



Social Competence in a century Chinese Junior Middle Schools: Text Analysis of Curriculum Standard

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ARTICLE INFO

Keywords:

curriculum target;
junior middle school;
social competence;
social work curriculum standards;
text analysis

ABSTRACT

As the most critical criterion to guide the whole process of curriculum development, curriculum standards are the basis of national curriculum reform and development, which can most accurately reflect the subject's demand for ability or competence. By sorting out the texts on the educational aims in the social work curriculum standards of the Chinese junior middle school in the past century and employing the method of text analysis, this paper explores the development and changes of the competence of social work disciplines in different periods and finds that: 1. at the macro-level, the competence of social work disciplines gradually broken the limits of conservatism; 2. at the medium level, the types of competence aims have developed from single, separated ones into diversified and integrated ones; and 3. at the micro level, the description of competence has developed from being general and obscure to be concrete and detailed. Then it puts forward prospects and suggestions on the division criteria for the future social competence requirements and the corresponding implementation paths in order to provide guidance for the construction of the social work discipline and curriculum reform and at the same time to offer theoretical references for future relevant research works.

1. Introduction

"Social work Education refers to the social practice in which society or social groups exert purposeful, planned and organized influence on their members with certain social concepts, views and ethics norms, so that they can form the ethics characters required by a certain society." And "Social work Education develops continuously with the change of historical conditions and develops in the dialectical and unified pattern combining inheritance, reference, development and innovation" (Department of Social Sciences Research and Social Work, Ministry of Education, 1999). Therefore, reviewing the historical track of social work subject is of particular importance for the development of social work education at present. The development of social work curriculum for primary and secondary schools in China can be divided into three stages: the initial stage, the mature stage and the development stage. While each stage has its own characteristics. It is through the continuous evolution and development of these stages that social work curriculum

continues to innovate and play an important role in the Chinese socialist modernization construction.

Firstly, the initial stage of Chinese social work curriculum

The social work course can be traced back to the Spring and Autumn Period and the Warring States Period. Confucius, the founder of Confucianism, opened private schools and enrolled many apprentices. He put forward the thought with "benevolence" as its core value, which was further divided and internalized into four individual psychological qualities—"loyalty", "sincerity", "honesty" and "faith", under the guidance of which everyone could practice the principle of "loyalty and forgiveness". Thus, the whole theoretical system of Confucius' social work Education was constructed (Jiang, 2012). In the history of China, Confucianism has always been in the position of official prominent scholarship, which has deeply influenced the feudal social work Education in China for more than 2000 years and has become the predecessor of the current social work Education in China. During this period, the social work Course lacked a discipline system and there were no textbooks specially compiled by the state. Most of the textbooks were written by some educators or thinkers, such as Four Books, Five Classics and The Analects of Confucius. Ideological Education was integrated with

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Accepted 1 November 2023, Available online 10 March 2024

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knowledge imparting and there was no clear discipline context or system.

Secondly, the development stage of Chinese social work Curriculum

Chinese social work lessons in primary schools are generally called social and ethics lessons, while those in middle schools and above are called social work lessons. The establishment of social work (ethics) Curriculum in primary and secondary schools can be traced back to the Constitution of the Imperial School in 1902, which can be regarded as the first official curriculum standard promulgated in Chinese education history. It stipulates the opening of the courses about how to behave properly (teaching filial piety, loyalty, courtesy, integrity, to respect the elder and the teacher, being loyalty to the emperor and patriotism). The contents are expressed with words and pictures, which is easy for children to get the meanings. To date, there have been 17 Ideological and ethics Curriculum Standards for primary schools and 27 social work Curriculum Standards for secondary schools (including junior high school and senior high school) being promulgated in Chinese educational history. The contents of Ideological Education course in primary and secondary schools renew and change with those of the society. However, its disciplinary orientation has always been to guide students to form good ideological and ethics character from an early age and to promote students' all-round development in ethics, intelligence, physique, beauty and labor. During this period, the social work course began to possess its disciplinary system. The country began to promulgate the discipline curriculum standards and put forward requirements on the objectives, teaching and assessment practice. The teaching practice was more guided, while the orientation of the social work course was more standardized and systematic.

Lastly, the Mature Stage of Chinese social work Curriculum

The Full-time Five-Year Primary Education Plan (Revised Copy) published in 1981 suggested that Ideological and ethics education should be offered in the primary schools. In the same year, the Ministry of Education issued *The Notice on Ideological and ethics Education in Primary Schools*, which began to replace the former social work education with the curriculum named "Social Work Education". Since 2001, with the advancement of the Eighth Round Curriculum Reform in China, the third round of textbook compilation for "Social Work Course" has been initiated throughout the country: the textbook of "ethics Character and Life" is for the first three grades of primary school, which focuses on children's real life, starts from the prototype of students' life, and reintegrates into their life; The textbook for the fourth to sixth grades is *ethics Character and Society*, which is based on *ethics Character and Life* in the lower grades of primary schools and is connected with the social work lessons in junior middle schools. Its purpose is to promote the formation of students' good ethics character and the development of their sociality. It emphasizes laying a foundation for being a qualified citizen in the future and developing students' ability to understand, participate in and adapt to society. In 2016, the General Office of the Ministry of Education of China issued the Notice on *Matters Relating to Teaching Books for Primary and Secondary Schools* in 2016. It was proposed that the names of

the textbooks "*ethicsity and Life*" and "*Ideological and ethics Characters*" should be changed to "*ethicsity and Rule of Law*" from the beginning grades of compulsory education in primary and junior middle schools in order to better implement the *Requirements for the Establishment of Knowledge Curriculum on the Rule of Law in Primary and Secondary Schools*, which was put forward in the Fourth Session of the Eighteenth Party Congress of the Central Committee (Ministry of Education of the People's Republic of China, 2016). So far, the social work lessons in primary and junior middle schools have got a set of nationally unified textbooks. This stage of social work Course is more relevant to students' life and is carried out in stages according to students' characteristics. And its content also better reflects the characteristics of the times.

Since the founding of People's Republic of China in 1949, social work Education curriculum has become one of the primary tasks of China's spiritual civilization construction. The social work Education in primary and secondary schools has been extended up to the post-graduate stage. Colleges and universities have been undertaking the important task of social work Education. The social work textbooks for college students include "*Social and ethics Cultivation and Legal Basis*", "*Outline of Modern Chinese History*", "*Introduction to Mao Ze doing Thought and the Theoretical System of Socialism with Chinese Characteristics*", and "*Introduction to the Basic Principles of Marxism*", which are also subjects of the entrance examination for postgraduates. There are still some compulsory subjects of social work Education in postgraduate period in China.

