

Exploration and Practice of Ideological and Political Education in the Basic Course "Public Relations" of Public Utility Management

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Abstract: *This article explores the practice and innovation of ideological and political education in the basic course "Public Relations" of the Public Utility Management major as an example. In the teaching process, teachers delve into the ideological and political elements in the curriculum, combining them with the theoretical knowledge and practical operations of public relations. Through teaching methods such as case analysis, role-playing, and simulation practice, teachers guide students to pay attention to moral and ethical issues in public relations practice, and cultivate their professional ethics and social responsibility. At the same time, teachers also integrate core ideological and political elements such as patriotism, professional ethics, and cultural confidence into the curriculum, guiding students to establish correct values and outlook on life. This article points out the direction for the evaluation of teaching effectiveness, teaching reflection, and teaching improvement of ideological and political courses through actual teaching cases and data.*

Keywords: Public Utilities Management, Public Relations, Ideological and Political Education in Courses, Exploration and Practice.

1. Introduction

In the context of the new era, China emphasizes that higher education should achieve the fundamental task of cultivating morality and nurturing talents, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills.

Currently, higher education is shifting its focus from imparting knowledge to cultivating abilities and shaping values. Curriculum ideological and political education, as an innovative educational concept, aims to integrate ideological and political education into the entire process of professional course teaching and promote students' comprehensive development. As a core course in the field of public administration, Public Relations needs to undertake this task and cultivate students' moral qualities and sense of social responsibility through course teaching. With the development of China's economy and society, the application of public relations in fields such as enterprises, governments, and social organizations is becoming increasingly widespread. Public relations involves multiple aspects such as interpersonal communication, organizational image building, crisis management, and is closely related to people's values, morals, and behavioral norms. Integrating ideological and political education into public relations courses can help cultivate students' professional ethics and sense of social responsibility. The public relations course itself contains a large amount of content on moral ethics, social responsibility, and other aspects, which can provide rich teaching resources for the implementation of ideological and political education in the course. It is both necessary and feasible to implement ideological and political education in the course of Public Relations for the Public Administration major. There are still some shortcomings in the ideological and political research on the course of Public Relations in the past, such as insufficient integration of theoretical research and practice, insufficient curriculum integration, lack of systematicity, and insufficient evaluation of teaching effectiveness. This study strives to overcome these shortcomings, making the classroom teaching

of the Public Relations major, which integrates ideological and political education into the curriculum, more vivid, interesting, and effective, enhancing students' ideological and political qualities and professional ethics, and cultivating excellent public relations professionals.

2. The Integration Points and Teaching Plan of Ideological and Political Education in the Course of Public Relations

The integration points and teaching plan of ideological and political education in the course of Public Relations. As a discipline that studies communication and interaction between organizations and the public, the ideological and political elements of the course Public Relations are mainly reflected in the following aspects: socialist core values; national image and cultural confidence; laws, regulations, and professional ethics; social responsibility and public interest; international perspective and cross-cultural communication; innovative thinking and practical ability, as well as political sensitivity and public opinion guidance. Through the integration of these ideological and political elements, the course of Public Relations not only imparts professional knowledge and skills, but also cultivates students' ideological and moral qualities, making them public relations talents who understand the profession and have good political literacy. Based on the content of the textbook (Public Relations, ISBN978-7-117-17512-8/R.17513, Wang Yue, People's Health Publishing House, first edition in August 2013), the teaching syllabus and lesson plan have been readjusted. The specific teaching plan is shown as follows.

Chapter 1 Overview of Public Relations: When discussing the historical conditions for the emergence of public relations, it is necessary to combine China's current international status to enhance national pride. By training students in public relations skills such as self promotion, they can immerse themselves in the workplace and enhance their confidence in finding employment. Chapter 2 Development and Evolution of Public Relations: When discussing the embryonic ideas of

public relations in ancient China, classical political thought is taken as the integration point. From the perspectives of loving the people, patriotism, and social responsibility, students are encouraged to establish a correct outlook on life as contemporary youth. Chapter 3 Public relations subject: When discussing the basic qualities of public relations practitioners, it is important to enhance students' awareness of the rule of law and professional responsibility, consciously resist negative thoughts such as hedonism, and become qualified public relations practitioners. Chapter 4 Object of Public Relations: When talking about the meaning of "people" from the political perspective, teachers emphasize the welfare and security teachers enjoy as Chinese people. Chapter 5 Public Relations Communication: When discussing the differences in media management systems between China and foreign countries, teachers cultivate students' international perspective and cross-cultural communication skills, understand public relations practices in different cultural backgrounds, and promote international understanding and cooperation. Chapter 6 Public Relations Procedure: When analyzing the cases of Zhiwei Guan and Ant Forest, teachers enhance students' understanding of ethnic enterprises and strengthen their sense of social responsibility. Chapter 7 Organizational Image Building: When analyzing the Sanlu milk powder incident, teachers emphasize the importance that China attaches to food safety and the safety of people's lives. Taking revitalizing national enterprises and maintaining national international competitiveness as the integration point, teachers emphasize the importance of brand image, and enhance students' sense of mission. Chapter 8 Public Relations Negotiation: Taking the Chongqing negotiation as a major historical event as an integration point, teachers emphasize the glorious image of the Chinese Communist Party and the hard won happiness of life. Teachers encourage students to cherish the present and strive hard. Chapter 9: Public Relations Etiquette and Techniques: When it comes to the appropriate time to shake hands, teachers use the life stories of political thinkers, such as Zhou Enlai's diplomatic stories, as an integration point to guide students in cultivating magnanimity. Chapter 10 Interpersonal Communication in Public Relations: When discussing the "PAC Analysis Theory", teachers emphasize that the optimal communication state is "adult adult", guiding students to respond rationally to problems in life. Chapter 11 Network Public Relations: Taking the four major stages of China's Internet development as the integration point, students can understand the social and commercial values of China's Internet development at present, and strengthen the belief of a big country. Chapter 12 Crisis Management of Public Relations: Taking the national system and governance system as the integration point, epidemic prevention and control has demonstrated China's institutional advantages from the leadership, mobilization, national cohesion and social responsibility of the CPC. Chapter 13 Special Activities of Public Relations: Holding special activities of public relations requires a sense of innovation, and innovation is also the first driving force for building Chinese path to modernization. Teachers encourage students to explore and innovate, and cultivate their innovative ideas.

