

Research on Practical Teaching Model of Public Relations Etiquette in College Students' Innovation and Entrepreneurship Education

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Keywords: College students; Public relations etiquette; Innovation and entrepreneurship; Practical Teaching

Abstract: In an era when the commodity economy is highly developed and the way of communication is increasingly open, public relations etiquette is a necessary condition for interpersonal communication. “Public Relations Etiquette for College Students” is a public basic course for college students to carry out innovation and entrepreneurship education, which pays equal attention to humanistic general education and aesthetic education. It has strong practicality. The author believes that its practical teaching mode can be optimized from the aspects of teaching materials, teaching contents, teaching means, teaching methods and so on, so as to effectively improve the teaching effect.

1. Introduction

In September 2014, Premier Li Keqiang issued a call for “mass entrepreneurship and innovation” at the Summer Davos Forum. Cities, enterprises and institutions across the country began to work on “double innovation”. For the “double innovation” education work in colleges and universities. Subsequently, the general office of the State Council issued the “Implementation Opinions on Deepening the Innovation and Entrepreneurship Education Reform in Colleges and Universities” on May 13, 2015, clearly pointing out that “Deepening the innovation and entrepreneurship education reform in colleges and universities is an urgent need for the country to implement the innovation-driven development strategy and promote economic quality, efficiency and upgrading; It is an important measure to promote the comprehensive reform of higher education and promote higher quality employment of College graduates. [1] As the most important task of establishing morality and cultivating people, colleges and universities have given full play to their own disciplinary advantages, taking “Shuangchuang” College as the leader, suiting teachers' own strengths, integrating “Shuangchuang” education into the teaching of various curriculum systems, and implementing “Shuangchuang” education in an all-round way.

2. The Significance of College Students' Public Relations Etiquette in “Double Creation” Education

Etiquette is an important index to measure the quality of the people, which comprehensively reflects the degree of civilization and the spiritual outlook of the people of a country. It is not only the professional norms that public relations practitioners must master and apply in practice, but also the basic norms that the public must abide by in their daily communication and specific activities. At the critical stage of life, the etiquette not only reflects its moral level, civilization level, and cultural heritage, but also is a kind of literacy that must be possessed when it integrates into the surrounding environment and seeks a larger development space. The “double creation” education focuses on cultivating innovative and technical application talents, with particular emphasis on practical teaching and the cultivation of students' practical ability. In the modern society, which requires higher and higher quality and ability, college students not only need to learn professional and general knowledge, but also need to learn and train etiquette norms in order to improve their adaptability to the real society and their core competitiveness. Public relations etiquette, as the basic accomplishment for college students to get involved in social life, can effectively integrate etiquette

education into double-creation education and enhance the pertinence and effectiveness of etiquette education, which not only can comprehensively improve the comprehensive quality of college students, but also can help the success of “double-creation” of college students.

2.1 Conducive to the promotion of college students' moral cultivation

Etiquette regulates the details of people's behaviors in daily life. Through public relations etiquette education, college students' ideological quality, professional ethics, social ethics, family ethics and other aspects of self-cultivation can be comprehensively improved. The good moral cultivation of college students is externalized into ceremonial instruments, polite manners, elegant speeches and so on.

2.2 It is conducive to the improvement of College Students' language expression ability

Language is an effective tool for human expression. The development of college students' “double creation” activities is an important part of interpersonal communication. The reasonable use of language etiquette in public relations etiquette, such as polite language, introduction, address, etc., will add points to an individual's comprehensive ability. At the same time, proper use of silent language such as eyes, expressions and gestures will also make the conversation more lively and interesting.

2.3 Conducive to the improvement of college students' personal image

With the increasingly fierce competition for college students, the society's requirements for the overall quality of college students are getting higher and higher. The times require that college students not only have to master rich and solid professional theoretical knowledge, but also must have noble sentiments and good moral cultivation. Confucius in the *analects of Confucius*. The doctrine of the mean says: “Too straightforward temperament is rude, too respectful etiquette is superficial, the appropriate temperament and etiquette is what mature people should look like.” The management, marketing, secretarial, foreign language and other majors in the “double creation” education of colleges and universities should pay special attention to the personal image of college students. Through public relations etiquette education, college students can design themselves and self-improve their respective images, cultivate elegant temperament and beautiful instrumental style, enhance personal confidence and charm, and leave a good impression for the organization and the public. In the increasingly intense innovation Success in entrepreneurial competition.

