

# Research on Optimization of Public Relations Curriculum in Higher Vocational Colleges under the Background of Big Data

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**Abstract:** There are many differences between higher vocational colleges and ordinary undergraduate colleges, especially in the aspect of talent training goal, the emphasis is also different. Higher vocational colleges are mainly to train students into talents with high professional accomplishment and technology, and the teaching ideas are mainly practical. In today's big data background, more and more higher vocational colleges set up the course of modern public relations, the teaching of this course has been deeply explored. This paper briefly analyzes the public relations courses in higher vocational colleges under the background of big data.

## 1. Reorientation of Public Relations Course in Higher Vocational Colleges

This course of public relations integrates theory, practice and skill, and its main function is to collect information, plan and so on, which has extremely high creativity and maneuverability. With the development of society, public relations are becoming more and more important in society. How to use appropriate teaching methods for public relations course teaching is worth every teacher thinking.

### 1.1. Teaching Objectives

The teaching goal of public relations course is to cultivate students' basic knowledge and practical ability. Through the course teaching, let students have basic public relations theory and practical skills, cultivate students' public relations consciousness, let students sublimate from perceptual cognition to rational cognition, and lay a solid foundation for future study and work.

### 1.2. Professional Skill Goals

From the actual public relations work content, the core of the public relations course is the operation training. This course mainly trains the students' public relations professional accomplishment and ability, helps the students to set up the image consciousness, the team consciousness, the public consciousness and so on, unceasingly strengthens the student's image management ability, the public relations ability and so on.

### 1.3. Professional Objectives

The course of public relations is not only set up for the public relations professionals, but also an important quality course for modern college students. Through this course, students can improve their ability to spread information, interpersonal communication and other aspects, establish a sense of integrity, so that their emotions gradually cheerful and confident, so that students become more conducive to the needs of the society.

## 2. Present Situation of Public Relations Course Teaching in Higher Vocational Colleges

In today's society, the competition in various industries is becoming more and more fierce, and the demand for comprehensive ability of people in the workplace has been raised to an unprecedented high level of work, which is almost the basis for people to survive and develop in social society. Nowadays, there is an urgent need for complex talents who have both professional

skills and can adapt quickly to the change of work. In order to meet this demand, the educational reform of higher vocational colleges in our country is constantly developing. Now many higher vocational colleges have set up the course of public relations to meet the needs of the social era. Public relations is a practical course. However, many higher vocational colleges are not accurate in their positioning, teaching means are single, resulting in unsatisfactory teaching results, mainly in the following aspects.



Figure 1 Public relations science

### **2.1. Narrow Selection of Teaching Materials**

Public relations is a comprehensive subject involving a wide range of knowledge. As far as the present situation is concerned, there are few high-quality teaching materials using this subject, most of which are based on the change of undergraduate teaching materials, adding some cases. In fact, this is simply not suitable for students in higher vocational colleges to learn, this kind of teaching material theory part is too much, practical is not enough. Therefore, it is difficult for teachers to transfer theoretical knowledge to students simply and clearly in teaching, and because of the lack of pertinence, it is easy to repeat the teaching content with the teacher of approximate course.

For example, crisis public relations is the focus of public relations teaching content, but marketing planning and other courses are also involved in this, if do not distinguish between primary and secondary, will repeat teaching, waste students' learning time, and even hit the enthusiasm of students to learn.

### **2.2. Too much Theoretical Content**

Public relations courses in higher vocational colleges range from 32 to 48 hours. In such a limited course time, it is very difficult to let students master knowledge through short classroom teaching. Therefore, in the planning time, teachers generally teach a lot of theoretical knowledge, and basically adopt the traditional teaching of indoctrination, students have no time to understand the theoretical knowledge, let alone have no opportunity to practice, the end result is that the knowledge they have learned has no place to use.

### **2.3. Less Content in Practical Teaching**

The course of public relations studies requires high cost and long time to carry out practical teaching. Therefore, most higher vocational colleges can not provide public relations practice opportunities for students. Only theoretical study can not improve students' public relations practice ability at all, resulting in students' ability in this area is generally low. Some students may have excellent written test results, but the work involved in management practice may be a mess. Students' lack of practical opportunities makes students' practical ability insufficient, and also causes the society to evaluate the poor teaching level of higher vocational colleges [1].

### **2.4. Inadequate Funding for Teaching Facilities**

Many higher vocational colleges do not invest too much teaching funds in public relations

courses, which leads to the lack of modern facilities in classroom teaching, and some software and hardware are not updated in time. Teachers can only give stiff lectures in the classroom, lack of appeal, directly reduce the enthusiasm of students to learn, and can not really learn the knowledge of this course.



