

# PROMOTE THE CONSTRUCTION OF A GOOD SCIENTIFIC RESEARCH ECOLOGY IN THE FIELD OF PHILOSOPHY AND SOCIAL SCIENCES WITH MORAL INTEGRITY AS THE FIRST PRIORITY

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Honesty is a virtue of the Chinese nation since ancient times, which plays an indelible role in the individual development of citizens and the overall construction of society. With the continuous expansion of college enrollment in recent years, the source of higher education students continues to surge, philosophy and social sciences in the field of college students in the integrity of homework plagiarism, exam fraud, resume flooding and other problems, causing evil harm to students and schools. In response to this problem, this paper proposes an improvement plan from four aspects: top-level design, grassroots practice, social supervision and campus reform, and proposes to establish and improve the evaluation mechanism of «student end», «school end», «teacher end» and «social end», so as to promote the construction of a good scientific research ecology in the field of philosophy and social sciences with moral integrity as the first priority.

*Keywords: philosophy and social sciences, ecological construction of scientific research, scientific research integrity, evaluation mechanism.*

## *1. Social context: ecological environment for scientific research in the field of philosophy and social sciences*

### *1.1. Research background*

According to the Action Plan on Revitalizing Education for the 21st Century put forward by the 15th National Congress of the Communist Party of China, the number of students in higher education in China will account for 15 percent of the school-age youth by 2010 [1]. The rapid increase in the number of college students has exposed many problems of academic misconduct in China, most notably in the area of integrity. However, such problems do not only occur in Chinese academia, but are common problems in universities around the world, from the international incidents of «Baltimore incident» and «Huang Woo-suk incident» to the domestic cases of «Gong Jianguo» and Zhai Tianlin fake doctors. It can be said that no matter whether a country is developed or not, there will be different forms of scientific research integrity anomie at different times. In a word, the healthy development of philosophy and social sciences is of pivotal significance to the smooth progress of socialism with Chinese characteristics in our country [3]. However, the establishment of the integrity system in our country is relatively late, and the integrity problem is very prominent in this field. With the vigorous development of the media industry, the issue of academic integrity has not only been the frequent concern of the academic community, but also gradually become the focus of the public [2].

On May 27, 2022, the Publicity Department of the CPC Central Committee and the Ministry of Education jointly issued the Action Plan for the High-quality Development of Philosophy and Social Sciences in Universities 2035 [7], which makes a medium – and long-term plan for the high-quality development of

philosophy and social sciences in universities and proposes to continuously promote knowledge innovation, theoretical innovation and methodology innovation [7]. To better answer the questions of China, the world, the people and The Times, and to better demonstrate China's road, China's governance and China's principles. The more countries with rich scientific research achievements, the more experience they have in managing academic integrity issues and the longer governance time they have. Precisely because of this, it is a good idea for China to learn from and analyze the methods of other countries and universities in the governance of academic integrity when promoting the construction of a sound scientific research ecology in the field of philosophy and social sciences [8].

### *1.2. Development status*

The state vigorously supports the scientific research of colleges and universities, and its investment has steadily increased. Take Northeastern University as an example, its budget will reach 5.146 billion yuan in 2020 and 5.449 billion yuan in 2021, which is expected to increase by 3.03%. In September 2020, the CPC Central Committee and The State Council issued the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era, making arrangements for eradicating the «five key problems». The fifth round of discipline evaluation and the National Evaluation of professional degree levels have implemented the spirit of the Overall Plan, taking moral development as the fundamental criterion, strengthening the evaluation orientation of quality, effectiveness, characteristics, and contribution, focusing on reform and evaluation of scientific research, and adding innovative indicators. As can be seen from the introduction of the plan and the increase in research funding, the state and universities attach great importance to higher education.

