

# Teaching Practice and Reform Strategy of College Etiquette Course under the Background of New Era

Binzhu Zhao<sup>1,2</sup>, Songwen Wei<sup>1</sup>, and Cui Cen<sup>1</sup>

<sup>1</sup> Guangxi Minzu Normal University, Chongzuo Guangxi, 532200, China

<sup>2</sup> Graduate University of Mongolia, Ulaanbaatar, 532200, Mongolia

---

**Abstract:** This paper deeply discusses the teaching practice and reform strategy of college etiquette course under the background of the new era. First of all, this paper analyzes the significance of etiquette education courses in improving students' comprehensive quality, promoting campus culture construction and cultivating students' social adaptability. Secondly, it analyzes in detail the existing problems and status quo in the teaching of etiquette course in college, including the old teaching content, the single teaching method and the shortage of teachers. Then, combined with the background of the new era, it puts forward the principles that the teaching reform of college etiquette course should follow, including student-centered, advancing with The Times, practice-oriented and so on. Finally, in view of the existing problems, a series of concrete reform approaches and countermeasures are put forward, such as updating the teaching content, innovating teaching methods, strengthening the construction of teachers and establishing an effective curriculum evaluation system, aiming at improving the teaching quality of college etiquette courses and cultivating more outstanding talents with good etiquette literacy.

**Keywords:** New Era; University; Etiquette Classes; Teaching Practice; Reform Strategy.

---

## 1. Introduction

With the continuous development and progress of the society, the importance of etiquette education in the higher education system has become increasingly prominent. Under the background of the new era, college etiquette courses not only bear the mission of inheriting and carrying forward the excellent traditional Chinese culture, but also shoulder the heavy responsibility of cultivating outstanding talents with good etiquette literacy and adapting to the needs of social development. Therefore, it is of great significance to explore the teaching practice and reform strategies of college etiquette courses for improving the quality of college education and promoting the all-round development of students.

## 2. The Significance of Offering Etiquette Education Courses in Universities

In modern society, it is of profound significance and multifaceted value for universities to offer etiquette education courses. Etiquette education is not only a simple code of conduct, but also an important way to cultivate students' comprehensive quality, enhance social communication ability, shape professional image and promote social civilization and progress.

### 2.1. Improvement of Social Ability and Interpersonal Skills

Etiquette education first focuses on improving students' social ability and interpersonal skills. In today's competitive society, building and maintaining relationships is one of the most important factors for success. By learning etiquette, students can not only master the basic social etiquette, such as polite expressions, facial expressions, body language, etc., but also learn the appropriate behavior and mannerisms in different occasions. This training not only helps them become more appropriate in daily life, but also gives them a solid

foundation for entering the workplace in the future.

Good social and interpersonal skills are not only beneficial to individual development, but also play a positive role in collective life and social harmony. In a university environment, students have a wide social circle and need to learn how to communicate and collaborate effectively with people from different backgrounds and cultures. Etiquette education is not only to teach them to abide by rules, but also to teach them to respect and tolerate the views and habits of others, to promote the integration of diverse cultures and the harmonious development of social relations.

### 2.2. Construction of Professional Image and Improvement of Professional Competitiveness

In the process of career development, the construction of personal image has an important impact on career development. Good external image and behavior is not only the embodiment of appearance, but also the display of internal accomplishment and professional quality. By learning etiquette, students can understand and master the essence of workplace etiquette, including dressing, mannerisms, communication skills and so on. These skills not only enhance their professional image in the workplace, but also enhance their ability to communicate with colleagues, clients and superiors, thus enhancing their professional competitiveness.

The construction of professional image is not only for personal career development, but also for promoting the civilization and progress of the entire workplace environment. An employee with a good professional image can not only set a good corporate image for the company, but also become a role model for other colleagues to learn and imitate, thus promoting a healthy atmosphere of competition and collaboration in the entire workplace.

### **2.3. The Cultivation of Comprehensive Quality and the Promotion of Social Civilization Consciousness**

Etiquette education plays an important role in cultivating students' comprehensive quality and social civilization consciousness. Comprehensive quality includes EQ, personality cultivation, self-management and other aspects, which are important qualities needed in modern society. Through the study of etiquette education, students can not only improve their personality cultivation and emotional intelligence level, but also learn how to correctly deal with complex social relations and emotional management.

The promotion of social civilization consciousness is one of the important goals of etiquette education. In today's world of globalization and diversification, respecting and understanding etiquette habits in different cultural backgrounds is an important guarantee for promoting social harmony and stability. By learning etiquette, students can see and understand cultural differences more objectively, thus enhancing their adaptability and tolerance to a multicultural society.