2.Literature Review

Globally, the name of "social work curriculum" has appeared as "Citizenship and Politics Course" in the United States, "Citizenship Course" in Japan. These subjects hold the same purpose as the Chinese social work Curriculum: to exert a positive impact on students ideologically, cognitively and behaviourally. Though, owing to varied theoretical origins and cultural and behavioural patterns, there are differences in the contents of ethics education between China and the West. Western educational ideas and teaching methods are worth learning and thinking. Through the literary review of social work Education research at home and abroad, we can see the differences between Chinese and Western expectations on students in ethics education. This paper tries to find out the international differences in the competence requirements of social work disciplines, so as to provide reference for the construction of discipline-based competence system.

Current Research Status of International Civil Education and Discipline Competence

To explore What is civic education and the goal of civic education, relevant studies abroad mostly focus on civic education rather than civic curriculum. It emphasizes the recognition and application of social rights and the cultivation of citizenship, which in the process contains disciplinary ability requirements. Ambrosio (2004), an American scholar, argues that the general goal of American Civic Education is "to help citizens understand the social system, to conduct in practice and theory, and to develop skills for participating in civic life, to enhance civic

competence and uphold ethical standards of democratic principles". Margaret (1998) also points out that the core part of American Civic Education is the values and social culture which is permeated with the "American spirit", which also reflects the course's continuity and historicity. After years of revision and improvement and historical accumulations, there has emerged three basic elements in American civic education, namely "civic knowledge", "civic skills" and "civic dispositions". Both researchers focus on the study of the three, among which Citizen knowledge mainly focuses on five questions: what is citizen life, politics and government? What is the basis of the American social system? How does the government born by the Constitution embodies the purposes, values and principles of American democracy? What is the relationship between the United States and other countries and world affairs? What role do citizens play in American democracy? Citizen Skills refer the purposes to make citizens "have an understanding of the social system and how to work in practice and theory, develop skills to participate in civic life, enhance civic capacity, adhere to the principles of democratic system, and have the ability to analyze the results of these ethics standards and develop the habit of self-respect" (Franklin, 1988). Citizen's character includes "fulfilling the ethics and legal obligations of members in democracy; assuming individual social and economic responsibilities of citizens; respecting personal values and human dignity; and promoting the healthy operation of constitutional democracy"(Wu, 2011). It can be seen that civic knowledge refers to the basic ability or competence of a discipline, which requires exact knowledge of the concept and logic of the discipline and the practical problems extended by the discipline; civic skills refer to the practical ability of the discipline and to be able to solve practical problems by applying the knowledge and logic of the discipline; while civic character points to epistemology, which emphasizes the upgrading of knowledge to higher cognitive level and the ability to guide practical activities.

Kim (2016), a Korean scholar, believes that school is not only a place to impart knowledge but also a site for forming and experiencing a country's citizens' quality and for cultivating democratic citizens. However, at present, the overall educational environment in Korea is mainly directed by college entrance examination which focuses on knowledge transfer and teachers' guidance. Students, children and adolescents have been excluded from the social decision-making processes, which has seriously hindered the formation and performance of adolescents' citizenship. Therefore, schools must pay attention to this problem and should be aware of and protect the status of children and adolescents. Secondly, the students should have certain understanding of their own status and the rights given by the Constitution and the United Nations, so that they can have a better understanding of their current situations and problems of social participation. Emphasizing the cultivation of students' social nature, paying attention to students' understanding of their own social rights and participation in social activities, all these direct to the basic abilities of discipline and more advanced practice abilities. In addition, Bible & Lee (2019), under the guide of the "World Citizenship Education Indicators", made a comparative analysis of the revised curriculum of secondary social education from 2009 and 2015 in the cognitive, behavioral and social emotional fields, in which and focused on the content changes of the module of world citizenship education. It is found that the

social education curriculum in South Korea has changed from the traditional pattern of focusing on cognitive achievement and has moved towards the field of action and emotion. They argue that with the deepening of globalization, the discussion of citizenship should not be confined to a national level. And it is necessary to broaden the understanding of the world's citizens in society and education. If we only emphasize citizenship at the cognitive level in the primary and secondary education, the discussion of citizenship cannot be promoted and extended in any way.

Ethicsity and citizenship mutually reinforce each other. ethicsity refers to the goodness of the individual, to "the values that are essential to the individual, society and human beings"; Citizenship refers to the goodness of the public, to "the exercise of citizenship within the scope of the Constitution, and the exercise of basic rights and freedom of citizens and future citizens (Zhao, &Yang, 2018). In the whole system of civic education, both of them are indispensable. Throughout foreign studies, scholars pay more attention to the citizen level issues, which may be mainly influenced by the social social systems and by the cultural traditions. However, these studies on the citizens including many competence requirement studies, which mostly point to the contents of the social field, emphasize students' understanding of some basic rights: the rights as citizens, the rights of social participation, the rights granted as teenagers and so on. There are also some studies concerning for the higher-level abilities, like the ability to use disciplinary knowledge to solve practical problems, the ability to point to the cognitive level through disciplinary learning, such as "cultivating skills to participate in civic life, improving civic capacity, and pursuing ethical standards of democratic system principles, being able to analyze the results of these ethical standards, and to develop the habit of self-respect. However, in general, the requirements for disciplinary competence are more general and mostly take a social perspective and emphasize more on "good citizenship" and paying less attention to creative thinking and the nature of the discipline.

Research Status of social work Education and Social Competence in China

There are not many studies on social work education of adolescents in China, and most of them are carried out with reference to abroad. Wu (2011) studied the ethics education launched in the United States after 1980s to solve the problem of ethics decay (this kind of education which emphasizes traditional virtues is often called "character education" or "personality education"), and analyzed the ethics character cultivation model aiming at cultivating comprehensive personality. Wu points out its characteristics as follows: With an emphasis on the practicality of ethics education, development in collective life, and multi-subjectivity of ethics education, the characteristics of adolescents' physical and mental development include three dimensions: cognitive, emotional and behavioral dimensions. In order to enrich China's ethics education channels, Wu also advocates that attention should be paid to the reference and absorption of American ethics education in the process of carrying out ethics education in China. Ren & Lan (2018) have introduced the teaching strategies and methods commonly used in ethics education in German primary and secondary schools, such as thinking about dilemmas, the

social work education based on model learning, integration of ethics education elements with law and economics Curriculum, etc. They propose that social work Education in China should link to hot social issues and pay attention to cultivate students' reflective-critical thinking ability. The students should be able to use knowledge to objectively analyze and evaluate various ethics problems and have the ability to participate in social, economic and social actions in accordance with the state's politics and ethics judgment. With the textbook of Good Citizenship, which is a textbook of civic ethics education in primary schools in Singapore and through the analysis of the logic of textbook compilation, the objectives, contents and methods of civic ethics education, Tian, Zhang and Zhao (2003) put forward some suggestions that China should strengthen its understanding of civic ethics education, strengthen its ethics practice and carry out the interdisciplinary infiltration of ethics education. Niu and Jia (2018), taking ethics education in Japanese primary and secondary schools as the research object, argue that humanism is the main goal of ethics education in Japanese primary and secondary schools. It requires students to learn to respect human nature, revere life and always have a heart of gratitude, so that they can contribute to national construction and world peace while creating a personalized culture. The main characteristics of ethics education in Japanese primary and secondary schools are as follows: the hierarchical contents of education, being life oriented, humanistic nature of the function and nature of education, etc. Meanwhile, they also point out inspirations for the ethics education in China from Japan and put forward specific operational suggestions. It can be seen that domestic research on social work Education pays more attention to how to carry out the disciplines, tends to study the international implementations of relevant disciplines from the dimensions of discipline objectives, subject contents and subject implementation and puts forward specific operable suggestions. Although it does not cover discussions on disciplinary competence, there are requirements of subject ability in the research of discipline objectives and teaching contents.