Take the United States, a major research country, for example, its efforts in academic integrity have a long history. More than 98 percent of American universities have formulated internal integrity codes to prevent dishonesty among students. In the field of philosophy and social sciences, the problem of academic dishonesty is also quite remarkable. This paper studies the academic dishonesty of students in the field of philosophy and social sciences in colleges and universities, and finds that the dishonesty of students in this field ranges from cheating in exams, plagiarism of papers and works, stuffing of resumes, academic names, etc., to falsification of paper data, patching together of ordinary homework contents, and even refusal of submission. Emerge in endless stream.

### *1.3. Issue Review*

The current situation shows that there are many reasons for the frequent loss of academic integrity in China, including social field reasons, school publicity problems and students' own quality problems.

#### *1.3.1. The influence of social field on academic field*

The changes in the educational field are influenced by the structural changes of the educational field itself and the vicissitudes of the external

environment. In the subfield of social relations, the academic field is bound to be more or less interfered by social environment relations, which will further affect students' behavior in academic action. Therefore, the analysis of students' academic integrity should be placed in the large field of society and treated from a macro perspective. When students are placed in the «big dye VAT» of society, they will be unconsciously interfered with by the social field. With the continuous development of economy, academic development has gradually infected the «smell of copper», and the utilitarian wrong idea of «knowledge for knowledge's sake» has been sought after.

*1.3.2. The integrity education in the school is small and not paid attention to*

In the questionnaire survey mentioned below, only 47,37% of college students' schools carry out integrity education at least twice a semester. At present, China's academic community mechanism has not been fully formed, and some universities and research institutions have different efforts to publicize the integrity of scientific research, and the forms of supervision and organization on campus are uncertain. The root of the problem is the lack of attention to academic ethics.

*1.3.3. Lack of spirit, excessive pressure and driven by interests*

Learning requires long-term persistence, which takes a lot of time and effort. However, under the influence of the profit-oriented atmosphere in today's society, some scholars (not only college students), when faced with the academic pressure of society, will be pressured by the idea of seeking quick success and instant benefits, and throw away the pragmatic scientific and academic spirit. Take the «shortcut» in order to gain academic benefits and honors quickly.

*2. Inevitable development: Conduct investigation and analysis of ethical and honest scientific research environment*

*2.1. Questionnaire Survey*

The investigation on the integrity of college students in scientific research mainly focuses on the aspects of students' daily academic behavior, students' integrity attitude, analysis of the causes of misconduct, popularization of integrity education in schools, etc. The main questions include: (1) the overall integrity of college students; (2) cheating in exams; (3) how to treat the phenomenon of cheating in exams; (4) whether the university has engaged in academic misconduct; (5) reasons for dishonesty; (6) whether the school has done relevant scientific research integrity education; (7) whether the school has issued relevant integrity documents; (8) whether the school has set up a dishonesty handling agency.

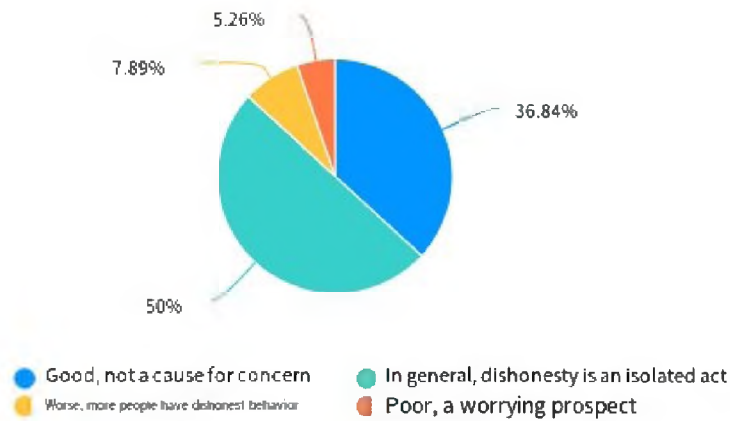


Figure 1. College students' understanding of honesty

Most students think that the current situation of college students is general, and dishonesty is only a few cases (FIG. 1); 69.42% of students would try their best to make up for dishonesty, while only 13.16% thought it was indifferent; 68.43% of students will resolutely stop or resist academic misconduct around them (two-thirds will resolutely stop whether it is related to personal interests or not); 69.42% believe that cheating in exams is cheating, and have never cheated in exams (among the students who have never cheated, one-third have thought about cheating, but never practiced it).

