

The Cultivation of Postgraduate Code of Conduct Based on Research Methods Courses

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ABSTRACT

It is necessary to improve graduate students' code of conduct in research to ensure the quality of graduate student education, thus to ensure the quality of education research. However, it is difficult to cultivate the knowledge, practical ability, awareness, and habits of code of conduct for research of graduate students. Based on the current research status of research specifications, through the research methods of pedagogy postgraduate course tracking, questionnaire survey, interview, etc., this paper analyzes the four important factors that influence the cultivation of research standards, which are students' motivation, cognition of research standards, teachers' teaching by words and deeds, and teacher-student relationship. Finally, some suggestions on the standard cultivation of graduate students are given.

Keywords: code of conduct, research methods, graduate student

I. INTRODUCTION

On September 20, 2017, the national development and reform commission (NDRC) issued a notice on the list of world-class universities and institutions and disciplines. On December 28, 2017, the results of the fourth round of national discipline assessment were announced. The construction of the subject connotation, the improvement of the subject level and the quality of talent training have been pushed to a new height again and again. This shows that enhancing the awareness of academic standards of postgraduates is the fundamental premise for ensuring the quality of postgraduates, cultivating top innovative talents, promoting the construction of first-class disciplines, and ensuring the sustainable development of postgraduates' education (Lin Yuanyuan, 2015).

II. LITERATURE REVIEW

For a long time, we have paid more attention to the political nature of academic activities and the moral standards of scholars, rather than to the specific academic norms, so that some scholars create the illusion that "as long as the political direction is correct" or "there is no problem in politics", other mistakes seem to be trivial details. At present, most of the researches on academic norms focus on the investigation of academic ethics and academic misconduct. For example, analyzes the status of academic standard literacy of postgraduates and the main reasons for the lack of academic standard literacy through questionnaire survey, which provides

countermeasures for the academic standard education of graduate students. (Lao Junhua, et al., 2006); they conducted a questionnaire survey from three aspects: the status quo of postgraduate students' violation of academic norms, the degree of postgraduate students' understanding of academic norms, and the education of postgraduate students' academic norms (Wang Lin, 2005); conducted a questionnaire survey on the cognition status of academic norms of postgraduates in colleges and universities (Chen Yan et al., 2007). However, it is more meaningful to cultivate the consciousness and ability of normative research and to avoid academic misconduct at the root.

The standard of a complete academic research process includes the standard of the starting point of academic research, the standard of the process of academic research and the standard of the generation of academic results (Gao Xiaoqing, 2007). In my opinion, academic research norms are to promote academic innovation, the "code of conduct" that the academic community abides by at the macro level, the "whole process of research" that the academic community abides by at the middle level, and the knowledge system related to methodology that the academic community abides by at the micro level. From the perspective of pedagogy research methods, this paper analyzes the factors affecting the standard cultivation of postgraduate research and gives some suggestions, so as to solve the cultivation of student research standards from the root.

III. FACTORS AFFECTING THE CULTIVATION OF STUDENTS' CODE OF CONDUCT

Through the tracking, questionnaire survey and interview of postgraduate research methods in pedagogy, this paper finds that students' motivation for graduate studies, cognition of research norms, teachers' teaching by words and deeds, and teacher-student relationship are all factors affecting the cultivation of students' code of conduct.

A. *Motivation to pursue graduate studies*

"Students are not motivated by academic pursuits, but by escaping the pressures of employment, improving their living conditions, or following the crowd." However, the goal of postgraduate training in China is to cultivate a scientific research reserve army with innovative ability. How to successfully connect the motivation of graduate students and the training goal of graduate students is the premise of effective training of postgraduate research standards.

B. *Students' awareness of code of conduct*

As Wang Lin pointed out in the literature, "there are quite a few students who do not understand the research methods and techniques of this discipline and do not have a correct understanding of the code of conduct." Through interviews, it is found that students' understanding of the code of conduct is one-sided and not thorough, and they think that the code of conduct is the standard of writing paper format, or the scattered knowledge and skills.

C. *Teaching design*

Teachers' careful teaching design, such as the presentation of standardized courseware, the application of case teaching method in the teaching process, and the design of homework after class, is crucial to the cultivation of students' code of conduct.

Waples uses meta-analysis to demonstrate the benefits of case-based guidance to specification training results (Waples et al., 2009). In the teaching of the course, the teacher should combine the teaching of cases to reflect the research standards, so that students can feel the research process as if they were on the scene, understand the huge process of the research institute and reproduce the research process (Hesse-Biber, 2015). Of course, the best practice is that teachers can personally demonstrate their own teaching and research process in the course, so that students can learn research methods in actual research projects, experience research methods, and understand the path of educational research.

