



# Research on How to Develop Good Academic Questions

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**Abstract:** How to write a good academic paper has always been a topic of concern to people. Based on the investigation of 280 college students, this paper focuses on two aspects: college students' understanding of academic questions and the presentation of academic questions. So as to pave the way for the follow-up research on academic questions. The main research methods of this article are questionnaire survey and draw conclusions from comparative analysis of different studies. Through investigation and analysis, the characteristics, motivation, preparation, methods, media and influencing factors of academic questions in the minds of the investigated college students have been obtained. And how to raise a good academic questions has also been obtained. What's more, the article still discusses the connection between academic questions and one's thinking skills and creativity.

**Keywords:** academic questions, understanding, presentation

## 1. Literature review

This article will focus on what an academic question is and how to pose a good academic question. Through the comparison of relevant literature, it is found that the definitions of academic issues are mostly the same even in different studies. According to Li Zhongfu (2003), he believes that academia is a dynamic, developing and deepening cognitive process, which is the result of people's observation, analysis, thinking and induction, mutual communication and reaching consensus in the cognitive process. He also believes that academic questions are ideological, theoretical, interchangeable, comprehensive, prophetic and critical. This is consistent with Chen Shaoming's (2009) definition of the connection between academic issues and innovation. At the same time, the idea of "abstract expression of scientific problems" also embodies the ideological characteristics of academic problems. (SuoChuanjun, LaiHaimei, 2021)

In addition, Qu Anjing (2021) also pointed out that academic questions should meet the three conditions of being valuable, unanswered and possibly having answers. The lack of innovation is an important reason for the rejection of academic papers in China, which indicates the innovative characteristics of academic questions. (FanXiaohui, 2015)

In conclusion, it is necessary to grasp the frontier issues of the discipline and read a lot of literature (Wang Ruilan, 2004). It also requires philosophical preparation, mathematical preparation, multidisciplinary knowledge preparation, orientation preparation and ideological preparation of interdisciplinary research methods. (Zhang Houchen, 2012)

## 2. College students' understanding of academic questions

### 2.1 Analysis of survey data

College students' understandings on the nature of a good academic questions have been surveyed in the questionnaire. They generally believe that good academic questions should indicate a clear research direction, be innovative, and be analytical.

### 2.2 The definition of an academic question

In the relevant research, it is shown that improving the innovation of academic paper is one of the guiding principles of academic paper writing. (Wang Ruilan, MaKejun, HuangYuanyi. 2004) At the same time, many international journals regard innovation in research as an important factor in the acceptance of papers. Innovation was also cited as an important advantage for Chinese authors. (Turcotte, et al. 2004)

However, beyond the broad understanding of most college students about academic issues. 23.21 % college students think academic questions are unanswerable; 41.07 % college students think that knowledge reserve is the most important for academic issues; 27.86 % college students think that good academic questions should be explanatory. These claims can also be supported by research, but these characteristics are not widely acceptable by the respondents. For example, in related articles. With respect to the understanding of what a "problem" is, the answer suggests that a legitimate research question should be (1) worthy; (2) There is no answer yet; (3) There may be an answer. A real question must be a proposition to which

no one knows the answer. (QuAnjing, 2021) This coincides with academic questions where there are no ready answers. But in fact, a common misconception among many people is that a problem equals a hot topic.

### **3. The presentation of academic questions**

#### **3.1 Motivation for raising academic questions**

In terms of the presentation of academic questions, we surveyed the motivation, preparation, presentation methods, searching media and influencing factors of the presentation of academic questions.