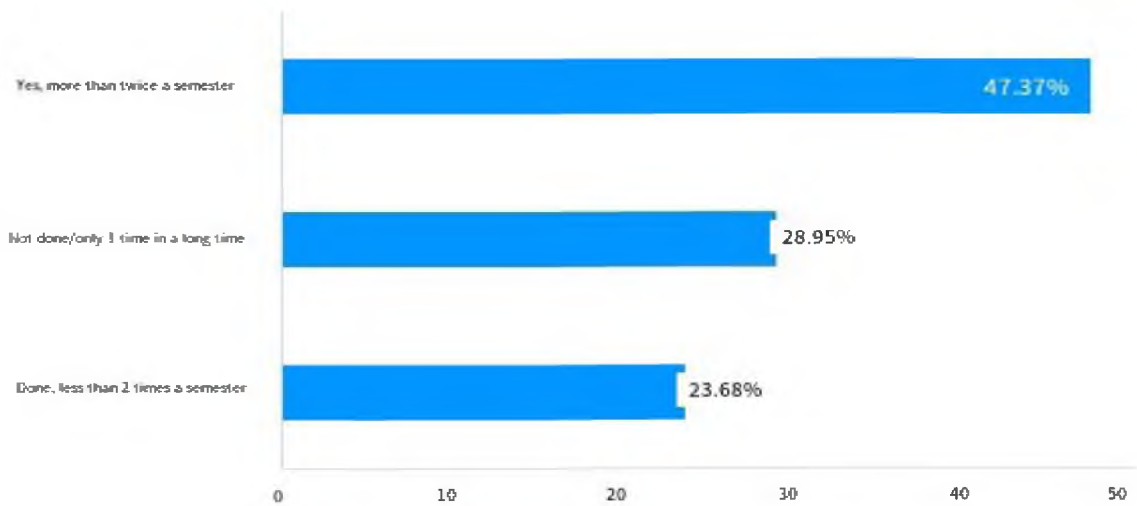


Figure 2. Whether the school carries out honesty education every year

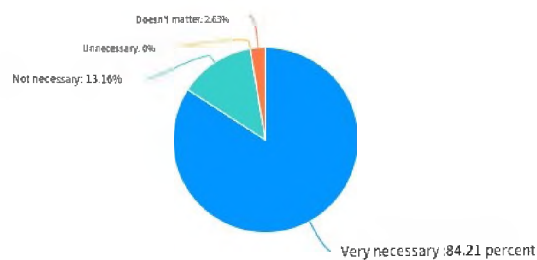


Figure 3. Whether it is necessary for college students to know about academics

More than half of the students choose to collect materials by referring to previous research or literature when completing homework papers or ordinary essays related to exam scores. 84.21% of the students will choose to truthfully fill out their resumes when looking for jobs after graduation. As many as 84.21 percent of college students think it is very necessary to know about academics (see Figure 2), and most of them believe that academic misconduct is rare in their own schools. In addition, only 47.37% of the schools conducted academic integrity education more than twice a semester (FIG.3), and more than half of the students believed that it was necessary to take measures to deal with dishonesty (FIG. 4). In this questionnaire survey, the author set a column of "do not know" about the issue of school integrity construction. It is found that about one third of the students still choose this question for each question.



Figure 4. The need for governance of the following questions

## 2.2. Data Analysis

The above data show that most college students have a view of honor and disgrace: they think cheating in exams, filling up resumes and plagiarizing papers are bad behaviors; Have a certain understanding of academic misconduct; Resist cheating while not cheating themselves; And that academic misconduct needs to be addressed. However, there are still some problems, such as colleges and universities do not pay enough attention to the integrity education of students, the lack of publicity leads to students' ignorance of the integrity related system of colleges and universities, the relevant norms are not strict enough to lead to some students still have lucky thoughts about academic dishonesty, the quality of students is uneven, and the bad social atmosphere has wrong guidance for students' academic aspects. In view of the current situation of academic dishonesty, it can be solved from the four directions of students themselves, teachers and school management, national top-level policies and social supervision.