The division and definition of social competence in China have not formed a wide range of discussions and no consistent conclusion has been reached. The present research is mainly conducted from the aspects of cognition, practice, discipline characteristics and so on. Lin (1996) thinks about the competence of social work discipline from the perspective of social cognition. According to the characteristics of which, the competence of social work discipline is interpreted as an open dynamic system, which includes the ability to distinguish right from wrong; the ability to participate in social practice; the ability to select ideas and five kinds of thinking qualities (the profundity, flexibility, originality, criticism and agility). This is the earliest classification of social competence in existing Chinese literature. Yin (2011) defines the competence of social work subject as the cognitive ability formed by middle school students in the process of learning social work course. Yin combines the teaching practice of social work course with the classification of Bloom's cognitive goals and puts forward that the basic abilities of social work subject in middle school are the ability to process information, the ability to think logically and the ability to evaluate. This competence classification pays more attention to the classroom teaching process and the corresponding discipline competence formed in the process.

Ye (2015) starts from the attributes of knowledge and ethics education of social work subject and argues that the competence of social work subject in middle school mainly includes the ability of memorizing and understanding of knowledge, the ability of application and analysis, the ability of synthesis and evaluation, and the ability of innovation. The most important goal of social work discipline is to enable students to form a good survival and development ability, emphasizing the timeliness and practicability of social competence. Li (2017) and others more systematically propose the "three times three" model of social competence, which has three main dimensions: learning and understanding, practice and application, innovation and migration. Different researchers focus on dividing the ability of social work disciplines from different perspectives. Although the competence of social work disciplines has been clearly divided into several kinds, there are still some problems, such as: the definition of specific ability is vague and some ability boundaries overlap with each other.

Research questions

To sum up, through the literary review it can be seen that there is no clear and definite worldwide division of social work subject competence, which is only partially reflected in the course of discipline objectives, curriculum content and curriculum implementation. The processes of achieving curriculum objectives and completing curriculum content are also the process of acquiring discipline competence. These discipline competences include basic abilities (mastering basic concepts, understanding knowledge, etc.), problem-solving abilities (solving practical problems with discipline knowledge, shaping discipline thinking, value judgment, etc.), and epistemological abilities (forming discipline values, and standardizing their own behavior, etc.). However, these abilities are not uniformly defined, but scattered in the process of civic education. What is clear is that it lacks a disciplinary logic of its own. Although there are definitions of the competences of social work disciplines in China, there are still some problems, such as the vague definition of concepts and overlapping classification of competences due to different reference standards and different categories. In addition, because of the difficulties like the long historical span and the lack of data, there is hardly any chronological research on the subject competence in the social work Curriculum Standard. In order to make up for this research gap, this paper studies curriculum standard of the social work discipline in China in the past century. Based on the above, the following research issues are proposed:

1. What are the competences of social work disciplines in junior middle schools in China?
2. Inadequate teaching methods and learning materials, particularly in local languages and accessible to learners, including in terms of being aligned with their current level of understanding.
3. What abilities in social competences have been mentioned in the target text of the social work Curriculum Standard for junior middle schools in the past 100 years in China?
4. How do the subject competences change in the target text of the social work Curriculum Standard for China's junior middle school and what are the underlying rules?

Globally, subject competence, as a scientific and stable measurement standard, is widely used to evaluate students'

academic achievements. Disciplinary competence is the relatively stable psychological and behavioral characteristics of primary and secondary school students in the learning process of various Curriculum, and the performance varies with ages and levels of learning (Jia, Gu, & Li, 2016). For example, the Program for International Student Assessment (PISA) sponsored by the United Nations Organization for Economic Cooperation and Development (OECD) and the Trends in International Mathematics and Science Research (TIMSS) sponsored by the International Association for the Evaluation of Educational Achievement (IAEA), The National Assessment of Educational Progress (NAPE), sponsored by the National Center for Educational Assessment, are the three major international assessment projects. All of them have constructed a framework for evaluating scientific content centered on "knowledge and ability" around specific concepts of scientific competence. Therefore, the study of students' subject competence is not only conducive to their own development, but also conducive to the enrichment of the subject system and the remodelling of the curriculum framework. As a guidebook for teaching, curriculum standards can best reflect the requirements of students' abilities, so the study of curriculum standards is beyond questioning. Based on the inherent logic and law of social work discipline development, this paper systematically combs the objectives of Social Work Curriculum for junior middle school of the past century, in the hope to explore the evolution and development of social competence in junior middle school in the period, to further clarify the development context, and to provide a reference for the construction of discipline-based competence system.

3. Research Methodology

Object of Research

The Social Work Curriculum Standard was firstly formulated in The Emperor-made Middle School Principles in 1902, but it cannot be called a complete social work Curriculum Standard because it only stipulates the teaching contents and the allocations of class hours in different school years. As for the social work curriculum standard published in 1904, 1909, 1912 and 1913, though had been constantly enriched in contents and the description of teaching content was more detailed and specific, there was still no relevant contents of the curriculum target and it was often named by "constitution" and "liberal arts and practical disciplines fold". So, it is impossible to summarize the subject ability and it is not included in the statistics in the present research. In *The Outline of the New School System Curriculum Standards* (1923), it was for the first time that the word "purpose" appeared in the Outline, which put forward the requirements for students' ability. It can be called the first real middle school social work course standard in China. Therefore, *The Outline of the New School System Curriculum Standards* (1923) is regarded as the starting point of the literature combing. The 13 social work Curriculum Standards for junior middle schools and 3 notification documents launched from 1923 to 2019 are of equal status as the research object (Table 1).

