Research on the Cultivation of Integrity School and Academic Atmosphere in Colleges and Universities Against the Background of Education Evaluation Reform

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ABSTRACT

Integrity education is the core content and key work of current university student education management. Guiding young students to cultivate integrity awareness, establish integrity concepts, create integrity values, and practice integrity behavior has become an urgent problem to be solved. Based on the background of educational reform evaluation, with the comprehensive development of students as the direction, this study explores the relationship between integrity education and the cultivation of a good school atmosphere and academic atmosphere. It elaborates on the traditional connotation and modern value of integrity education, points out the bottlenecks encountered in the current implementation process of integrity education in academic atmosphere construction, and constructs a system for cultivating college students' integrity school and academic atmosphere.

Keywords: Integrity education, Academic atmosphere construction, Education evaluation.

1. INTRODUCTION

Without trust, one cannot stand; without trust, one cannot prosper; without trust, a country cannot be strong. From ancient times to the present, integrity is everywhere in the economy, law, system, culture, and other aspects. As a behavioral guide and spiritual pillar, integrity plays a huge role in promoting personal growth, social progress, national development, and other aspects. As young college students, honesty, integrity, and commitment are the basic contents and practical requirements of their moral construction. Cultivating good integrity qualities and a correct concept of integrity has a strong appeal and cohesion for building a harmonious and stable university, and plays a fundamental role in enriching personal spiritual world.

2. CONSTRUCTION OF INTEGRITY AND SCHOOL AND ACADEMIC ATMOSPHERE

Integrity, school culture, and academic atmosphere are interdependent and mutually reinforcing. Integrity has external norms, internal guidance, and group cohesion for the construction of school culture and academic atmosphere. A good school culture and academic atmosphere has guiding, educational, restrictive, transformative, and cohesive functions for the development of schools and the growth of teachers and students. If college students have a high level of integrity in their thinking, learning, interpersonal communication, job seeking, and other aspects, and exhibit a positive and proactive attitude, the school and academic atmosphere is good, and vice versa. Therefore, strengthening the cultivation of integrity and academic atmosphere is a necessary choice and requirement for schools to promote educational reform, improve educational quality, and cultivate more and more high-quality talents.

Integrity education is an important lever for moral education, and moral education is the foundation and guarantee for implementing intellectual education, physical education, aesthetic education, and labor education. The construction of academic atmosphere is a fundamental project for colleges and universities to improve the quality of talent cultivation. Talent cultivation is a process that combines cultivating character and increasing knowledge. Strengthening the construction of school and academic atmosphere should be combined with the requirements of the times for the students' comprehensive development of morality, intelligence, physical education, art, and labor.

Cultivating a trustworthy school culture and academic atmosphere in the context of educational evaluation is an effective way to promote the modernization of the governance system and governance capacity. In today's era of continuous expansion of enrollment and fierce competition in colleges and universities, strengthening the construction of school culture and academic atmosphere is more important for improving the level of education and the quality of education. The integrity of the school culture and academic atmosphere helps to create a clean and upright academic environment, guide students to strengthen their internal self-discipline mechanism, cultivate good behavioral habits, and enable students to form a clear understanding and judgment of learning, future, and personal development, thereby avoiding and restraining bad behavior, and transforming their commitment to life and credit to society into concrete practical actions for hard work and struggle.

3. ANALYSIS OF THE CURRENT SITUATION OF COLLEGE STUDENTS' INTEGRITY, SCHOOL AND ACADEMIC ATMOSPHERE CONSTRUCTION

3.1 The Specific Manifestations of the Integrity Quality of College Students

At present, there are many challenges and problems in integrity education in colleges and universities. In order to gain a deeper understanding and grasp the current situation of integrity education in colleges and universities, as well as the problems in the construction of integrity and academic atmosphere, this study conducted a survey questionnaire on the cultivation and construction of integrity and academic atmosphere

in colleges and universities. The questionnaire content includes a survey of students' understanding of integrity, an environment for integrity education, and a mechanism for cultivating integrity and academic atmosphere.

A total of 8,156 undergraduate students participated in the questionnaire, with boys accounting for 35.24% and girls accounting for 64.76%. The conclusion drawn from the statistics of the collected questionnaires is that the overall integrity and moral situation of contemporary college students is healthy and positive. They can correctly recognize the important role of integrity in building a good academic atmosphere and school atmosphere, and are generally satisfied with their own and school integrity situation. 79.13% of students attach great importance to integrity, 73.84% of students are very satisfied with their own integrity and have no dishonest behavior, 65.51% of students are relatively satisfied with the overall integrity of college students, and 78.44% of students are very satisfied with the implementation of integrity education in the school. Although most students have good integrity, questionnaire analysis also reflects the problems in integrity education, such as failure to repay student loans in a timely manner, cheating in exams, falsifying job resumes, dishonesty in making friends, and lack of online ethics.

3.2 The Reasons for the Lack of Integrity

The moral quality of some college students has declined, and there is a serious lack of integrity. The reasons for this are worth pondering.

