

The Dilemma and Solution of Academic Ethics Construction for Graduate Students under the Three States of Consciousness View

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Abstract: Currently, relevant departments in China attach great importance to the construction of academic ethics for graduate students. At the same time, their expectations and requirements for graduate academic ethics are also increasing. However, incidents of graduate students violating academic ethical standards have occurred from time to time. It can be seen that the construction of academic ethics for graduate students still has a long way to go. The three states of consciousness view, as a three-dimensional comprehensive educational concept, takes consciousness forms, consciousness ecology and consciousness mentality as entry points. In addition, it conducts a comprehensive analysis of education from three dimensions, that is to say, macro, meso and micro. The construction of academic ethics for graduate students is also an important component of graduate education. Based on these understandings above-mentioned, this article applies the concept of the three states of consciousness to research on the construction of academic ethics for graduate students, providing some theoretical reflections on the difficulties and solutions of graduate academic ethics construction.

Keywords: Three States View of Consciousness; Academic Ethics Construction for Graduate Students; Dilemma; Solution

1. Introduction

Currently, relevant departments in China attach great importance to the construction of academic ethics for graduate students. At the same time, their expectations and requirements for graduate academic ethics are also increasing. However, incidents of graduate students violating academic ethical standards have occurred from time to time.[1]

As for its current situation, the construction of academic ethics for graduate students still has a long way to go. Up to now, the academic community has conducted some in-depth researches on the construction of academic ethics for graduate students. Existing studies have mainly focused on the following aspects, such as, the influencing factors, current situation, improvement path, problems, and countermeasures of graduate academic ethics; reasons and countermeasures for graduate students' academic moral misconduct; mechanism for academic ethics construction of graduate students; graduate academic ethical identification; the relationship between the construction of academic ethics and academic atmosphere for graduate students; strategies for cultivating academic ethics among graduate students in consciousness morphological and ethics education courses; the enlightenment of academic ethics education for graduate students abroad on China. Overall, there have been many relevant research achievements in the academic community. Meanwhile, a preliminary knowledge spectrum on graduate academic ethics research has been formed, which also has good reference value for subsequent research. However, current research is mostly limited to "exploring and analyzing problems". In addition, the research perspective has not yet expanded to a broader background and theory. In fact, the ethical issues of graduate students are quite complex, and should be explained from interdisciplinary and multidisciplinary perspectives using theories such as ethics, philosophy, and moral ethics.[2] In view of this, this article approaches from the perspective of educational anthropology, introducing the important theoretical innovation of the three states of consciousness and the comprehensive research paradigm of educational anthropology to conduct research. The three states of consciousness view, as a three-dimensional

comprehensive educational concept, takes consciousness forms, consciousness ecology, and consciousness mentality as entry points, and conducts a comprehensive analysis of education from three dimensions: macro, meso, and micro. The construction of academic ethics for graduate students is also an important component of graduate education. Based on this, this article applies the concept of the three states of consciousness to research on the construction of academic ethics for graduate students, attempting to examine this practical issue from a new theoretical perspective and providing some theoretical reflections on the difficulties and solutions of graduate academic ethics construction.

2. The Consciousness Morphological Background of Academic Ethics Construction for Graduate Students

According to the materialist conception of history, in the social organism or social structure, morality belongs to the superstructure of ideas, which is also known as consciousness forms. And morality is also an important component of consciousness forms.[3] Based on the above understanding, for a society, moral construction is an important component of its consciousness morphological construction. There are also specific requirements for moral construction in the current national mainstream consciousness forms in our country. For example, in October 2019, The “Implementation Outline for Citizen Moral Construction in the New Era” have been issued by the top institution of top administrative department and the national council of China, which includes the overall requirements such as “vigorously promoting the national core values throughout society, actively advocating for prosperity, democracy, civilization, harmony, freedom, equality, justice, the rule of law, patriotism, professionalism, integrity, and friendliness, comprehensively promoting social morality, professional ethics, family virtues, and personal morality construction, continuously strengthening education guidance, practical cultivation, and institutional guarantees, continuously improving citizens’ moral qualities, promoting comprehensive human development, and cultivating and nurturing new people of the times who shoulder the great responsibility of national rejuvenation”. In

addition, “we should focus on the construction of social morality, professional ethics, family virtues and personal ethics”. At the same time, “promote the practice of professional ethics with love for work, honesty and trustworthiness, fairness in handling affairs, enthusiastic service, and dedication to society as the main content, and encourage people to be good builders in their work”.[4] In the current moral code system in our country, the most core and important is the national core values. The normative requirements of this value system at the individual level are patriotism, dedication, integrity, and friendliness. In addition, the above-mentioned professional ethics also include honesty and trustworthiness. The focus of academic ethics construction for graduate students is academic integrity construction. Based on the above understanding, the requirements for moral construction mentioned above also inherently include the relevant requirements for the construction of academic ethics for graduate students, thus forming the consciousness morphological background for the construction of academic ethics for graduate students.