2.4 Contribute to the improvement of college students' aesthetic ability and humanistic quality

The personal etiquette chapters in public relations etiquette can add color basic knowledge, and enhance students' perception and appreciation of color through the training links such as the success or failure of color matching schemes in the image shaping of college students. At the same time, in the chapter on dress etiquette, heavy contents such as changes in Chinese dress culture can be incorporated, which not only enables students to understand the history of dress evolution, but also enables students to understand that fashion is not necessarily beautiful, nor is it necessarily suitable for them. They should “tailor their clothes to suit their needs.” In the etiquette chapter, the evolution of Chinese ancient etiquette and the classic ancient etiquette knowledge are explained in detail, especially the knowledge of Chinese life etiquette and Chinese traditional holiday etiquette, which effectively compensates for the lack of understanding of humanities courses in science and engineering.

3. Exploration on the Practice Teaching of College Students' Public Relations Etiquette in “Double Creation” Education

The “double innovation” education in colleges and universities emphasizes practical teaching, and the quality of practical teaching determines the pros and cons of the talents trained. At present, the “double innovation” education in higher education institutions is still largely a theory and a light

practice education model, which leads to the students' professional characteristics are not clear, and the professional skills are weak, which is far from satisfying the quality of talents of enterprises and institutions. Requirements. Public relations etiquette education is fundamentally the education of sound personality. In public relations etiquette education, colleges and universities should closely combine “double-creation” education, actively adapt to the needs of students, enhance the pertinence of public relations etiquette education, and especially strengthen the research and exploration of public relations etiquette practice teaching.

3.1 Practical nature of the course

“Public Relations Etiquette for College Students” is an applied course that integrates theoretical teaching, practical operation, public relations strategy, and public relations skills. It can fully reflect the comprehensive quality education of “double creation” college students. “Public Relations Etiquette for College Students” not only teaches students how to get along with others by a series of theories and rules, such as making friends etiquette, communication etiquette, etc., but also reflects a series of meticulous behavior and manners of college students in classroom demonstration and training.

3.2 Curriculum practice teaching design

The course of “Public Relations Etiquette for College Students” can not only cultivate the sentiment of college students, but also enhance the aesthetic taste and ethical cultivation of college students, so that college students become high-quality talents who understand science, culture, image and elegance. It can also make college students become models of understanding, understanding and observing propriety in their daily study, life and even future work, so as to improve their adaptability to the real society and their core competitiveness. In the practical teaching of specific courses, the following aspects should be designed and optimized:

3.3 Optimize the teaching plan

“Public Relations Etiquette for College Students” is a popular general education course based on the actual situation of lack of etiquette and career development prospects in the “double-creation” education for college students. In the course teaching process, teaching tasks should be arranged according to the needs of students' future jobs, reflecting the supporting role of the course on career ability, laying a good foundation for students' sustainable development, and formulating teaching objectives and teaching plans that are conducive to students' personalized needs. According to the spirit of document No. 16 and document No. 5 of TEACO, teachers should pay attention to three aspects of curriculum design: cultivating students' professional ability, attaching importance to the relationship between curriculum and enterprises, and paying attention to the openness of curriculum design. For example, practical etiquette and suit etiquette. With strong operability and practicability, teachers should fully take into account demonstration, classroom practice and evaluation when making teaching plans. Only in this way can certain teaching effects be achieved.

3.4 Optimize textbook content

“Public Relations Etiquette for College Students” mainly teaches college students the ways and methods of improving the overall image. In the teaching, the project teaching method and the scenario simulation method are taken as the core methods, aiming at making the students master the basic knowledge of image design and etiquette. Strengthen the cultural quality and ideological cultivation of college students, improve their aesthetic ability, stimulate their pursuit of spiritual and behavioral beauty, so that college students can use etiquette and have a successful life track whether they are studying on campus or going to work. This is not only the needs of college students themselves and the construction of a harmonious campus culture, but also the need for the success of “double innovation”.

