

The Application of Moral Education and Teaching Methods in Public Relations from the Perspective of Course Ideological and Political Education

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Abstract—Based on the ideological and political education context of full-education, full-time education and all-round education, this paper proposes that the teaching of Public Relations needs to re-examine and design the goal of moral education, and fully explores the ideological and political connotation of curriculum, effectively integrates moral education elements such as patriotism, institutional self-confidence, and social responsibility into knowledge imparting to achieve the integration of “explicit education” and “implicit education”. It also discusses the educational methods and carrier approaches, and focuses on how to use case teaching to realize the organic unity of “knowledge impart” and “value guidance” in the professional course of Public Relations.

Keywords—Public relations; Ideological and political education, Moral education elements; Case teaching

I. INTRODUCTION

At the 2016 National Conference on Ideological and Political Work in Colleges and Universities, it was emphasized that, to make good use of the main channel of classroom teaching, all kinds of courses should go together with ideological and political theory courses to form a synergistic effect. In essence, “course ideological and political education” is to embody the elements of ideological and political moral education in the knowledge system of all courses. All teaching activities should shoulder the function of moral cultivation, and all teachers should assume the responsibility of moral cultivation. It is an education and teaching reform measure aimed at the long-standing “island” dilemma of ideological and political education in colleges and universities, the “two skins” dilemma of ideological and political education and general education and professional teaching, and the “sense of loss” phenomenon of the students in ideological and political learning process and effect. It is an important embodiment of the educational idea of taking “moral cultivation” as the fundamental task of education.

II. PUBLIC RELATIONS COURSE AND MORAL EDUCATION

The course of *Public Relations* is an interdisciplinary course that guides students to master the basic knowledge of public relations systematically and master the general methods and skills of the practical operation of Public Relations, cultivates students' public relations thinking and public

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relations consciousness, forges students' image management ability, communication and coordination ability, organization and planning ability, etc., and integrates ideological and practical aspects. The most important part of ideological and political education in colleges and universities is the education of world outlook, outlook on life, values, politics and morality. The content of moral education usually includes ideological and political education and moral education [1]. The three major elements of public relations, subject (social organization), object (public) and means (propagation), and subject (educator), object (educatee), carrier and method (ideology, emotion and information) of ideological and political education. From the perspective of activity composition and process, the two types of activities have much in common [2].

Therefore, under the background of “course ideological and political education” reform, how to explore the rich and diverse moral education elements contained in the course of Public Relations, such as patriotism, institutional self-confidence, social responsibility and etiquette cultivation, how to infiltrate the concept of value in the course teaching process, break through the original teaching paradigm that simply transmits knowledge and skills, and teach history, socialism, thought, spirit and value in the process of teaching professional knowledge, so that students can get a profound understanding of life and rational thinking from professional learning, love themselves, love the society and love the country more, and receive the sublimation of value while accepting the baptism of truth. This is a new mission and new task for those engaged in public relations education and research.

III. EDUCATIONAL ROLE OF THE TEACHING CONTENT OF PUBLIC RELATIONS

Public Relations is a highly practical subject, and its educational role is very prominent. Through the teaching of Public Relations, we can not only cultivate the public relations awareness and public relations ability of college students, but also use it to improve the ideological and political quality of college students and cultivate qualified talents.

A. Cultivate good image awareness and behavior habits of college students

Public Relations is an image-building science, which works with building a good image of the organization as the core. But at the same time, Public Relations also emphasizes personal etiquette and accomplishment, which is the most active factor and carrier to build and maintain the image of the organization. For the individual, a good image includes the external image such as dress, speech and manner and internal moral sentiments and academic accomplishments such as character, education, interest and ability. It is the unity of the external beauty of image and the inner beauty of mind. The etiquette part of Public Relations systematically teaches college students how to pay attention to their appearance, how to dress correctly according to the time, occasion and purpose, how to correctly use the public relations language, as well as the public relations meeting etiquette, telephone conversation etiquette, banquet etiquette, job hunting etiquette, etc. Through the guidance of these theoretical knowledge and the repeated training of training courses, it can not only help college students to shape elegant external image, but also urge them to correct their bad manners, develop good life and behavior habits, so as to shape good appearance image and elegant demeanor of college students [3].