3. The Ecological Dilemma of Consciousness in the Construction of Academic Ethics for Graduate Students

The current ecological dilemma in the construction of academic ethics for graduate students in China is mainly manifested in the mismatch or difference between the non-mainstream trends of academic ethics among some graduate students in society and the national requirements for graduate academic ethics. Specifically, relevant departments in China have increasingly high expectations and strict requirements for the academic ethics of graduate students. However, there are still some non-mainstream academic ethics trends among graduate students in our society that do not fully match or conform to the relevant national requirements, and there is a certain degree of misalignment or difference between the two.

Specifically, in Chinese society, some graduate students’ non-mainstream academic ethics mainly include utilitarianism[5], pragmatism, individualism, and refined selfishness[6]. Under the influence of these non-mainstream ideologies or values, some graduate students have deviated or made mistakes in their

understanding of academic ethical norms. The above misconceptions are mainly manifested in the following ways: firstly, they only need to seek more academic achievements without following academic ethical norms; Secondly, as long as the quantity and quality of academic achievements are high, even if the methods and means used to achieve these results do not comply with academic ethical norms, it is irrelevant; Thirdly, whether to comply with academic ethical norms is one's personal matter and has no connection with others or society; Fourthly, as long as one has obtained a large number of academic achievements with good quality and significant related benefits, even if violating academic ethical norms may affect others and society, they are willing to do so.

There is a clear deviation or mismatch between the erroneous understanding of academic ethics norms by some graduate students mentioned above and the requirements of relevant departments in China for graduate students' academic ethics. This deviation or mismatch constitutes the current ecological dilemma in the construction of graduate students' academic ethics in China.

4. The Challenge of Consciousness and Mindset in the Construction of Academic Ethics for Graduate Students

At present, the challenge of awareness and mentality in the construction of academic ethics among graduate students mainly manifests in the lack of cognition or recognition of academic ethical norms at the consciousness morphological or consciousness level among some graduate students. The specific situation mainly includes the following two types: firstly, some graduate students lack or have insufficient knowledge, understanding and comprehension of academic ethical norms[7], which leads to unintentionally carrying out some behaviors that violate the academic ethical norms of graduate students without understanding them; Secondly, although another group of graduate students have a relatively sufficient understanding, knowledge, and comprehension of academic ethical norms, they lack recognition of the necessity and value of the above norms. Therefore, they knowingly violate the above norms or attempt to avoid the constraints of academic ethical norms in

certain special ways and means, and ultimately intentionally carry out some behaviors that violate the academic ethical norms of graduate students.[8] In summary, the awareness and psychological challenges in the construction of academic ethics among graduate students mainly include the following two types: firstly, a lack of understanding of academic ethical norms at the level of consciousness morphological concepts or consciousness; Secondly, there is a lack of identification with academic ethical norms at the level of consciousness morphological concepts or consciousness. In terms of the current situation of academic ethics construction among graduate students, the second challenge mentioned above is more common, urgent, prominent, and difficult to address and solve.

5. Thoughts on the Path Forward for Graduate Students' Construction of Academic Ethics under the Three States View of Consciousness

As an important theoretical innovation in educational anthropology and a comprehensive research paradigm in educational anthropology, the three states of consciousness view has achieved a series of results in the integration of educational theory, and has also played an important role in empirical research and educational reform.[9] In addition, the concept of the three states of consciousness also has important reference value for the construction of graduate academic ethics, which can be used to analyze and solve current problems in graduate academic ethics construction, and form a new paradigm for research on graduate academic ethics construction. At the same time, through the analysis of the consciousness morphological background, ecological dilemma, and psychological challenges of graduate academic ethics construction from macro, meso, and micro dimensions, we can also clearly see that the crux of graduate academic ethics construction lies in the expectations and requirements of the national mainstream consciousness morphological on graduate academic ethics from the macro dimension, which is difficult to effectively implement in the ecological and psychological consciousness of graduate academic ethics. In other words, there is a certain mismatch or difference between the consciousness ecology and consciousness forms of graduate academic