However, at present, there are many kinds of related teaching materials related to public relations etiquette education. The teaching materials are similar in content and have serious repetition. Moreover, there is a lack of targeted “double-creation” etiquette cases for college students. In the

course of teaching practice, teachers of “Public Relations Etiquette for College Students” should optimize the content of teaching materials, mainly focusing on corporate etiquette, implementing modular teaching, and closely following the actual requirements of students in future employment positions, so that they must be sufficient and have some choices. Focus on the completion of the skill points to achieve the teaching requirements, and pay attention to the orderly connection with the previous follow-up courses; set up quality training objectives in each module of the course to cultivate students' professional dedication and serious and responsible work attitude, Develop cooperation awareness and communication skills. Based on the reality of College Students' innovation and entrepreneurship, this paper focuses on public relations etiquette, such as reception etiquette, communication etiquette, gift etiquette and contract etiquette, and closely combines the current situation of etiquette education in Colleges and universities, so as to thoroughly and comprehensively introduce the etiquette knowledge in college students' innovation and entrepreneurship activities, so as to enable college students to grasp social communication in theory. Various etiquette norms in the past, develop good etiquette habits, in practice will learn etiquette knowledge into conscious action. In the future work, master the etiquette requirements of various activities, so as to improve the comprehensive quality of students. The overall content not only involves aesthetic education and traditional Chinese etiquette culture, but also should integrate Chinese and foreign etiquette and other humanities and social science knowledge, so that students can innovate and start their own businesses while also supplementing their own knowledge capacity and structure. In addition, some current events or social hot topics related to public relations etiquette can also be condensed into teaching content by appropriate expansion.

3.5 Optimize teaching means

The course of “College Students' Public Relations Etiquette” has strong operability. In the teaching of public relations etiquette in colleges and universities under the background of internet plus, most content modules need to be simulated training and after-school intensive training to achieve the corresponding teaching purpose. Teachers should enhance the quality of classroom teaching and teaching efficiency with rich teaching methods when carrying out teaching activities. For example, the production of MOOC classes, rain classes, creation of etiquette courses, WeChat public number, etc. to expand and enrich the teaching activities, thoroughly realize the organic integration of theoretical knowledge and practice.

At the same time, pay attention to the relevance of the curriculum and the enterprise from three aspects: First, the relevance of the course content to the enterprise, the teaching content should be in line with the post requirements, and can refer to the post standard of the relevant enterprise employees. The second is the degree of relevance between the teaching team and the enterprise. In the allocation of the teaching team, it is necessary to pay attention to the combination of full-time and part-time, to hire part-time teachers outside the school, and undertake certain practical teaching tasks; Thirdly, the relationship between teaching resources and enterprises should be supported by enterprises in the development of teaching materials and training bases, reflecting the co-construction of schools and enterprises. It can also integrate the quality criteria of selecting talents into the training program of school professionals, and achieve win-win cooperation. The establishment of school-land (enterprise) community effectively develops, integrates and gathers all kinds of social resources, forms innovative and entrepreneurial education mechanism of school-land (enterprise) cooperation, and promotes the close connection between talent cultivation and economic and social development, and the demand for entrepreneurship and employment. Cooperative education, students' public relations etiquette practice ability has been significantly improved.

3.6 Optimized teaching method

The course of “Public Relations Etiquette for College Students” requires teachers to have both an in-depth explanation of the theory and a training and operation method that suits the characteristics of college students.

3.7 Case teaching method

The essence of the case teaching method is that the teacher selects typical cases or specific events in a targeted manner, and analyzes and makes decisions based on the students. In the teaching process, the core point is that teachers should choose appropriate cases according to different etiquette theories. Cases should be representative, novel and enlightening. At the same time, students' problem-solving process cannot be separated from teachers' correct guidance. Public relations case teaching practice should do the following:

First, carefully select and study cases before class. The classroom should be fully prepared before class cases and related etiquette theory knowledge involved.