Table 1: Topics of inquiry classes and number of collected journals from 4th graders and pre-service teachers

Year	Title of the document	Source of the target text
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1923	Outline of New School System Curriculum Standards	aims
1932	Civic Curriculum Standards for Junior Middle Schools	objectives
1936	Civic Curriculum Standards for Junior Middle Schools	objectives
1940	Revised Civic Curriculum Standards for Junior Middle Schools	objectives
1941	Draft Civic Curriculum Standards for Six-year Secondary Schools	objectives
1948	Revised Civic Curriculum Standards for Junior Middle Schools	objectives
1957	Notice on Setting up Social Work Curriculum in Secondary and Normal Schools	The Purpose and Task of Politics Course
1959	Syllabus of Society in Secondary Schools	tasks
1980	Circular on the Issue of Opinions on Improving and Strengthening Social Curriculum in Middle Schools	The Position and Task of Politics Course in Middle School
1982	Teaching Syllabus of Junior Middle School Adolescents' self-Cultivation	teaching objectives and requirements
1982	Teaching Syllabus of Brief History of Social Development in Junior Middle Schools	teaching objectives and requirements
1985	Circular of the Central Committee of the Communist Party of China on Reforming the Teaching of Social Work Theory in Schools	The Main Contents and Requirements of Marxist Ideological ethicsity and Social Theory Course
1986	Outline of Experimental Teaching for the Reform of Social Work Course in Middle Schools	teaching objectives and requirements
1988	Outline of Experimental Teaching for the Reform of Citizenship in Junior Middle Schools	teaching objectives and requirements
1988	Syllabus for A Brief History of Social Development in Junior Middle Schools	teaching objectives and requirements
1988	Experimental Teaching Syllabus for Reform of China's Socialist Construction in Junior Middle Schools	teaching objectives and requirements
1993	Nine-year Compulsory Education Full-time Junior Middle School Social Work Course Syllabus	teaching contents and basic requirements
2001	ethicsity and Social Curriculum Standards for Full-time Compulsory Education (Experimental Draft)	curriculum standards
2011	Curriculum Standard of Social Work for Junior Middle School	curriculum standards

Theoretical Framework and Research Instrument

PISA, a triennial international survey, is organized by OECD to assess education systems around the world by testing the skills and knowledge of 15-year-olds who are about to finish their compulsory education. The main test areas of PISA are reading, mathematics and science. The test framework of each field includes "definition and characteristics", "content dimension", "cognitive ability dimension" and "situation dimension". Taking the "reading competence" test as an example, the OECD believes that reading literacy includes not only competence and understanding of literal meaning, but also reading, interpretation and reflection, as well as the ability to use reading to achieve life goals. These goal dimensions of PISA test are just like Bloom's idea of classifying educational goals, which sub-divides the goals into knowledge (expressed by verbs) and ability (expressed by verbs). PISA test has been carried out seven times and more than 40 countries have participated in it. Because of its large sample size, large number, scientific and reasonable testing procedure, its

study of subject competence has great reference significance, so the competence dimension of PISA test is taken as one of the theoretical basis for this research.

Bloom constructs the theory of classification of educational objectives, the most important part of which is the classification of objectives in the cognitive field. *The First Volume of Taxonomy of Educational Objectives: the Cognitive Field*, officially published in 1956, has become a landmark research achievement of taxonomy of educational objectives. It divides educational objectives into knowledge, understanding, application, and so on. With the progress of science and the development of education, Anderson and others revised Bloom's classification system of educational objectives in 2001, changing the former one-dimensional classification system into a two-dimensional target framework. The main dimensions include "knowledge" and "cognitive process". Secondary dimensions of "cognitive process", from basic to advance levels, include "memorization, understanding, application, analysis, evaluation and innovation". The new two-dimensional framework integrates the scientific research achievements of psychology and pedagogy, which is more in line with the logic of students' psychological development. In addition, more specific terms are adopted in defining specific concepts to facilitate the distinction and operation. Therefore, this objective framework is taken as another theoretical basis for this study (Zhu, 2014). Based on the dimension of PISA 2018 and Bloom's and Anderson's taxonomy theory of educational objectives, the subject competence of social work curriculum is divided into five categories: basic abilities, integrated abilities, problem-solving abilities, epistemology abilities and creative thinking (Table 2).

Table 2: Classification of Competencies in Social Work curriculum (Five-Dimensional Competency Framework)

Competence classification		Definition
Basic abilities		The ability to understand, memorize and understand subject concepts, nouns and related knowledge, the whole process only involves the input of knowledge and the storage of students' understanding, which is the most basic ability of politics.
Integrated abilities		After mastering the basic ability, the students can express the knowledge through movement or body language, and there is little participation in cognitive thinking in this process, such as abiding by national laws and regulations, and so on.
Problem-solving	Actual application	The application of the knowledge learned to the solution of practical problems mainly points to the solution of poor structure problems.
	Cooperation and communication	Through cooperation, communication, experience, participation, etc., to promote problem-solving, or in the process of problem-solving, to obtain cooperation, social participation and other aspects of the ability.
	Scientific methods	It is necessary to master the scientific method by the subject learning, and can use the method to solve the practical problems, such as the preliminary learning to use the scientific thought method to correctly analyze, understand and treat the problems related to life.
	Cognitive thinking	It can explain the social phenomena in life, analyze and solve social problems, and can apply this mode of thinking to the solution of practical problems, such as learning to make correct judgments and choices on the ethics problems encountered in life.
Epistemology abilities	Value and attitude	Through subject learning, subject practice and the emotional experience in its process, to achieve the transformation of attitude and world outlook, outlook on life, the formation of values, and so on.
	Attitude	It can increase the enthusiasm of disciplines, stimulate the interest of disciplines and generate the intention of in-depth study.
	Personality	Students can continuously promote the development of their own quality and personality improvement, and gradually become a more complete person.
	Subject nature	Based on the discipline itself, students can think about the society, the country and the world, understand the significance and value of the existence of the discipline,

	and explore the change and influence of the discipline on the natural environment.
Creative thinking	On the basis of the knowledge and ability of the subject, the independent thinking, the creative inquiry and the problems encountered in the study and the life can be solved.

Text Analysis, also known as Text Mining, refers to the technique of analyzing data contained in unstructured texts (Miner, Elder, Hill, Nisbet, Delen, & Fast, 2012). Text mainly refers to the information structure composed of certain symbols or codes, which can be expressed in different forms, such as language, text, image, and video and so on. Texts are made by specific people; therefore, its semantics can inevitably reflect specific group's positions, views, values, interests and benefits. A typical application of text analysis in the field of social science is content analysis. Stemler (2001) believes that content analysis is actually a systematic and duplication technique, which compresses many words of a text into a small number of content classifications based on clear coding rules. Therefore, text analysis often involves the establishment and application of a conceptual dictionary or the application of a fixed terminology vocabulary. Based on these dictionaries or vocabulary sets, text data will be extracted for matching or statistical calculation (Yu, 2015). In this research, researchers first selected the junior middle school social work curriculum standards published from 1923 to now as the target text, then systematically combined them and used the method of text analysis to encode it: Firstly, to read through the target text of the social work Curriculum standards sentence by sentence. Then to classify abilities, if a sentence plays multiple functions, it will be classified according to abilities. Secondly, to hold group meetings to discuss the internal consistency of coding and finally determine the coding scheme. Thirdly, in some years, there were several curriculum standards published in each, the coding contents of these years will be integrated. Fourthly, to process the final coding results and do text analysis of academic competence over the years.