ethics and the expectations and requirements of the mainstream consciousness forms of the country for graduate academic ethics. There are profound and complex subjective and objective factors behind the current state of the consciousness ecology and mentality of graduate academic ethics, which cannot be completely and effectively changed in the short term, and the related difficulties and challenges cannot be completely and effectively solved in the short term. Therefore, in order to implement the expectations and requirements of the mainstream consciousness forms of the country for graduate students' academic ethics, the consciousness ecology and mentality of graduate students' academic ethics should comprehensively consider the social trends and the actual situation and needs of individual graduate students in China.

In such a realistic context, the construction of academic ethics for graduate students needs to be comprehensively analyzed from three dimensions: macro, meso, and micro, rather than just focusing on a specific issue. The construction of academic ethics for graduate students is facing a path of integration between the unity of expectations and requirements of mainstream national consciousness forms for graduate academic ethics and the diversity of consciousness ecology and mentality of graduate academic ethics. Specifically, it is necessary to enable graduate students to have a full understanding and comprehension of the expectations and requirements of the mainstream consciousness forms of the country for graduate academic ethics. At the same time, they should deeply understand the objective correlation between their academic ethical behavior and its impact on others and society, recognize their social responsibility in creating and maintaining a good academic ethics ecology, and thus form an internal strong identification with the expectations and requirements of the mainstream consciousness forms of the country for graduate academic ethics. They should become conscious followers and loyal practitioners of the expectations and requirements of the mainstream consciousness forms of the country for graduate academic ethics.[10]

Currently, the construction of academic ethics for graduate students remains a long-term and challenging task. Only by simultaneously considering the different practical situations

and needs of the consciousness morphological, ecological, and psychological dimensions of graduate academic ethics can we truly achieve practical results, consolidate the social foundation of graduate academic ethics construction, promote the formation of graduate students' recognition, internalization, and externalization of academic ethics norms, and assist in the stable and far-reaching practice of graduate academic ethics construction.

In short, to solve the dilemma of graduate academic ethics construction, the key is to internalize the expectations and requirements of the mainstream consciousness forms of the country for graduate academic ethics into the consciousness and mentality of individual graduate students to identify with the above expectations and requirements, while also building a good consciousness ecology for graduate academic ethics construction. That is to say, in order to effectively promote the construction of academic ethics for graduate students, it is necessary to make individual graduate students go through a process of cognition, understanding, and recognition of the expectations and requirements of the mainstream consciousness forms of the country for graduate students' academic ethics. On this basis, in order to effectively promote the construction of academic ethics among graduate students, further steps are needed, which means that individual graduate students must undergo a process from recognition to practice. The above two processes together constitute a complete process of promoting action with knowledge, practicing knowledge with action, and integrating knowledge with action. In other words, the above complete process is also a process from internalization to externalization, from internalization in the heart to externalization in action. The most difficult aspect among them is internalization. In terms of internalization, it is necessary to complete several progressive and in-depth steps or stages from cognition, comprehension to recognition, which are crucial.

6. Conclusions

In summary, using the concept of the three states of consciousness to examine the current issue of graduate academic ethics construction, it can be found that the ecological dilemma of graduate academic ethics construction lies in

the significant deviation or mismatch between the erroneous understanding of academic ethics norms by some graduate students in China and the requirements of relevant departments for graduate academic ethics in China. The challenge of awareness and mentality in the construction of academic ethics among graduate students is mainly manifested in the lack of cognition or recognition of academic ethical norms at the level of consciousness morphological concepts or consciousness among some graduate students. The key to addressing the above difficulties and challenges lies in internalizing the expectations and requirements of the mainstream consciousness forms of the country for the academic ethics of graduate students into the consciousness and mentality of individual graduate students to identify with these expectations and requirements, while also building a good consciousness ecology for the construction of graduate academic ethics. That is to say, in order to effectively promote the construction of academic ethics for graduate students, it is necessary to make individual graduate students go through a process of cognition, comprehension, identification, and practice of their expectations and requirements for the mainstream consciousness forms of the country, that is to say, a process of internalization to externalization, from internalization in the heart to externalization in action.

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