application stage

Students who pass under the teacher's description of cardboard representing the opinion of the advocate. Belonging to the class specified in the common ideas about the subject say the five opinions can be expressed.

Absolutely agreed

The most important concept of globalization that affect social change today, foreign-branded products, please remember the ones we use in our daily lives. To be simple, one and all our clothes come from a foreign country. Everyday we get information about different countries in internet such tools as facebook, msn can reach all over the world very rapidly. Millions of people get stuck on global networks which change their lives from the distant. The border is removed between states and investors put a global plan into operation not local any more. All of these developments positively affect social change in course. The world is a global village

now. This convergence effects on all communities positively.

Agreed

Globalization affects the social change. Remote life places, different culture and understanding pass to connect and recognize each other as a consequent of globalization. As in the case of sports fans all over the world-famous group has a football team, and they connect to each other via the internet. A variety of social movements can be given as an example. For instance, a global action against environmental pollution can be established in line. Cultures are becoming closer and closer to each other and societies are enriched with the effect of different cultures.

Neutral

In fact, positive or negative effects of globalization to social change is not very clear and explicit. It is important what to be understood and how to be interpreted in globalization. As our two friends stated before that in globalization the negative effects of social change may have a positive effect. For example, we consume a foreign brade whose name is Mcdonald's fondly but at the same time it distorts our traditional food culture.I think the social impact of globalization should be investigated thoroughly.

Disagreed

I disagree with with my friend the first two speakers. In fact, globalization is a tool in order to be controlled small states by big states. In science and technology, art and culture, always kept ahead of the west sources and to be overrated, globalization has a negative effect in social change. West values are taught by means of communication tools, individulas become

alienated to their our own cultures. A negative social impact of change is globalization. The direction of change is in the form of regression. This is the reason why a dominant of understanding imposes only its own value and brades on societies.

Absolutely disagreed

Globalization affects the social change negatively. At former colleagues friend stressed the globalof investments and the effects of social movements. There is one thing but forget American investments in large companies. These companies are pulling the flow of cash or shares in a day which disrupt and even destroy the country's economy. This global great power have a political power on those countries and their demad project can get through the life. Transnational NGO's with the countries' own governments, as well as conflicts between countries can be changed. Georgia, Ukraine, Kyrgyzstan, and Kazakhstan's examples should not to be forgotten. Thus, the results of national governments and policy-making in the face of global capital and multinational corporations to impose sovereignty is inadequate. Such as wanting to become global players social change, positive or negative, can be to their advantage. After this conversation, many of the students in section of "Ambivalent" can pass over the section of "Disagreed" or; from "Disagreed" section can be passed the section of "Agreed" or "Undecided".

CONCLUSION

All these views are different from the teacher specifying the reasons and examples to offer all students to express ideas put forward by summarizing the arguments that globalization is an important concept in the world. Actually exists all of these views and the teacher puts an end to the event by stating that there are positive, ambivalent and opposing views towards globalization.

RESULTS AND DISCUSSION

Sociology is a branch of science including the way and methods; and; knowledge and skills necessary for understanding of society. From social structure to social change, from social institutions to clans, from social adjustment to social values and norms, role and status are as subjects of a very basic concept of sociology. Individuals learn to teach sociology in the society where they live more openly to see what is happening in their lives circles. Sociology science, being on the ground of the values of industrial revolution by converting with modern and even post-modern context, use a multiple cause and effect relationship and more colorful understanding rather than a simple cause and effect and a single pole understanding which is borrowed from natural sciences. The only reason the event in sociology is reduced to the cases described no longer, multiple factors and circumstances are taken into consideration. This new understanding is reflected in the teaching of sociology; the active and full participation teaching techniques have been used instead of traditional teaching methods of sociology.

Accordingly, rather than teacher-centered methods of narration and the original question-answer "of sociological knowledge" is used to produce process-based teaching techniques. This technique is also known as one of the free pulpit "development vision" technique. Visibility enhancement technique, which individuals gain the knowledge and produce critical opinion and reasons, is an effective teaching process. In a sociology course with the use of the technique development of opinion on the subject, students create different sociological perspectives on critical issues and gain the ability to deal with the subject critically. Hence, like community, a very large and complex structure analysis can be done in different directions. This technique is advocated opinions of students in different ways to develop and promote effective communication skills effectively. Also it increases the level of students' self-confidence, tolerance, folded over each other, speaking, developing their skills of persuasion and gaining a democratic attitude of openness. Visibility enhancement techniques as wells as all aspects of teaching techniques are also limited. The subject of discussion contrasting, opposing, and polar

bear that meaning and sociological as required.

The subject, which does not carry sociological peculiarities and does not lead the individual to analyzing, can be boring. The students' knowledge accumulation play an important role in order to analyze the sociological issues. Without the structure of the required information, this technique cannot be applied. When they can link the past with the current sociological situation of students is accepted, the basic information infrastructure for a purpose it is necessary. Application of the technique is difficult in crowded classrooms. Also if the physical size of the class is smaller, application is difficult and can get out of the specified time limit. Given the people rather than visions in the process of discussion, problems come into existence and if the student tries to defend his idea steadily, he can leave the target and lose in this way and the topic can be dispersible. Unless the teacher comes to class without making necessary preparations, he cannot construct the basic principles of this technique. As a result, the importance of continuity of teaching sociology, made it necessary to use teaching processes.

Sociality is based on complex features, and more than one reason, understanding of this process, increasing the need for analysis and evaluation of different teaching processes.

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