### 3. Ecological construction: Promote the construction of academic moral atmosphere in scientific research

The integrity education of college students is a complex and systematic subject, which can not be solved by unilateral efforts, and needs the efforts of

school, society and family to be gradually developed. Secondly, the integrity education of college students needs to be both rigid and flexible. On the one hand, it is the requirement of rigid legal system and the use of system to achieve heteronomy; On the other hand, it needs the school and society to carry on the guidance of flexible ideological quality education, and realize self-discipline through moral education. In terms of the solution to this problem, we should learn from the countries with rich scientific research achievements and experienced in solving the problem of scientific research integrity.

### *3.1. Adhere to top-down top-level design – give full play to the advantages of socialism*

National top-level design is the basic requirement for governance of academic misconduct. Each country has measures with different details. From the perspective of top-level design, each country has issued relevant policies, such as the Federal Policy on Scientific Misconduct in the United States, the Governance Policy and Guidelines for Good Research Conduct in the United Kingdom, and the Code of Conduct for Scientists in Japan [5]. From the perspective of organizational establishment, The United States has set up a «Research Misconduct Task Force», Finland has set up a «National Research Ethics Committee», «Science Ethics Steering Committee» is Poland's academic integrity monitoring organization. This set of guiding policies and organizations has provided the direction for universities in these countries to deal with academic misconduct.

China, as a socialist country, should take Marxism as the fundamental guidance, make overall planning and coordination, give full play to the advantages of the system, adhere to the guiding ideology of seeking truth from facts, and clarify and implement the work of each subject in the construction of scientific research integrity. Establish a system and mechanism for governance of academic misconduct led by the government, administered by universities and assisted by relevant non-profit social and academic organizations, establish a top-down top-level design and management organization, safeguard intellectual property rights and innovation motivation of academic researchers through the legal system, and promote the sound ecological construction of philosophy and social disciplines. Strong policies and regulations are linked with the «heteronomy» logic of academic moral education, and also play a warning role in sorting out academic misconduct.

### *3.2. Implementation of bottom-up grass-roots practice – tripartite joint education of integrity*

The education of integrity in Japan and Singapore is more influenced by Confucianism. In Japan, honesty education is realized through the close cooperation of schools, families and society. Through practice and classroom education in colleges and universities, families are enlightened to honesty awareness from an early age, and finally, the society constantly supplements and improves it. Singapore and Japan are similar, the main successful experience is

«curriculum education» + «character education». It can be seen that no matter how good the policy is, someone should practice it [6]. Cultivating college students' awareness of integrity is not a day's work. While colleges and universities work hard, the society should cultivate the public atmosphere, students strengthen self-discipline, and let the wind of integrity «sweep» every corner.

### *3.3. Strengthen social supervision from the outside in – organic combination of rule of virtue and rule of law*

Law and morality are the two indispensable means of modern governance and the distinctive features of the socialist path of rule of law with Chinese characteristics; The rule of law is authoritative and mandatory to regulate behavior, and the rule of virtue is more instructive and guides people's thinking to solve the outstanding problems in the field of bad faith by means of the rule of law. In the governance of academic integrity, it is still applicable, morality is the foundation of law, and law is the guarantee of morality. No matter who is in charge of governance, no matter who is the main body of governance, the governance of students' integrity should first be influenced by morality, and then constrained by law, and truly convince people with reason and morality.