3. The Implementation of Ideological and Political Education in the Course of Public Relations

3.1 Preparation for Ideological and Political Education in the Course of Public Relations

The preparation work for ideological and political education in the course of Public Relations includes setting teaching objectives, designing teaching content, innovating teaching methods, developing teaching resources, improving teaching evaluation, teacher training, and team building.

3.2 Teaching Process of Ideological and Political Education in the Course of Public Relations

In the introduction stage, at the beginning of the course, teachers introduce theoretical points to stimulate students' thinking on the subject of public relations, and emphasize the goals and significance of ideological and political education in the course. In the theoretical teaching stage, that is, when teaching the basic theories, principles, and models of public relations, teachers should appropriately integrate ideological and political education content. In the case analysis stage, enable students to gain a deeper understanding of the practical applications and challenges of public relations. In case analysis, teachers can guide students to think about moral and ethical issues in public relations practice, and cultivate students' professional ethics and social responsibility. In the practical operation stage, through simulated public relations activities, group discussions, role-playing and other practical operations, students are allowed to personally participate in the actual work of public relations and integrate ideological and political education content into practice. For example, when planning a simulated press conference, teachers guide students to consider how to convey real and responsible information, and cultivate their decision-making and adaptability skills. During the discussion and reflection stage, teachers can organize students to have group discussions and reflections, encourage them to share their viewpoints and experiences, and think and evaluate from the perspective of ideological and political education. This also helps cultivate students' critical thinking and self reflection abilities.

3.3 Evaluation of the Ideological and Political Effectiveness of the Public Relations Course

Teachers use methods such as questionnaire surveys and interviews to understand students' satisfaction and acceptance of ideological and political content in the curriculum. Teachers evaluate students' mastery of public relations theory and ideological and political content through exams, reports, group discussions, and other methods. Teachers evaluate whether students can apply ideological and political concepts to public relations practice by observing their performance in simulated practical activities. Teachers use methods such as questionnaire surveys and reflection logs to understand whether students' attitudes towards professional ethics, social responsibility, and other aspects have changed after the course ends.

If possible, teachers are prepared to collect feedback from society on graduates' performance in the field of public relations to evaluate the long-term effectiveness of ideological and political education in the curriculum.

4. Reflection and Improvement Measures on Ideological and Political Education in the Course of Public Relations

4.1 Reflection on Ideological and Political Education in the Course of Public Relations

Teachers evaluate the effectiveness of teaching content and methods by assessing whether ideological and political elements are effectively integrated into the teaching content of public relations, and whether the teaching methods used are suitable for conveying ideological and political concepts. Teachers evaluate students' engagement and interaction by reflecting on their participation in class, such as whether they actively participate in discussions and practical activities. Teachers evaluate the utilization of teaching resources by considering whether they have been fully utilized, such as cases, discussion materials, videos, etc., and whether these resources have helped students understand ideological and political content. Teachers evaluate the degree of achievement of course objectives by assessing whether the course objectives are clear and whether they can be achieved through teaching activities. Teachers reflect on their training and growth in ideological and political education in the curriculum, and decide whether further training or seminars are needed to improve their teaching abilities.

4.2 Improvement Measures for Ideological and Political Education in the Course of Public Relations

Based on the results of teaching evaluation and reflection, teachers should do the following: adjust teaching content and methods to ensure that the integration of ideological and political elements is more natural and effective; provide more opportunities for student participation, enhance classroom interaction, and improve students' learning enthusiasm and depth of thinking; strengthen communication and cooperation among teachers, jointly research and explore the best practices of curriculum ideology and politics; regularly conduct effectiveness evaluations to ensure continuous improvement and optimization of teaching activities.

5. Conclusion

Through the exploration and practice of ideological and political education in the basic course of Public Relations in the field of public administration, we have achieved certain results. Integrating ideological and political elements into the teaching process of public relations can help cultivate students' professional ethics and sense of social responsibility, and enhance their comprehensive qualities and abilities. At the same time, we also realize that ideological and political education in the curriculum still needs to be continuously improved and perfected to meet the needs of students and the development of society. In future teaching practices, we will continue to strive to explore more effective teaching methods, strengthen communication and cooperation among teachers, and improve the quality of ideological and political education in the curriculum. At the same time, further research and exploration are needed on how to better integrate ideological and political education with public relations in order to achieve the fundamental task of cultivating morality and

nurturing people.

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