The Cooperative Implementation of Moral Education in the Construction of “First Class Classroom” in Universities

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Abstract. This paper reviews and analyzes the existing theoretical and practical research results on the moral education and the construction of first-class classroom. This paper sorts out and defines the historical background, research trend, concept and meaning of "moral education" and "building a first-class classroom" in order to obtain the organic combination method.

1 Introduction

As the saying goes, "build virtue first, cultivate virtue first." This fully illustrates the corresponding relationship between educators and educates. "Morality" is the requirement for educators-teachers, but also for educates-students. More specifically, Teacher's ethics is the requirement for teachers. Students' morality is the requirement of students. In recent years, some institutes of higher learning and scientific research institutions have some bad habits, the credibility and academic standards of graduate students have declined, the media have exposed academic misconduct frequently, and the quality of graduate students' training has been affected. This is a typical bad phenomenon of lack of education of moral education.

Academic integrity refers to the behavior of being honest and trustworthy in academic activities, as well as the spiritual quality and behavior expression of respecting science and seeking truth from facts. Specifically speaking, in academic research work, we should abide by the common academic ethics, treat scientific research with a rigorous and scientific attitude, seek truth from facts, and never resort to fraud. One of the important reasons for the misconduct of academic ethics is that a key link is missing in the process of postgraduate training—cultivating the spirit of academic integrity. Since the implementation of the postgraduate tutorial system, the tutor has been the mentor, guide and influence during the postgraduate study. The words and actions of the tutor will have a great demonstration effect on the graduate students, and it is the leading factor in the cultivation of the graduate students' academic integrity and awareness of academic norms. However, the existing research has neglected the role of tutors in the academic integrity of postgraduates, and the absence of tutors in the cultivation of postgraduates' academic integrity will directly lead to the lack of academic integrity of postgraduates. The first place for students to communicate is the classroom. The reason why traditional classroom in university is so important is that classroom is a place for face-to-face communication between teachers and students and between students and students. The face-to-face communication still so important, even now, obtaining knowledge is using Network and "MOOCs" in full swing in the 21st century.
The essence of "Top class", the classroom is a teacher and student in hitting each other heart resonance, the resonance type formed in the process of experience. And to "a tree shakes another tree, a cloud pushes another cloud, a soul awakens another soul". Through the construction of the Top-class traditional classroom, we can provide a new entry point for the students of moral education.

Therefore, the present situation of academic integrity of postgraduates in colleges and universities is deeply studied, and the manifestation of the lack of academic integrity is explored through the construction of top-class traditional classrooms. It can provide clues and directions for us to find out the reasons for the lack of academic integrity of postgraduates caused by the absence of tutors, and at the same time, it can also systematically and comprehensively understand the problems of academic integrity of postgraduates in colleges and universities. In addition, to strengthen the role of the absence of tutor in graduate students' academic dishonesty analysis, not only can further accelerate and improve the process of graduate students' academic integrity construction.

2 The reasons for the lack of academic integrity

On the basis of empirical research, scholars analyze the causes of the academic integrity problems of postgraduate students mainly from the perspectives of psychology, education and sociology. Also mainly from the internal and external causes of two aspects of the statement. From the perspective of external causes, it is mainly manifested in the following four aspects: first, the negative influence of bad social atmosphere; Secondly, the academic evaluation system needs to be perfected. Thirdly, the relationship between tutors and students needs to be further harmonized. Finally, there are loopholes in the construction of the style of study and school spirit. In China, the reasons for the academic integrity of postgraduates are analyzed comprehensively, involving almost every aspect. But at the same time, it should be noted that in the process of research, most scholars focus on the graduate students' own academic consciousness and social factors, and ignore the role of tutors in graduate students' academic integrity. However, based on the project team in the way of "restoring the graduate student academic integrity and countermeasures research, questionnaire research of the project on the analysis of the lack of academic integrity problem in summary, tutor for the graduate student's academic integrity fostering some precept or absence, will directly lead to the lack of academic integrity among postgraduate.

The purpose of postgraduate credit education is to cultivate academic credit habit, which needs not only external supervision mechanism and system, self-consciousness level reflection and awakening, but also daily edification and experience. The postgraduate education adopts the tutorial system. The contact and communication between tutors and postgraduates are the most extensive and frequent, and the communication involves not only professional knowledge. Moreover, it also covers ideological morality, people, life attitude, academic attitude and so on. These aspects can be summarized as honesty, scientific and technological ethics, or academic norms. However, some tutors have problems such as busy time and heavy research tasks, which lead to fewer opportunities to meet students and shorter time. However, to edify and train the academic integrity of postgraduates is the responsibility that cannot be ignored by supervisors, who have the responsibility and obligation to carry out effective education and training on the academic integrity of postgraduates to prevent them from academic misconduct.
To sum up, in the face of the increasingly complex and severe academic integrity misconduct and other practical challenges, teachers should adhere to the ideological guidance of the establishment of moral education. Establish the concept of moral education with people as the center, constantly strengthen the sense of responsibility, take the initiative to understand students, and actively promote the innovation of cultivation methods. Enhance their moral education consciousness, do a good job of students' academic model and benchmark, to enhance the initiative, pertinence and effectiveness of the cultivation of graduate students' academic integrity.

3 The integration model

Methods and steps to integrate academic integrity into first-class classroom construction: first, discuss academic integrity in class. In the form of communication, discussion and discussion, the discussion has a certain depth. When students give answers, teachers will not simply affirm or deny students' opinions, but inspire and encourage more students to elaborate their own opinions and reasons, and then comment on it. The classroom interaction makes the classroom atmosphere active, causes the student to produce the thought collision and obtains the wisdom to share, causes the student moral education thought to obtain the development. Second, the relationship between teachers and students in teaching is equal, friendly and harmonious. In the teaching process, teachers play the role of host, observer, organizer and guider, and give students timely help and guidance when necessary. Through good teacher ethics, teachers teach by word and deed, internalized into "teacher style". Know how to maintain the students' personal dignity, familiar with the students' psychology, learn to use the heart and students equal dialogue in the imperceptible transfer of good teachers' ethics to students, in order to cultivate a generation after generation with high moral talent.

4 Conclusion

The first-class classroom teaching model has the following characteristics: first, in the form of classroom teaching, group discussion and academic integrity exchanges are given priority to, students are encouraged to boldly elaborate their views, and then the teacher comments and summarizes. Although students sometimes do not answer questions enthusiastically, but under the teacher's encouragement and correct guidance, there soon appeared some academic integrity phenomenon scrambling to speak, you come and go to the scene of fierce debate, the classroom atmosphere is very active. It can be seen that this kind of teaching mode is very beneficial to the cultivation of students' ideology and the concept of integrity. Second, through the study of the moral education materials supplemented by teachers and the discussion of hot topics, students have strengthened their understanding of academic integrity and realized their moral education. It can be seen that the teaching mode of these first-class classes reflects the requirements and concepts of the reform of moral education into the curriculum, which is of great benefit to the overall development of efficient students.

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