### *3.4. Implement the internal and external reform of the school – self-discipline is the premise of heteronomy*

The concept of academic management of Princeton University is reflected in the «academic honor system». Students make written commitments before entering the university, including but not limited to consciously abiding by the school's various systems related to exams and academic norms for submitting homework on time. Students are not only required to fully implement their own integrity, but also to fulfill the obligation of supervising others to abide by the norms of academic activities. The university holds the concept of students' self-discipline and individual management for undergraduate academic management. The implementation of this concept not only helps to reduce the cost of «heteronormative» management of the school, but more importantly, maintains the expectation and trust of students, which is conducive to promoting the self-improvement of students' personality and academic ethics.

## *4. Evaluation mechanism: Improve the supervision and guarantee of academic ethics in the field of scientific research*

### *4.1. Student side – self-supervision and supervision of others*

#### *4.1.1. Cultivate students' sense of self-discipline*

Self-discipline and heteronomy complement each other when dealing with the honesty of students in the field of philosophy and social science in universities. The construction of academic honesty system is indispensable. Marx once said: the foundation of morality is the self-discipline of human spirit, which shows the importance of self-discipline. The academic morality of college students is not only related to the individual students, but also closely related to the future academic standard system. Students should strengthen the sense of historical

mission and social responsibility of scientific research integrity, maintain a rigorous philosophy of research, adhere to the scientific spirit of seeking truth from facts, establish a sense of legal system, protect intellectual property rights, and respect the earned income and legitimate rights and interests of others. Academic moral self-discipline emphasizes students' autonomy, and a logical system of «self-discipline» characterized by consciousness, autonomy and introspection should be established to transform academic moral self-discipline into consciousness and make academic integrity become a positive thought that scholars should have. Self-discipline education requires educators to set up moral education concept: respect students, establish good teacher-student relationship, pay attention to students, appreciate students.

#### *4.1.2. Self-discipline and supervision of others*

In the «academic honor system» of undergraduates in Princeton University mentioned above, students are required to take the initiative to supervise others to abide by the requirements and norms of academic activities. This system places dual responsibilities on students: on the one hand, they are required to be strict with their own academic behavior, and on the other hand, they are required to take the initiative to report other students' academic misconduct. While establishing the logical system of «self-discipline», the system of «heteronomy» should be added to promote students' integrity and resist academic misconduct [4].

#### *4.2. At the school end, the person in charge of prevention and management of «Other law»*

##### *4.2.1. Do a good job in charge of «Heteronomy»*

Colleges and universities are the main positions for students to conduct academic behavior, and they should formulate academic norms and guidelines for dealing with academic misconduct based on the actual situation of the school in accordance with the relevant policies of the state to build academic integrity and control academic misconduct. Once students have academic integrity problems, it will affect the academic reputation of the university, and the individual students and the university as a whole can not be separated. For this consideration, as a hotbed for cultivating future academic researchers, colleges and universities should take the initiative to be responsible for the establishment of «heteronomy» of students' integrity and morality.

##### *4.2.2. Pay equal attention to prevention and punishment*

The governance concept of colleges and universities should ensure equal emphasis on prevention and punishment. Strengthen the publicity, education and guidance of academic integrity, promote the normalization of credit publicity, set up excellent students or teachers' model of integrity, set up academic integrity related courses, lectures and other teaching activities, and conduct integrity education during freshmen enrollment and teachers' entry, cultivate students' study mentality of seeking truth and being pragmatic and not seeking fame and gain, so as to strengthen academic researchers' awareness of academic integrity and self-discipline.



Schools should set up internal or inter-university management organizations related to academic integrity according to the top-level design, ensure standardization, fairness and transparency when dealing with academic misconduct of students and teachers, establish different departments to be in charge, and separate the hearing power and decision power to ensure the check of power and the fairness and fairness of review results. How much attention the school attaches to the management of dishonesty will directly affect the norms of students' academic behavior. The ultimate goal is to prevent academic dishonesty rather than punish it.