This paper chooses The Full-time Compulsory Education ethics and Social Curriculum Standard (experimental draft) of Junior Middle School published in 2001 as the example for coding. Since the Eighth Round Basic Education Curriculum Reform was carried out in China in the same year, the curriculum standard can better reflect the development trend of the discipline. Firstly, the target text of 2001 Junior Middle School ethics and Social Course Standards for Full-time Compulsory Education (Experimental Draft) is selected and the first-level coding is carried out according to the subject competence framework mentioned above (Table 3). The primary competence classification is based on the subject words, such as "learning", "recognizing" and "understanding" in a sentence. The behavioral verbs such as "to know" are initially defined as basic competence, and then the noun phrases following the behavioral verbs are used to distinguish whether they should be included in basic competence or not. Thirdly, taking creative thinking as an example, the keywords of this ability are "creativity", "inquiry" and "independent thinking". In order to ensure the accuracy of classification, the target text will be read again on the basis of the subject word classification to ensure the saliency of each sentence in the ability category. Since problem-solving and epistemological competence have secondary competence divisions, a second round of encoding of these two is carried out (Table 4). Firstly, the subject words of each sentence are

determined, such as "cooperation", "communication", "judgment", "choice", "quality", "international consciousness", "ecological environment" and "nature". Words like the above, which

reflect the ability requirements, are also chosen to be read again in the target text after the keyword classification to ensure the reliability of the ability classification.

Table 3: Examples of first-level encoding of target text in 2001 Junior Middle School ethics and Society Course Standards for Full-time Compulsory Education (Experimental Copy)

primary coding	the coding content
basic abilities	<p>A preliminary understanding of children's basic rights and obligations.</p> <p>Initial understanding of the interaction between individuals and groups.</p> <p>Understand some social organizations and social rules.</p> <p>A preliminary understanding of rules and laws is of great significance to public life.</p> <p>Initially understand the relationship between production and consumption activities and people's lives.</p> <p>Know the national spirit and fine traditions that have been formed in China for a long time.</p> <p>Preliminary knowledge of major historical events affecting China's development.</p> <p>A preliminary understanding of the great achievements of the founding of New China and the construction of the motherland.</p> <p>Know some important knowledge of the development of world history and people's lifestyles and customs in different cultural backgrounds.</p> <p>Know the importance of harmonious coexistence among different groups, nationalities and countries in social life.</p>
integrated abilities	
problem-solving	<p>Be able to express your feelings and opinions clearly.</p> <p>Be able to listen to others' opinions.</p> <p>Ability to communicate and cooperate equally with others.</p> <p>Learn to participate in collective life democratically.</p> <p>Learn to collect, organize, analyze and use social information.</p> <p>Ability to use simple learning tools to explore and explain problems.</p> <p>Be able to understand oneself initially, control and adjust one's mood and behavior.</p> <p>Learning observes, understands and analyses social things and phenomena from different perspectives.</p> <p>Learn to make correct judgments and choices about ethics problems in life.</p>
epistemology abilities	<p>Cherish life, love life. Develop an attitude of self-esteem, self-determination, optimism, love of science, love of labor, diligence and thrift.</p> <p>Democracy, the concept of legal system and the awareness of rules have initially been formed.</p> <p>Love the motherland and cherish its historical and cultural traditions. Respect for cultural differences between different countries and peoples.</p> <p>Initially with an open international awareness.</p> <p>Cultivate the qualities of civility, courtesy, honesty and trustworthiness, fraternity and tolerance, fairness and justice, love for the collective, solidarity and cooperation, and responsibility in life.</p> <p>Develop good living and behavior habits.</p> <p>Take care of nature and appreciate its nurturing to human beings.</p> <p>Preliminary awareness of protecting the ecological environment has been formed.</p> <p>Know the important influence of science and technology on human survival and development.</p> <p>Understand some basic geographical knowledge, understand the interdependence between human and nature, environment.</p> <p>A brief understanding of some common problems facing today's human society.</p>
creative thinking	Try to explore and solve problems in life reasonably and creatively.

Table 4: Examples of Secondary Encoding of Target Text in 2001 Junior Middle School ethics and Social Course Standards for

Full-time Compulsory Education (Experimental Copy)

	coding content
actual application	
cooperation and communication	<p>Be able to express your feelings and opinions clearly.</p> <p>Be able to listen to others' opinions.</p> <p>Have the ability to communicate and cooperate equally with others.</p> <p>Learn to participate in collective life democratically.</p>
scientific methods	<p>Learn to collect, organize, analyze and use social information.</p> <p>Ability to use simple learning tools to explore and explain problems.</p>
cognitive thinking	<p>Be able to understand oneself initially, control and adjust one's mood and behavior.</p> <p>Learning observes, understands and analyses social things and phenomena from different perspectives.</p> <p>Learn to make correct judgments and choices about ethics problems in life.</p>
value and attitude	<p>Cherish life, love life. Develop an attitude of self-esteem, self-determination, optimism, love of science, love of labor, diligence and thrift.</p> <p>Democracy, the concept of legal system and the awareness of rules have initially been formed.</p> <p>Love the motherland and cherish its historical and cultural traditions. Respect for cultural differences between different countries and peoples.</p> <p>Initially with an open international awareness.</p>
emotion	
personality	<p>Cultivate the qualities of civility, courtesy, honesty and trustworthiness, fraternity and tolerance, fairness and justice, love for the collective, solidarity and cooperation, and responsibility in life.</p> <p>Develop good living and behavior habits.</p>
subject nature	<p>Take care of nature and appreciate its nurturing to human beings.</p> <p>Preliminary awareness of protecting the ecological environment has been formed.</p> <p>Know the important influence of science and technology on human survival and development.</p> <p>Understand some basic geographical knowledge, understand the interdependence between human and nature, environment.</p>

4. Results

According to the primary and secondary ability codings, this paper makes the text analysis of a centennial curriculum standards of social work discipline in junior middle school in China and summarizes its evolution in the past century.