First, at the student level, some students have insufficient awareness of integrity. The problem of ideological understanding is the main reason for the lack of integrity among college students. Firstly, students have fluke minds, believing that occasional dishonesty will not have any impact, and their understanding of the relationship between integrity, school culture, and academic atmosphere is insufficient; Secondly, some students adhere to self-interest, have poor self-discipline, and have a deviation between their understanding of integrity and their own behavior. Although they can recognize the importance of integrity and the harm of dishonesty, when it comes to their own interests, they deviate from the values of integrity, and their integrity mentality is not firm enough; Finally, students lack rational judgment thinking and their ability to identify negative phenomena is

insufficient, making them susceptible to the influence of negative social norms.

Second, at the school level, the integrity education mechanism is not sound. The first is that the educational effect is not significant. Integrity education is often imparted through reasoning, with weak content and persuasiveness. Through investigation, it was found that the main channels for school integrity education are "integrity themed education, such as lectures, case warning education, etc." and "cultural and sports activities related to integrity, such as organizing various competitions". The second is the imperfect integrity supervision system. Although there is a general consensus in colleges and universities on the importance of integrity education, the prevention of integrity issues is not given enough attention, and the punishment for lack of integrity is not strong. A sound supervision and management system for integrity education has not yet been established.

3.3 The Collaboration Between Home and School Being Not Close in Terms of Collaboration

Family education is an important part of integrity education work. Currently, there is a certain lag in the collaboration between families and schools. The communication between families and schools is mainly focused on the specific behavior of students in school, such as violations of discipline, psychological problems, academic performance, and taking leave. Integrity education is often a weak point in communication between families and schools. The communication style between college students and their parents varies slightly from family to family. Some parents believe that students don't need to worry about anything and don't need to worry about everything after entering college. Some students don't want to communicate too much with their parents, which leads to students not being able to receive effective help when encountering problems or life setbacks. Family education still plays an important role in the development process of personal growth and progress. Although college students are over 18 years old, their life experience and social experience are not rich, and their understanding and thinking of the world are not very mature. Parents need timely guidance and advice. Therefore, communication between families and schools requires efforts on what integrity education is, why integrity education is carried out, and how to carry out integrity education, so that families and schools

can have a more comprehensive understanding of students' thoughts, psychological characteristics, and other situations, timely solve student problems, and control tendencies in a timely manner to prevent conflicts from escalating.

4. THE CONSTRUCTION MECHANISM OF INTEGRITY SCHOOL AND ACADEMIC ATMOSPHERE

It is necessary to focus on the work content of integrity education, integrate work carriers, expanding implementation paths, focus on key tasks of integrity education, enhance consensus on collaborative education, coordinating various educational resources, and form a school family social collaborative integrity education mechanism with clear positioning, sound mechanisms, close linkage, and scientific efficiency.

4.1 Giving Full Play to the Leading Role of Schools in Educating Students

To cultivate a trustworthy school atmosphere and create a trustworthy campus, it is necessary to take integrity education, integrity management, and integrity services as the starting point, with integrity behavior, integrity system, and integrity culture as the content. Efforts should be made from institutional construction, team construction, systematic construction, and regulatory system construction. The construction of school credit system, teacher ethics, and student integrity education should be the focus of school credit construction, so as to deepen the construction of the education credit system, accelerate the construction of academic and school culture through educational integrity, and promote the healthy and scientific development of school education.

4.1.1 Enhancing Daily Education on Integrity

There is a must to grasp the characteristics and development needs of students, help them scientifically formulate, effectively implement, and timely revise academic plans, and achieve educational guidance for their growth and development. On the one hand, it is to build a horizontal collaborative mechanism that combines integrity education with other moral education, combining explicit education with implicit education, integrating integrity education with career planning and legal education. On the other

hand, it is to improve the vertical collaborative mechanism that unifies the continuity and stage of integrity education, coordinate and arrange the key points of integrity education for each grade, and integrate integrity education throughout all stages from enrollment to graduation, covering all classes in the school, Integrate into all aspects of student learning and life.

4.1.2 Improving the Construction of the Teaching Staff

The first is to strengthen the construction of teacher ethics and conduct. The essence of teacher work is to shape the soul, shape life, and shape people, rather than simply imparting knowledge. Students have a teacher oriented characteristic, and the words and actions of teachers have a subtle and influential effect on students. Therefore, it is necessary to cultivate a high-quality teacher team. The second is to deepen the reform of curriculum and teaching, improve the evaluation mechanism for integrity education in professional courses, strengthen classroom teaching management, promote the organic combination of knowledge system education and integrity education for college students, and create a curriculum system aimed at improving students' moral cultivation, humanistic quality, scientific knowledge, and professional abilities. The third is to conduct theoretical research and practical exploration, form a research project team, take integrity education as the guide, establish an integrity education and research system, focus on cultivating a group of famous teachers, establish a team of lecturers, and create a group of integrity education famous teacher studios.