#### *4.3. Teacher's side – introspection, tolerance and waiting*

##### *4.3.1. Hold the line and lead by example*

As teachers, teaching and educating should be equally concerned. Teachers should be guided by Marxist theory and set a correct political direction. College teachers and professors are the guides of students' study and life, and teachers are the objects students imitate. All the behaviors of teachers will directly affect the performance of students in the future study and research and the trivial things in life. To be a teacher, to learn from a high teacher and to be a good example, teachers should first strictly demand their own ethics while demanding their own academic achievements, and be a model of academic integrity for students. As an old Chinese saying goes: a good teacher is one who is both beautiful in his way and careful in his actions; Einstein also said: the only source of students' respect for teachers comes from the teacher's virtue and talent. Therefore, before academic education, teachers should be strict with themselves, set an example, and teach by example. Since ancient times, Chinese intellectuals have shouldering the mission of preaching and teaching confusion, and have a strong sense of social responsibility. As senior intellectuals, contemporary college teachers should take both virtue and ability as their lifelong pursuit.

##### *4.3.2. Learn to wait and learn to tolerate*

Ten years of trees, a hundred years of trees, education students need teachers to learn to wait; the law of nature is to blossom first and bear fruit later. Teachers in colleges and universities must not «promote the seedling» on the way to help students become successful. They should pay attention to the process of students' growth rather than the result. Teachers should treat college students from the perspective of development, teach students not to rush to success, not to pursue fame and gain the spirit of learning, and cultivate students' scientific quality of seeking truth and pragmatism. As a teacher, we should have to go to the water is poor, sit and see the clouds when the indifferent, waiting is not wasted time but step by step, slow work out fine work, so as to «moisten things silently».

Education students need teachers to learn tolerance; Sukhomlinsky, a famous educational practitioner in the former Soviet Union, once said: sometimes tolerance causes a stronger moral shock than punishment. When students encounter difficulties and setbacks, teachers should give guidance and guidance; Even if students make incorrect decisions, they should not blindly criticize them,

but focus on cultivating students' ability to distinguish right from wrong and guide them back to the right road. At the same time, as the leader of students, teachers should also make introspection, whether they have made mistakes in students' daily life and study and correct them, to guard against the next generation of students to stumble again.

#### *4.4. Social side – periodical control, media pressurization*

*4.4.1. Periodical supervision – do a good job in gatekeeping, strict review, responsible review, and high-quality output*

Academic journals are disseminators and diffusers of academic information. With the continuous cross-development of disciplines, journal editors should have a certain knowledge reserve and relevant background, constantly understand the frontier knowledge of disciplines, and actively guide the development of disciplines in a positive direction. When encountering unfamiliar fields, they should not be reviewed blindly, but should be reviewed by experts in the industry. Journal editors should hold a «questioning» vision when reviewing manuscripts, be good at using websites such as CNKI and Wanfang to review academic papers, beware of plagiarism and other bad behaviors, be good academic «gatekeepers», and maintain a «zero tolerance» high-pressure situation for academic misconduct at all times; In the face of manuscript confusion, it is necessary to find out the contribution degree of the article, and protect the rights and interests of academic researchers who seriously study the paper.

#### *4.4.2. Media supervision – positive deterrence and negative education*

With the rapid development of digital technology, the expansion of media subjects and the diversification of communication channels, the university's official website, official WeChat signal, official Weibo and other network areas can provide people with information anytime and anywhere. Since 2019 alone, «plagiarism» has been the most popular keyword search on Weibo, with 119 entries. Through extensive online publicity and education, academic dishonesty has also been condemned by more people; High-intensity exposure makes academic misconduct nowhere to hide under the attention of public opinion, which not only greatly increases the cost of academic researchers' mistakes, but also arouses students' attention and conducts integrity education in the form of reverse education.

#### *Conclusion*

Fundamentally, the policy support, school practice, social supervision and student implementation of academic dishonesty in the field of governance philosophy and social sciences are indispensable. From the perspective of philosophy, «Promoting the benign development of philosophy and social sciences with moral integrity» is a spiraling and wave-like process in form, and it is also a long and hard process, but it must play a very far-reaching significance for academic research and student training in this field.

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Дата поступления рукописи в редакцию: 12.02.2024.

Дата принятия рукописи в печать: 13.03.2024.