The Evolution of Competences in the Centennial Curriculum Standard of social work Education in Junior Middle Schools in China

Figure 3 is the chart that shows the changes of subject abilities in the social work curriculum standard of junior middle school in the past century. The following is the description and summary of the competence for each ability. Firstly, basic abilities and epistemological abilities refer to "socialization" to "individualization". It can be seen that, compared with other abilities, basic abilities and epistemological abilities have been developing steadily. Among them, basic abilities cover many fields of knowledge, including law, philosophy, ethics, economy, etc. In the early stage of the 21st century, people began to pay attention to personal growth, other people and society, for example "to enable students to grasp the basic knowledge of Marxist economics", "to educate students on socialist democracy and legal concept, so that they know the role of law", "to enable students to understand the basic ethics norms, legal norms and social life norms that a socialist citizen must have", "to help the students to have a preliminary understanding of children's basic rights and obligations and to have an

understanding of the relationship between individual growth and social environment", etc. All these emphasize students' preliminary understanding and recognition of the knowledge in these fields and the requirement is at the beginning level.

Epistemological ability lays in shaping correct values and cultivating excellent personality. Similarly, before the 21st century, "patriotism", "citizenship", "observance of discipline and law", "the sense of social responsibility" and "democratic concept" appeared frequently in the target texts of curriculum standards, reflecting the social oriented curriculum objectives, which emphasize the training of "social people". The two social work curriculum standards of junior middle school issued in the 21st century, in which the target texts of curriculum reflect an orientation towards individual personality development, such as "being helpful", "self-reliance", "self-respect and self-determination", "optimistic and upward", which all reflect a shift in attention from "society" to "individual".

Secondly, the periods of silence and recovery of the problem-solving ability. Problem-solving ability reflects the integration of theory and practice. Its overall change presents an inverted U-shaped pattern. It can be called a "silent period" from 1948 to 1988. Early problem-solving ability focuses on solving the problems of the external world, such as "letting students understand the relationship between themselves and others", "making the students have the ability to distinguish right from wrong, good from evil, beauty and ugliness, resist adverse effects and learn to correctly analyze common economic phenomena and economic situation". Due to the influence of policy, problem-solving ability has been neglected in social work disciplines. After a long period of silence, problem solving ability began to develop again. The reason also lies in the policy. In 1985, China promulgated the *Compulsory Education Law*, which began to implement "quality education" in legal form. With the gradual development of quality education, problem-solving ability has been re-emphasized, and the ability requirement has shifted to the solution of personal internal problems, such as "being able to understand oneself initially, control and adjust one's own emotions and behaviors", "learning to make correct judgments and choices about ethics problems encountered in life", "being able to make correct decisions and choices" and "being able to do so", "being able to communicate and cooperate equally with others, learn to participate in collective life democratically", etc. The shift from solving external world problems to the dealing with their own problems not only reflects the development and progress of problem-solving ability, but also shows that the social work discipline pays attention to "people".

Thirdly, the breakthrough and development of creative thinking ability. In recent years, the cultivation of creativity has aroused extensive discussion. *The 21st Century Learning Framework* in the United States regards learning and innovation ability as the main basis for judging whether students can adapt to the complex living and working environments of the 21st century, which emphasizes the development of creative and critical thinking. (Wang, 2018) Senior Research Fellow of OECD, Chief Analysis of PISA Shi Ikeda also pointed out that in 2021, PISA test will add the index of "creative thinking". Among the objectives of the Social Work Curriculum in China for the past 100 years, only *The syllabus of social work lessons in secondary schools* issued in 1959 and *The standard of ethics and social Curriculum in full-time compulsory education* issued in 2001 mentioned creative

thinking, which occupied 25% and 3% of the contents respectively. Compared with other abilities, creative thinking seems to be a "marginal ability" that unfortunately hardly enjoyed priority in the past 100 years. But by comparing the specific expressions of creative thinking in 1959 and 2001: "Developing the ability of independent thinking, laying a preliminary foundation for further study of Marxism and Leninism" and "trying to explore and solve problems in life reasonably and creatively", we find that the understanding of this ability in the social work subject is improving-in the early years, the development of creative thinking is still confined within the discipline, in order to solve the problems in the discipline or prepare for in-depth study, while in the 2001 year's Standards, the expression is from a broader perspective, which is a discipline-based and society and life-directed one.

In addition, comprehensive ability has only appeared once in the 100-year social work Curriculum Standard for junior middle school. That is in the curriculum objective of 2001 *"ethics Character and Social Course Standard of Full-time Compulsory Education (Experimental Copy)"*. It is mentioned that "the basic ability of self-help and self-rescue should be grasped initially". Due to the characteristics of social work discipline, the cultivation of skills is not its main purpose, so the comprehensive ability does not occupy much space in the document.

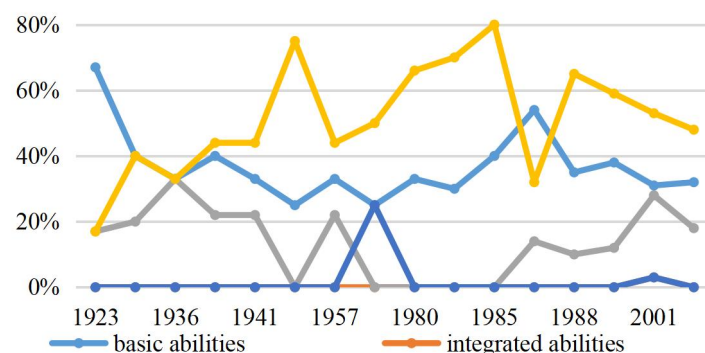


Figure 1: Change of competence in the target text of Social Work Curriculum Standard of junior middle school

Evolution of Problem-Solving Abilities in the Centennial Curriculum Standard of Social Work Education for Junior Middle Schools in China

The development of problem-solving ability has gone through two stages, namely, the intermittent development of single ability before 1988 and the blossom of multiple abilities after 1988. First, the intermittent development of a single capability: before 1988, the various abilities of problem-solving ability showed an unbalanced and discontinuous state, focusing on the development of a single ability in different periods, ignoring the complementarity between abilities. The practical application ability only appeared once in *The Draft Civil Course Standards for Six-year Secondary Schools* promulgated in 1941, and was specifically described as "to cultivate their ability to use civil rights". Cognitive thinking was mentioned in *The Draft Standards for New Schooling Curriculum* in 1923 and *The Outline for Social Work Curriculum in Secondary Schools* in 1959. The descriptions are "researching the life of human society" and "developing the ability to distinguish right from wrong". The ability of cooperation and communication was emphasized from 1932 to 1948. It can be seen that the ability of social work

discipline in this period is not limited to the discipline itself, but tends to enable students to acquire the ability to adapt to social life through the study of the discipline. However, the disadvantage is that the requirement for problem solving ability is extremely unbalanced, focusing only on individual abilities for their own sake, which is apparently not conducive to the overall development of students and is also contrary to the disciplinary requirement for personnel training.