B. Cultivate the public awareness and coordination and communication ability of college students

Coordination and communication and serving the public are two important functions of public relations. They play the role of opening channels for organizations, developing relations, mediating conflicts, cooperating with each other, winning people's support and establishing credibility in public relations work. It is the bridge between the organization and the public, and the fundamental purpose is to create a harmonious internal and external environment for the survival and development of social organizations. In the teaching of public relations, we should focus on cultivating students' public awareness and help them develop a conscious habit of considering the public in the whole process of public relations work, emphasize the importance of coordination, communication and service, and strive to maintain good relations between social organizations and various sectors of society. At the same time, we can extend the cultivation of public awareness of college students to the cultivation of common awareness. With the continuous development of society, the public domain has increasingly become an important part of people's social life, and the problem of social publicity is also gradually exposed, such as public morality, fairness and justice, public psychology, etc.. The modern literacy reflected by "commonality" in each person marks the height of civilization of a nation towards modernization. Therefore, we can integrate the cultivation of public awareness and the cultivation of common awareness, and urge college students to associate their "independent personality" with the common whole, find common ground and common values in interactions, discussions and negotiations with others, and set the rules of behavior on such consensus and common values, in order to maintain and realize the common interests, values and order of society.

C. Cultivate college students' sense of patriotism and social responsibility

The history of modern public relations in China is not long. Its theoretical system is basically imported. It is an arduous task to build a theoretical system and teaching paradigm suitable for both China's national conditions and international characteristics. In the context of the new era of socialism, as the main body of the socialist market economy, in the process of shaping the image of the organization, how should enterprises promote the core values of socialism in the process of pursuing economic interests, and how should they raise the flag of national interest and state interest first and make patriotism more characteristic of the times in the process of international competition and exchanges is an important subject of public relations research. When the organizational image rises to the national image, public relations will rise to the science of shaping the international image of the country and the government. Its function of strengthening national cohesion and inspiring national pride has become a new landscape of patriotism. [4] In the contents of public relations, international public relations, crisis public relations, etc., Public Relations must accurately and objectively explain the macro-environmental factors such as the international situation, China's internal conditions, and the social and historical background of crisis events, so that students can understand the responsibility of the state is their own, the power of the country and the revival of the nation is closely related to each citizen. College students shoulder the great responsibility of inheriting and carrying forward the Chinese civilization of more than 5,000 years.

D. Cultivate the integrity awareness and healthy psychological quality of college students

Being realistic and pragmatic and seeking mutual benefit and reciprocity are the basic principles of public relations. Integrity is the basic moral quality of public relations personnel. In the education of public relations, we should not only abide by the starting point of public relations activities serving the interests of the organization, but also emphasize the integrity management, contract spirit and social responsibility, to avoid the students' "instrumental rational" thinking and the loss of moral bottom line and basic principles in the pursuit of maximization of public relations effect. The essence of public relations activities is the communication with people, which is inevitably accompanied by a large number of psychological activities and phenomena. When dealing with the internal and external relations of the organization, especially when the organization is facing crisis events, it has extremely high requirements for the public relations personnel's ability to withstand pressure, communication, emergency capacity. Whether you can talk and deal with the events is often regarded as a yardstick for the public relation ability. In class teaching, teachers can guide students to analyze the gender psychology, role psychology, age psychology and occupational psychology of different members of the public, improve the art of speaking from the perspective of public relations, and help them enhance their interpersonal skills and improve their psychological stress capacity [5]; At the same time, in practice teaching, students are encouraged to carry out research in various fields and at all levels, do environmental analysis, market research, consulting

interviews and other related work, and experience the value of integrity in experiencing the relationship with others, and experience psychological literacy in feeling and collision.

IV. INTEGRATION OF TEACHING METHODS IN MORAL EDUCATION IN PUBLIC RELATIONS

The implementation of educational concepts requires the design of educational content, and the implementation of educational content requires the bearing of teaching methods. Public relations are a theoretical and practical subject. The teaching methods are flexible and diverse, such as situational simulation method, project-oriented method, game teaching method, case teaching method, participatory teaching method, PBL teaching method, etc.. At present, these methods are mature in use, students are also willing to accept them, and the teaching effect is good, which is conducive to mobilizing students' interest and initiative in learning [6]. In the process of using teaching methods, how to permeate the main idea of moral education is the problem we should consider now. This paper talks about some experience in the application of case teaching method based on the actual work of the teaching team.