Second, design the lead. The introduction of the introduction to the case discussion has a role to play. The design of the lead is novel and inspiring, and it is better to stimulate the students' interest.

Thirdly, we should organize classroom teaching reasonably. The advantage of case teaching is that students can speak freely, but most students in science and engineering colleges are not good at speaking. Teachers should not only make every student "golden mouth" when organizing classroom teaching, but also guide them when necessary, and appreciate some wonderful and original conclusions.

Finally, write an analysis report. The final part of the case teaching is to ask students to present the case analysis discussed in the class in written form, but the teacher should also put forward specific requirements for the logic, structure and language of the analysis report.

3.8 Project teaching method and scenario simulation method

In addition to the classic case teaching method, the classroom practice of "Public Relations Etiquette" can also adopt the interactive project teaching method and scenario simulation method.

First of all, the project teaching method. Under the guidance of teachers, students will be divided into groups, and the problems to be solved or tasks to be completed will be listed to the students. After class, the students will collect information, implement projects, display results (which can be posters, ppt, etc.), and the teachers will evaluate and summarize them. The design concept is based on respecting the differences and uniqueness of students, and fully reflects the students' "learning at the event".

Secondly, scenario simulation. In the classroom, teachers create relevant public relations activities to simulate the performance of students. Compared with the traditional "demonstration+explanation" teaching method, this scenario simulation method can more arouse students' initiative in learning, stimulate students' enthusiasm and interest, and effectively complete the interaction of teaching tasks in class, so that teachers can see the learning effect immediately and make corrections in time.

3.9 Combination of Competition and Education

The practical teaching of the course "Public Relations and Etiquette for College Students" can also be carried out through some school-level platforms, such as the "Chinese Traditional Culture and Etiquette Research and Education Center" and other educational departments directly under the Provincial Department of Education to hold the "College Students' Etiquette Competition" and invite college students from all over the province to participate. Or lead college students to participate in the National College Etiquette Competition. Promote teaching by competition and promote research by competition. Improve the teaching effect through competition and promote the construction of the curriculum. Through competitions, students' initiative in learning courses will be promoted. Through the three-dimensional, informatized and diversified teaching inside and outside the classroom, classroom teaching will be promoted, and the learning atmosphere will be enhanced. Eventually, the competition will be promoted by the competition, the competition will be promoted, and the training of innovative talents will be strengthened. The project innovation is rich and diversified, carries forward the essence of Chinese etiquette culture, gathers the confidence of etiquette culture, enlightens the life wisdom of college students and the morality and sentiment of Tao Yang, and provides reference thinking and innovation path choice for the innovation of

etiquette curriculum. Highlight the contemporary value of Chinese etiquette culture, and improve the education and teaching level of the curriculum and the quality of personnel training.

Of course, the classroom practice teaching methods of “Public Relations Etiquette” also include stratified progressive method and special analysis method, which are not repeated here. In actual classroom teaching, teachers should combine specific knowledge of public relations and etiquette with flexible application according to the characteristics of different professional students to improve teaching effect.

In short, as an important type of higher education, the “dual-innovation” education trains high-skilled and innovative talents. However, it also causes colleges and universities to emphasize only the cultivation of professional skills, to be satisfied with allowing students to acquire the practical knowledge and skills needed to engage in a certain occupation, and to pay insufficient attention to the humanistic education of cultivating students' independent personality, sound psychology, etiquette and morality, and social adaptability. “Double creation” education and public relations etiquette education are complementary, and the public relations etiquette itself is practical, which is consistent with the purpose of “double creation” education. The ability to establish good interpersonal relationships with others has a very important impact on the learning and “double innovation” of college students.

Acknowledgement

This article is the stage achievement of Lanzhou Jiaotong University's 2019 innovation and entrepreneurship curriculum construction project, “Public Relations Etiquette for College Students”(Project No. 2019CXCYKC).

References

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