Under the student-centered teaching mode, teachers can help learners master research methods and develop code of conduct through tasks and exercises (Kilburn et

al., 2014). For students, in more in-depth teaching activities, "hands-on" is very important for the motivation of students, the development of professional skills, and the ethical practice (Logan et al., 2017). Some aspects of research practice cannot be taught in the abstract (Hammersley, 2012). We can provide a variety of forms for students to "learn by doing", at the same time, through the discussion of online learning platform supported by computer, play the full exchange of ideas between individuals, mutual coordination of differences and improved interpretation, can help students to achieve better self-development. The teacher provides classical literature in Chinese and foreign languages so that students can feel the normative research and scientific research methods in the literature reading. After class individual homework and group homework focus on the cultivation of knowledge and skills learned at ordinary times. Among them, group homework is a learning strategy that aims to promote students' learning through collaborative learning. The final homework is the cultivation and training of research standards on the "middle level" of the whole process of scientific research by comprehensive use of the knowledge learned.

D. *The relationship between teachers and students*

The establishment and formation of a good teacher-student relationship has a direct impact on students' academic achievement (Wang Mo & Dong Yang, 2017). I'm afraid this should be traced back to the motivation of students to study for a master's degree and the teaching goal of teachers. Only when the two goals are consistent can we achieve the proper teaching goal in a truly harmonious teacher-student relationship. However, when students fail to meet the teacher's "requirements", how to carry out effective "dialogue" between teachers and students, to help students achieve the training objectives of the curriculum, this is the ultimate goal of teaching.

IV. SUGGESTIONS ON CODE OF CONDUCT'S CULTIVATION

A. *Reversing the motivation of graduate school from the training mechanism*

A student's motivation for graduate school is not only the first but also the most fatal obstacle to the cultivation of research standards. The first thing we should do is to change students' motivation, correct their learning attitude and overcome their utilitarian tendency. This requires us to start from the postgraduate training mechanism, reform the postgraduate selection mechanism, improve the evaluation of the innovation ability of the unenrolled students. We will strengthen the incentive mechanism for innovation and the strict elimination mechanism for graduate students, and encourage and urge students to

innovate and promote the construction of a quality assurance system for graduate education. At the same time, we should change the cramming teaching and pay more attention to the cultivation of students' independent learning ability.

B. The research criterion should be defined as the training objective of graduate students

A clear statement of course objectives is found to vary widely in program teaching (Kalichman & Plemmons, 2007). The cultivation of code of conduct is no exception. We should take the cultivation of code of conduct not only as the cultivation goal of the course of research methods, but also as the cultivation goal of the whole graduate students. To help students clearly define the research standard, attach importance to it in thought and understand the teacher's task in action, so as to make the task solid and understand the micro level of the research standard is the learning of knowledge and skills.

C. The cultivation of code of conduct is the responsibility of all graduate teachers

The research method course is an important place to study the standard training, however, the research standard training is by no means a teacher can solve. Not only do students know, but they also have to go through the process of learning from one subject to another. How the instructor influences the students' understanding of the rest of the course, and how they interact with each other, is something the instructor has to think about. The development of one major in one college is by no means a matter of one or two teachers. Talent cultivation is an environment in which all teachers are responsible for the growth of students.

D. Code of conduct are concrete, explicit, not abstract, and cryptic

Many teachers also remind us to study the regulation, but how to regulate, but did not say. Just like traditional Chinese medicine and western medicine, traditional Chinese medicine is extensive and profound, and its development is slow in recent years, while western medicine has been rooted and developed in China in less than a hundred years. The reason is that the theory and method of traditional Chinese medicine have certain ambiguity and subjectivity. Western medicine mostly adopts accurate experimental research methods, with the help of modern instruments to observe and determine the fine and accurate, which have a relatively clear and accurate grasp in the number and size. Therefore, in order to accelerate the cultivation of code of conduct we must make them explicit and explicit. In this sense, it is particularly important to establish a systematic framework of disciplinary research standards.

E. Scientific research can effectively promote teaching under the harmonious relationship between teachers and students

At present, most of the postgraduate students are directly studying for postgraduate courses after undergraduate graduation. How to help students to put the standard of research training into practice under the harmonious relationship between teachers and students, and how to set more effective tasks in the course that can attract students to carry out deeper processing is still the direction of efforts in the later stage of the course construction.

V. CONCLUSION

Trees in ten years, people in a hundred. The construction of world-class universities and first-class majors requires the unremitting efforts of several generations. Therefore, it is necessary to establish as soon as possible to improve the disciplinary research standards of the system framework. The research method course is an important place for students to study the standard training, but it requires the joint efforts of teachers and students to achieve the goal of training students to study code of conduct. Students should reverse their learning motivation and correct their cognition of code of conduct. This puts forward higher requirements for teachers, who need to summarize the research standard system framework of the discipline, consider how to make use of the limited classroom, adopt effective teaching strategies, from all aspects, to penetrate the research standard layer by layer, repeat practice, and continue to explore in the following courses.

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