A. *Theoretical research on strengthening the application of case teaching method in moral education of Public Relations*

The applicability and feasibility of case teaching in moral education are analyzed and studied according to the characteristics and advantages of the case teaching method. The formulation of "emotional goals" in the curriculum syllabus should fully reflect the professional characteristics and the moral education elements that the curriculum should give students, and the construction of teaching content and the application of teaching methods should obey and serve the discipline characteristics and the talent training objectives. The course of Public Relations of Jiangxi University of Traditional Chinese Medicine is mainly established in the majors of public service management, marketing, applied psychology, etc.. Due to the positioning of the school in the development of the discipline, each major reflects its own characteristics and direction. For example, the major of public service management focuses on health management, while the major of marketing focuses on medical marketing. Therefore, health service awareness, socialized management responsibility, doctor-patient communication, medical marketing ethics and so on are all key points in our design.

B. *Carry out the collection and arrangement of course cases*

The cases of public relations are extremely rich, and the timeliness is very strong. In addition to the standardization, typicality and novelty of case collection and selection, the content of the case should also consider its value and ethics, that is, whether the case can embody the correct social values, and whether it can disseminate the positive energy of society, especially the cases for students to discuss and analyze independently as the main body. The accuracy and compatibility of the integration of moral education objectives should be fully considered, and the recognition and acceptability of students should also be judged. Teachers must make necessary guidance on the main purpose of the case. In

the way of case collection, we advocate the joint participation of teachers and students, to fully mobilize students' subjective initiative and active thinking, broaden channels, jointly dig and sort out, and gradually form the subject case set of the course, and make it open and with sustainable development features.

C. *Improve the reform of the case teaching process*

In the teaching process, we should explore and practice how to naturally insert the case into the professional course, what kind of means should be taken to achieve the effect of "tangible knowledge imparting, intangible value leading", how should teachers teach, how should students participate, and how should teachers and students cooperate, etc.. A survey shows that college students are generally not satisfied with the teaching effect of ideological and political course, and their satisfaction with the teaching method of ideological and political course is low [7]. We should learn from the experience and lessons that students generally do not like to listen to the traditional ideological and political lessons, and avoid the didactic teaching method of moral education in professional courses. The biggest feature of case teaching is "student-centered" and "teacher-student interaction". The whole process of case collection, collation, analysis, report and feedback allows the students to participate in and a communication channel combining offline and online should be established to encourage communication and collaboration between teachers and students. We should attach importance to students' "sense of gain". "Sense of gain" has rich connotations, including knowledge acquisition, ability enhancement, and emotional experience [8].

D. *Explore the reform of the assessment form of case teaching*

In the formative evaluation of students' courses, the focus is on the comprehensive performance of students in the collection, discussion, analysis and presentation of cases; Considering whether the teaching effect brings students a "sense of gain" is to bring the students' sense of gain into the evaluation system as an important basis for evaluation. Of course, it is also a complicated process to truly evaluate the students' sense of gain. The students' learning experience should be taken into consideration, and the knowledge acquisition and ability improvement should also be included, which is actually a comprehensive evaluation process [8]. At the same time, the evaluation of learning effect is not reflected in a short term, but a long and sustainable performance.

V. CONCLUSION

For colleges and universities, it is not only reasonable but also a new mission to combine moral education with professional course teaching. In the past teaching process, teachers also organically combine teaching with educating people, but more of them are between "intentionally" and "unintentionally", and no effective mechanism and system has been formed. In May 2018, the Ministry of Education issued the Notice on Carrying out the Pilot Work on the Comprehensive Reform of the "Three-Education", focusing on training socialist builders and successors who are well developed morally, intellectually, physically and aesthetically, and focusing on training new people to play the role of national

rejuvenation. The value of moral education in the course of Public Relations needs to be effectively designed and implemented in combination with the educational background, course teaching content and students' professional characteristics. It needs to be continuously improved through research, practice, verification and adjustment.

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