Secondly, all kinds of abilities are in full blossom. After 1988, all kinds of abilities have shown a trend of "blooming". After 1941, practical application ability has been mentioned again in the 2011 *"Junior Middle School Ideological and ethics Course Standards"*. It is specifically expressed as "learning to use the law to safe-guard the legitimate rights and interests of oneself, others, the state and society". Compared with the expression in 1941, more emphasis is placed on the collective, the state and the society. As a neglected item, scientific method has received its due attention since the new round of curriculum reform in 2001. Although it accounts for a small proportion in the expression of curriculum objectives, it shows an upward trend. Social work has always been classified as liberal arts in middle school teaching, so the problem-solving ability is not its primary development ability, and has not been given due attention in the goal of social work curriculum for a century. However, after entering the 21st century, problem-solving ability has been gradually developed, and secondary ability has also been concerned, which shows a balanced development trend.

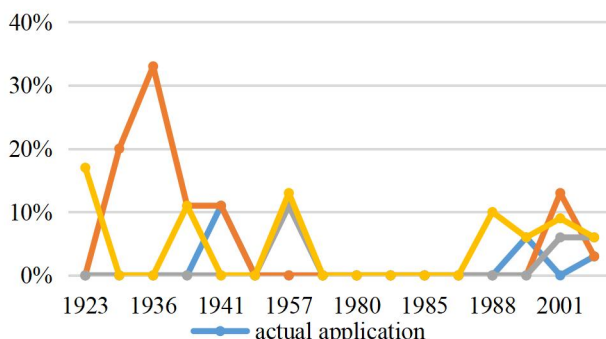


Figure 2: Change of problem-solving ability in the Target text of Social Work Curriculum Standard in Junior Middle School

Evolution of Epistemological Ability in the Centennial Curriculum Standard of Social Work Education for Junior Middle Schools in China

The characteristics of social work discipline require that its most important purpose is to develop students' epistemological ability. The change of epistemological ability in the social work curriculum standard of junior middle school in the past century includes two stages: the inheritance period of the tradition and the flexible application of all-round development in the new era. First, as for the inheritance period of the traditions, the main purpose of Chinese social work is to educate students in ethics education, which is embodied in the cultivation of values and the shaping of personality. Therefore, since 1940, values have shown an upward trend and the text proportion fluctuates at about 30%. The personality traits curve generally shows a cyclical trend of "high-low-high". The scores show the importance of these two abilities. Chronologically, before the 21st century, the cultivation of values can be roughly divided

into two stages according to the content: the period before the founding of the People's Republic, this period tends to cultivate students' correct outlook on life and to understand the basic national conditions, such as "to enable students to acquire some common sense of the national economy, the situation of domestic agriculture, industry and commerce and resources in order to develop their correct people's livelihood concept." After the founding of the People's Republic of China, students' socialist world outlook has been emphasized, which is with strong social colors, such as "fostering a proper relationship and attitude towards family, other people, school, society, country and the world, in order to determine their correct outlook on life". In addition, the essence of discipline is also reflected in this period. In *The Revised Civic Course Standards of Junior High Schools* of 1940, the requirement of students' quality of discipline was first put forward and specifically expressed as "cultivating the ability of serving local autonomy", emphasizing students' ability to be discipline-based and to serve the society. It can be seen that the development of the epistemological level of social work disciplines in this period embodies traditions and inheritance.

Secondly, the flexible application stage in the new era. In the 21st century, China ushered in a new era of development. The development of epistemological ability in social work curriculum standards is more flexible and diverse. Values, personality quality and the nature of the subject go hand in hand, and the concept of "people-oriented" ability development is more prominent. Subject quality has only appeared twice in the social work Curriculum Standards in the past century, namely, the relevant descriptions in *The Revised the Civic Curriculum Standards of Junior Middle Schools* in 1940 and in *The curriculum standards of Ideological and ethics Education for Junior Middle Schools* of 2011. In the latter copy, the key words are "global awareness", "international vision" and "ecological environment". Compared with the former, the content of 2011 reflects the times and inclusiveness, and contains the meaning of cultivating "world citizens". In 2001, China carried out the eighth-round basic education curriculum reform. After which, the social work Curriculum goal, starting from the students' standpoint, advocates optimistic attitude towards life, correct legal concept and the awareness of protecting the environment, which has weakened the social nature relatively and has more subject ontology characteristics, such as: "Feeling the preciousness of life" and "cultivating self-esteem, self-confidence, optimism and strong will in life attitude".

In addition, emotional attitudes are not mentioned in the objectives of social work curriculum in all stages. The traditional characteristics of social work disciplines tend to limit their objectives to the ideological field and ignore the cultivation of other abilities. Interest, as the prerequisite for acquiring disciplinary abilities, is the driving force for students to go on with in-depth learning, and it is of extreme importance. Considerable attention should be given to the development of interest.

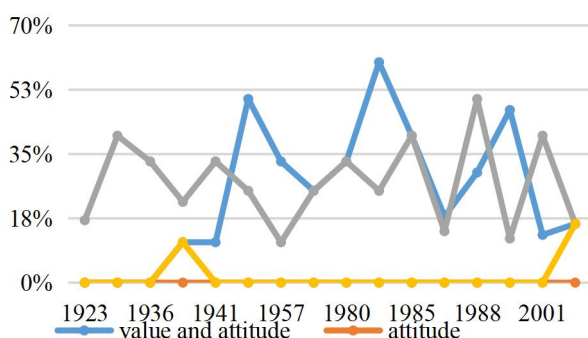


Figure 3: The Change of Secondary ability of Epistemology abilities in the Target text of Social Work Curriculum Standard in Junior Middle School

4. Conclusion

It can be seen from the chronological combing of different abilities of the social work discipline with Chinese characteristics that the development of the competences in social work discipline is closely related to the external factors such as national policy, social change, social movement, etc. However, the internal logic of the discipline itself cannot be ignored. In a word, the century-long evolution of the ability of the social work discipline in China cannot be ignored. It has the following rules.

Breaking through conservatism step by step and embodying transcendence at the macro-level

By sorting out the competences of social work discipline for China's junior middle school in the past century, social work discipline is vulnerable and sensitive to changes from the external environment, such as the promulgation of relevant national policies or decrees, the presentation of social slogans and so on. The cultivation of many abilities is guided by the social development at that time, reflecting the obvious instrumentality of social work discipline. On the other hand, the development of the abilities of the early social work discipline also shows the characteristics of "not overstepping". Whether it is the acquisition of basic ability, the cultivation of values and the cultivation of personality quality, it is recognized that the competences of the social work discipline should be developed. The social work discipline also follows its own logic and law of development and conforms to the development of the times. This trend reflects its conservative side. Since the 21st century, this conservatism has been weakened, the cultivation of creative thinking and the attention to the nature of the discipline have shown that the social work discipline pays more attention to a series of abilities that students need in their future social life. It is hoped that students will be able to transfer the abilities acquired in the discipline learning to their future work and life. The ability requirements reflect the transcendence and foresightedness of the subject.