4.1.3 Perfecting the Evaluation System for Education

It is necessary to prioritize education, fully leverage the guiding role of educational evaluation, pay attention to the conduct of students, strengthen the comprehensive evaluation of their moral, intellectual, physical, artistic, and labor qualities, especially in the process of awarding and evaluating excellence, emphasizing the importance of morality and creating a good educational ecosystem; It is also necessary to focus on cheating rate, failing rate, and graduation rate as the work priorities, improve learning assessment and evaluation standards, and enhance teaching, class, and school atmosphere; There is a necessity to improve the system for evaluating student integrity,

incorporating their performance in learning, life, work, employment, and other aspects into the evaluation system. There is also a necessity to develop scientific assessment methods to objectively and truthfully reflect the effects of student political integrity, learning integrity, scientific research integrity, friendship integrity, and economic integrity.

4.1.4 Deepening Cultural Construction

There is a must to create a good environment for integrity education, establish distinctive, typical, and promotable integrity cultural activities, cultivate, select, and promote a group of advanced models in learning, motivation, and noble character, and promote the construction of a model demonstration leading education mechanism. There is also a must to expand online platforms and improve the supply mechanism of excellent online integrity culture content, strengthen education on network civilization literacy, enhance the network awareness of teachers and students, abide by network behavior norms, and promote the construction of a trustworthy and civilized campus.

4.1.5 Establishing an Integrity Management Mechanism

The first is to strengthen students' abilities in self-education, self-management, self-service, and self-supervision. Whether integrity education is carried out well or not depends on whether students have a high degree of identification with integrity. Strengthening students' self-education of integrity and self-discipline guidance mechanisms can help students consciously internalize various rules and regulations into self-discipline behavior. The second is to construct and improve the integrity warning and dishonesty punishment mechanism, establish student credit records, record their behavior during their school years in real time, provide timely warnings for dishonest students, and increase the cost of dishonest behavior; there will be a need to utilize cases of uncivilized and dishonest behavior on campus to carry out integrity warning education, establish an integrity supervision mechanism, smooth channels for publicity, hearings, and academic misconduct inspections, and create a clean and upright campus atmosphere.

4.2 Enhancing Communication and Interconnection Between Families and Schools

4.2.1 Building a Good Ecosystem of Mutual Trust Between Families and Schools

Family is the first school in life. It is a must to strengthen the linkage between families and schools, comprehensively share educational resources, eliminate information gaps, and use the power of families to help students grow better. it is also a must to facilitate communication and collaboration between families and schools, timely communicate with parents about student situations, discuss issues related to student learning, psychology, and friendship, and provide targeted care and assistance to students. Harmonious emotional relationships and shared understanding between families and schools, can enhance mutual trust and collaboration between families and schools, and promote the establishment of a virtuous system of full interaction, effective support, and mutual promotion among families, schools, and students.

4.2.2 Expanding Home-School Communication Platforms

There is a must to enrich communication channels and contact models for home-school collaboration, and promote the construction of a community of home-school education. There is also a must to standardize the construction of communication platforms between families and schools, using parent schools, parent classrooms, and parent symposiums as carriers, regularly carry out open classes, lectures, and salon activities on family education, listen to parents' opinions and suggestions on school work, and ideas on integrity education; It will be important to conduct teacher home visits, provide targeted and specific suggestions and personalized education guidance, innovate and enrich the carrier of home school cooperation in education, and improve the quality of family education and the quality of the original family.

4.2.3 Making Good Use of Social Education Resources

The first is to strengthen the construction of practical platforms. This requires to rely on talent training programs, grasp the needs of society for talent cultivation and technological development, establish and improve a long-term mechanism for integrity education, deepen the reform of integrity education, integrate various types of integrity education resources, expand the space for school community education, and promote the implementation of inter school education resource co construction and sharing; This also requires to deepen the cooperation between schools, local governments, and enterprises, fully tap into the resources of alumni associations, expand the educational space of the school and society, jointly build a collaborative system for practical education with multiple entities such as the government, society, and enterprises, and promote the construction of a collaborative and collaborative system for practical education.

The second is to enrich the supply of practical education. It is to integrate integrity practice education with theoretical education, labor education, etc., enrich practical content, innovating practical forms, and widely carry out social practice activities such as social investigation, production labor, social public welfare, volunteer service, technological invention, and work study assistance, so as to deepen students' ideological understanding and cultivate integrity character in practice.

5. CONCLUSION

Human beings are the starting point, foothold, and destination of education. Education evaluation reform is centered on students, evaluating education based on their development results, and evaluating education based on what students have learned and learned. Integrity education is an important prerequisite for the comprehensive development of college students. The integrity of college students includes academic integrity, exam integrity, research integrity, social integrity, economic integrity, and other aspects. Cultivating excellent integrity quality is not only a problem in education management services, but also involves the progress and development of students. It requires cooperation and collaborative efforts from all parties, linking the learning, growth and development of college students together, establishing a growth linkage mechanism that combines self-education, school education, family education, and social education, constructing a comprehensive environmental integrity education mechanism, and thus creating a good integrity school and academic atmosphere, and promoting

the healthy and scientific development of colleges and universities.

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