Figure 2 Teachers

### **3. Discussion on Strengthening Teaching Methods of Public Relations in Higher Vocational Colleges**

#### **3.1. Introduction of Advanced Teaching Materials and Strengthening of Teaching Staff**

In the course of public relations teaching, it is necessary to introduce materials related to this course, whether they are used in the classroom or as reference materials in the library can broaden the career of students and improve their comprehensive quality. In addition, qualified higher vocational colleges can invite the heads of public relations departments of social enterprises to participate in classroom teaching, and their practical experience is very rich, which can guide students to think about this aspect and create a sense of reality for the study of public relations courses.

#### **3.2. Scientific Public Relations Hours**

The knowledge students learn in class needs time to digest, so the time arrangement between class hours should be reasonable, too tight will make it difficult for students to absorb knowledge. When setting up class hours, we should pay attention to keeping students' curriculum content fresh and have enough time to let students understand the knowledge in class. Moreover, reasonable arrangement of class hours can also give teachers enough time to prepare lessons, so that classroom teaching is more rich and efficient. Teachers in higher vocational colleges should also grasp the contents of the classroom, give students enough time to reflect and summarize, and constantly strengthen their understanding of what they have learned.

#### **3.3. Enhance Students' Awareness of Learning to Review and Summarize after Class**

Teachers in higher vocational colleges should help students cultivate the habit of summing up and reflecting on classroom knowledge in teaching. Students can quickly digest classroom knowledge after class summary and reflection, and remember more deeply. This can avoid students to develop bad learning habits of rote memorization, but also reduce the pressure on students to learn. In the process of summing up and reflecting after class, we need to go through what we have learned in class first, and then combine our own thinking characteristics to understand. Only in this way can students better grasp the theoretical knowledge of common public relations. This study habit is difficult to cultivate, can not be separated from the supervision of teachers, teachers can properly leave after-school homework to students, so that students keep active thinking, and in the process of completing after-school homework, students are also in the process of reflection and summary after class.

### 3.4. Conduct Enterprise Research and Scientific and Reasonable Arrangement of Teaching Contents

Higher vocational colleges should try their best to be reasonable in allocating the course of public relations, so that teachers have enough students to discuss the training of talents with local public relations enterprises before choosing the teaching content, and they generally have rich theoretical knowledge and practical ability. Teachers should agree with public relations companies to rearrange teaching content [2].

### 3.5. Balancing Theory and Practice

In theoretical study, students in higher vocational colleges are usually not dominant, compared with some abstract theoretical knowledge, they are more willing to learn the various workplace skills that may be used in the future workplace. Teachers of public relations should follow the principle of seeking truth and pragmatism, fully understand the students before teaching. It is impossible to improve students' learning effect by using traditional teaching methods to talk at length in class. Therefore, the public relations curriculum of higher vocational colleges must combine with students' personality differences to teach students according to their aptitude, start with the cases that students are familiar with, and learn theoretical knowledge in practice. Conditional higher vocational colleges can also use the way of cooperation between schools and enterprises to provide students with more practical opportunities. When students directly participate in public relations activities and experience the working atmosphere personally, they have a deeper understanding of knowledge and really make up for the gap between theory and practice. In addition, schools can also carry out activities such as school celebrations and open days to encourage students to actively participate in public relations activities inside and outside the school, and strive to create opportunities for students to exchange knowledge in the field of public relations.

### 3.6. Appropriately Increased Funding

The upgrading of teaching hardware and software can not be without the burning of funds, so the investment of funds is essential. In classroom teaching, teachers can use various modern multimedia tools to assist teaching, and simulate the public relations activity scene in class, which can not only attract students' attention, improve students' enthusiasm for learning, but also reduce the workload of teachers' blackboard writing and students' notes recording, and improve the efficiency of classroom teaching. In addition, vocational colleges focus on training talents in practice, with more funds, can create more practical opportunities for students, and then combined with a variety of teaching methods in the teaching process, constantly strengthen students' thinking and practical ability [3].



Figure 3 Teaching

## 4. Concluding Remarks

Nowadays, the demand for talents is getting higher and higher in the society. The majority of higher vocational colleges should constantly develop new teaching methods according to their own actual situation and teaching characteristics, and improve them in practice, so as to effectively cultivate the students' professional accomplishment of public relations in higher vocational colleges. Only when the students' practical ability is improved and more outstanding talents are trained for

the society, the teaching goal of higher vocational colleges is realized.

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