Development from single, separated ability categorization to diverse and integrated ones at the Medium-level

In China's early social work curriculum standards, most of the abilities contained in the curriculum objectives are values and personality qualities that belong to the category of basic abilities and epistemology, while the cognitive thinking,

cooperative communication and practical application that belong to the category of problem solving are occasionally embodied, but they have not formed a continuous system of requirements for disciplinary competences, such as the one published in 1923: The Outline of New School System Curriculum Standards, which contains basic abilities, cognitive thinking and personality qualities. The Standards for ethicsity and Social Curriculum of Full-time Compulsory Education (Experimental Copy) published in 2001 contains nine abilities, namely, basic abilities, comprehensive abilities, cognitive thinking, cooperative communication, and the nature of disciplines. Previous social work disciplines, in terms of ability requirements, are still onefold, which is more in line with the expectations of society for social work disciplines in the traditional sense. Since 2001 the social work curriculum standards have become more diverse in terms of ability requirements, especially the attention to creative thinking and to the nature of the discipline not only reflects the impact of social development on the social work discipline, but also reflects the demand for diversity of ability requirements within the discipline.

The expression of competence changes from general, obscure to concrete and detail at the micro-level

Looking at the expression of the goal of the Social Work Curriculum for China's junior middle school for one hundred years, we can find that its requirement for competences develops from general, concise to concrete and complex. Before the founding of the People's Republic of China, the curriculum objectives were mostly expressed by short sentences, beginning with the words like "understanding", "knowing", "cultivation", or "making..." In the expression, it only emphasizes what abilities students should acquire, such as in the Outline of the New School Curriculum Standards promulgated in 1923, which contains 6 sentences and 56 words, all of which are of short sentences. In the curriculum objective of the Draft Civic Curriculum Standards for Six-year Secondary Schools in 1941, students should have a real understanding of the Three People's Principles. After the founding of the People's Republic of China, the expression of ability is relatively specific, especially after the 21st century. For example, the "Standard of ethicsity and Society Course for Full-time Compulsory Education (Experimental Copy)" promulgated in 2001 has 32 sentences and 768 words. Besides the increase in the length of the expression of ability, there are more specific descriptions of ability and why to obtain this ability. Whether from the perspective of the number of words or from the expression, we can clearly see the pertinence and concretization of the latter.

5. Discussion

People's study of Society science is not just to master some subject knowledge. Social work and other disciplines have a common purpose, that is, to promote the development of students. Like other disciplines, the purpose of social work disciplines is to promote the development of human mind and ability from different perspectives. Therefore, the division and definition of social competence still needs constant theoretical discussion and disciplinary practice.

Firstly, a clear categorization and operational competency standards and evaluation system are in need. Although the ultimate goal of subject competence is directed to students, the concrete implementation still depends on teachers. If the definition of ability is too general and lacks operability, it will be a challenge for teachers. Those teachers, who have a well-developed theoretical framework and are experienced, may be able to easily handle this problem, but for those whose teaching comprehensive ability is deficient, they may choose only to teach those abilities that are easily acquired through teaching activities, which may lead to the problem of "fairness" within the discipline. Margaret (1998) proposed that civic education in the United States basically formed three elements, namely "civic knowledge", "civic skills" and "civic dispositions". Under these three elements, there are corresponding subject problems relative to students' acquisition of subject ability. However, it is difficult for teachers to guarantee students' acquisition of subject ability in the process of teaching only from three elements and some problems, because there is a lack of specific and clear definition of the three elements, which should be provided for teachers for their teaching reference. Therefore, in the follow-up, whether it is the civic course in the international scope or the social work course in China, the division of subject competence should be closely linked with teaching activities. there is a need for a clear, specific, operable competence standards definition framework. Only when teachers have evidence in the process of teaching design, can the implementation of subject competence be guaranteed in teaching activities. In addition, throughout the relevant research at home and abroad, the research on the evaluation of the ability of social work disciplines is relatively scarce. Therefore, it is suggested that the establishment of the evaluation system should be taken into account in the formulation of the competency standards, so as to make it a circular competency and evaluation system, and make full use of information technology to carry out practical and reliable evaluation to obtain effective data, which may serve teaching practice (Zhu, 2017).

Secondly, we should avoid the disjunction between subject competence and subject characteristics. As the carrier of subject competence, curriculum objectives will establish a bridge connecting society, schools, disciplines and students by clarifying the expectations of different countries and regions for school education system and students' physical and mental development in different historical periods. And thus, curriculum objectives reflect the nations and the society's expectations and demands for students and disciplines. Huang (2013) classifies social work education as a subject of ethics education. He believes that "ethics education is a special teaching subject in modern school education. Compared with other subjects, it focuses on students' social development, the teaching of state-led ideology and the presentation and understanding of social problems." The discipline ability formed through the study of this discipline is a kind of social ability, which is obviously different from other

disciplinary abilities. Bible and Lee (2019) also believe that with the deepening of globalization, the discussion of citizenship in Korean civic education should not be confined to a national level, and it is necessary to expand the understanding of world citizens at the social and educational levels. Therefore, it is suggested that the division of social work disciplines' competence should consider many factors comprehensively, and not be biased in favor of one or another. Social work should be a discipline of cultivating healthy people by conforming to the development requirements of the country. It must give priority to students' needs to define their abilities, otherwise it will only lead to the disconnection between competence and actual needs.

Thirdly, we should keep pace with the times in determining the competence of social work discipline. With the advance of the information age, students are facing more and more open and ill-structured problems in a more complex social environment. It is far from being enough to simply grasp the basic knowledge and skills of the subject. With the rapid development of society, the ability of the subject should be constantly updated to meet the challenges from the environment. Through subject learning, students need to acquire the ability of critical thinking, flexible application of knowledge, skills to solve problems, the ability of learning and self-teaching, and the awareness of lifelong learning. The delimitation of social work subject competence should be placed in the characteristics and needs of the times, should take into account the future development of students, and point to the positive interaction between students and the world. Looking back on the goal of Social Work Curriculum in the past century, we still haven't formed a complete discourse system and theoretical support for the grasp of discipline ability. The abilities that students urgently need, such as creative thinking and thinking about the essence of discipline, have not been continuously and steadily developed. Researchers around the world are calling for innovative development of disciplinary competence. Brody (2015) believes that when formulating an appropriate and challenging plan to meet their individual needs, consideration should be given to each student's specific competency model, achievement level, interest, motivation and other personal characteristics, as well as to various educational strategies and Curriculum. He also proposes that attention to individual innovation in the process of discipline ability formulation will lead to individualized teaching practice. Therefore, we must realize that the objectives of education, students and society are constantly changing. Only by being constantly innovating and improving, can we maintain the value and vitality of social work disciplines.

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