The results showed that about half of the respondents asked academic questions because of academic requirements. This may have something to do with the characteristics of the academic questions itself. Academic papers are about the demonstration and solution of scientific problems. Readers usually need to spend a lot of time and energy to study the literature in order to find the problem they are studying. (SuoChuanjun, LaiHaimei, 2021) Therefore, most college students would hardly be willing to put so much effort into raising academic questions if they were not under academic pressure. At the same time, it may also reflect the current predicament of academic research and publication. It is precisely because of the forced nature of raising academic questions that the quality of academic questions is not high enough and the innovation is not enough. Therefore, most academic papers are returned. (FanXiaohui, 2015)

#### **3.2 Preparation for raising academic questions**

In terms of the preparation work for raising academic questions, about 80 % college students believe that to raise a good academic question one should clarify the topic, background knowledge and research methods. These understandings can help researchers to conduct better academic research. This is also consistent with the requirement of oriented preparation when academic questions are raised, i.e. research should have direction. In other words, the topic needs to have research value, creativity, feasibility and development space, which requires a good grasp of the known information and background knowledge. (ZhangHouchen, 2012)

#### **3.3 Way for raising academic questions**

In terms of the way to raise academic questions, 56.43% of the respondents believe that they should explore and discover problems by facing real life in practice. Academic research is not the packaging and reorganization of old knowledge, but the solution of real problems. This requires us to face up to life and find problems from reality, so as to raise relevant academic questions. (ZhangHouchen, 2012) In the process of exploring objective things, people are bound to observe and analyze the objective things and the laws of their movements, so as to generate various thoughts, views and hypotheses to understand academic thoughts and academic viewpoints. (LiZhongfu, 2003)

#### **3.4 Influencing factors for raising academic questions**

In terms of the influencing factors of raising academic questions, 59.29% of the respondents believe that they are not good at academic thinking and raising academic questions, which leads to their inability to raise good academic questions. The result shows that the current college students lack the ability to raise academic questions, so it is very important to cultivate the ability of students to raise academic questions.

### **4. Academic questions and thinking skills**

#### **4.1 Analysis of survey data**

It is showed that 66.79% of respondents only occasionally set up their own problem database in daily life; 58.21% of respondents occasionally associate social reality problems and relevant typical cases when reading literature. The data indicates that the respondents have insufficient awareness of related questions and summary.

#### **4.2 Reflection of the data**

This undoubtedly reflects the lack of conditions for putting forward academic questions: lack of preparation. This is mainly reflected in the preparation of interdisciplinary research. Students lack the training of relevant thinking skills, they do not realize the importance of association, so they cannot effectively extract useful information for themselves from a lot of information, so as to find problems. At the same time, they lack the ability to innovate and find it difficult to ask relevant academic questions.

### **5. Conclusion**

Through this survey, we can have a clear understanding of the academic issues. Especially in the two aspects of what

is the academic question and the presentation of the academic question. It also identifies some problems in raising academic questions. Through research and analysis, it can be concluded that academia is a dynamic, developing and deepening cognitive process, which is the result of people's observation, analysis, thinking and induction, mutual communication and reaching consensus in the cognitive process. In terms of how to raise a good academic question, we still need to do a lot. I think there are mainly in four aspect we need to pay attention to, they are: discovery, preparation, proposal and innovation.

In terms of finding problems, we should take the initiative to cultivate our awareness and ability to find problems, instead of just thinking about them because of academic requirements. This will give us more motivation to go on and ask better, more valuable academic questions. We also need to connect the questions with our life practice, that is to say, finding questions from our own life.

In terms of preparation, we should first understand the frontier knowledge of the subject and its stage of development. On this basis, research is carried out. This requires us to read a lot of literature and enrich our knowledge as well as vision. Secondly, we should also determine and apply appropriate research methods. Interdisciplinary research with diversified research methods are advocated. Finally, we should also determine the research orientation, the academic questions should be valuable, innovative, feasible, and can be long-term researched

In terms of raising questions, we should determine what factors affect us raising academic questions. For example, we are not good at raising academic questions; We are disinterested in academic questions; the teacher's guidance and inspiration are not enough. Thus, on the basis of the preparation stage, academic questions are raised. .

In terms of innovation, this is one of the most important characteristics of academic questions. We need to make sure that the academic questions we ask are innovative, which means we need to be innovative in a way that is different from what others have been done before. Do not repeat problems that have been solved or simply add on top of problems that have been solved.

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