### **2.4. Improvement of Challenge Coping Ability and Shaping of Personal Image**

Modern society is full of challenges and competitions. In such an environment, good etiquette is not only a necessary ability to face challenges, but also an important guarantee for shaping personal image and character. By learning and practicing etiquette, students can enhance their self-confidence and ability to cope with stress, and effectively deal with a variety of social and professional challenges.

At the same time, a good personal image and character are an important part of personal success. By learning etiquette, students can develop good habits and attitudes of self-discipline, trustworthiness and respect for others, which not only affect their personal development, but also promote the development of the whole society.

## **3. Existing Problems and Status Quo of College Etiquette Course Teaching**

In the tide of globalization and information technology, the value and significance of college etiquette courses are becoming more and more prominent as an important part of students' comprehensive quality education and social ability training. However, there are many problems and challenges in the teaching practice of college etiquette courses at present, which not only affect the teaching quality of the courses, but also restrict the overall improvement of students' etiquette literacy to a certain extent.

### **3.1. Problems in the Teaching of College Etiquette Courses**

#### **3.1.1. Problems at the Cognitive Level**

Schools do not pay enough attention to etiquette teaching.[1] In some universities, there is a lack of attention to the etiquette course, which is often regarded as an additional or embellishment course, rather than an important part of students' comprehensive quality training. This attitude leads to the limited resources invested in etiquette courses, and the teaching quality is difficult to be guaranteed. At the same time, some students have a significant misunderstanding of etiquette courses. They often regard this

course as formal learning and think that it is of little benefit to daily study and life. Therefore, in the learning of etiquette knowledge, they lack the necessary autonomy and self-discipline, and their attitude towards the course is perfunctory. These students often think that employment is far away from them, and etiquette courses are only helpful for future employment, thus ignoring the important role of etiquette norms in interpersonal communication and personal development. They lack the spirit of in-depth exploration of etiquette norms and self-study enthusiasm, which makes the learning of etiquette courses become superficial and formalized.

#### **3.1.2. Problems at the Curriculum Level**

At present, although many universities have opened etiquette courses, but because the course orientation is more practical and utilitarian, some teachers often select the content according to their own "actual needs" in the teaching process. They tend to choose or focus on practical knowledge such as application etiquette and interpersonal communication, which are closely related to students' real life, while ignoring or only partially involving the course content of traditional Chinese etiquette culture and national culture inheritance. This kind of selective teaching content arrangement not only destroys the systematization and coherence of etiquette knowledge, but also fails to organically integrate elements such as knowledge, skills, values and emotional attitudes.[2] Due to the compact arrangement of university courses, the class hours of etiquette courses are less, which limits teachers' ability to explain etiquette knowledge and organize practical activities in a limited time, thus further affecting the teaching effect of etiquette courses. In addition, etiquette courses lack of systematic curriculum setting and planning, it is difficult to form a complete teaching system, and can not effectively connect with other courses.

#### **3.1.3. Problems at the Teaching Content Level**

There are some problems in the teaching content of etiquette course at present. First of all, the etiquette textbooks used in some universities are not updated in time, the content is outdated, and the sense of The Times and practicability are lacking, which makes it difficult for students to feel the value and significance of etiquette knowledge. Secondly, the teaching content is often limited to the teaching of basic etiquette knowledge, and the lack of deep content of etiquette culture, etiquette psychology, etc., leads to students' understanding of etiquette courses at the surface level. Finally, the lack of practical and interactive teaching content makes it difficult for students to apply what they have learned to real life and to form an effective learning experience.

#### **3.1.4. Problems at the Teaching Method Level**

In the teaching of etiquette courses, some teachers still mainly rely on the traditional teaching method. They tend to review the previous content as the introduction at the beginning of the teaching, and the interaction with students is mainly limited to the form of questioning. This kind of teaching method is relatively simple, can not really implement the student-centered education concept, and can not effectively stimulate and maintain students' learning enthusiasm and enthusiasm.[1] This kind of teaching method lacks interaction and practice links, leading to passive acceptance of knowledge, lack of active thinking and innovation ability. Although some universities have set up practical teaching links in etiquette courses, they often lack authenticity and pertinence, making it difficult for students to

obtain real experience and feelings in the practice process, and it is difficult to apply the knowledge learned to real life.

### **3.1.5. Problems at the Level of Teachers**

Due to the diversity of the school's internal faculty structure, etiquette courses are incorporated into a number of different majors and teaching and research groups. Some teachers are half-way home, etiquette professional knowledge has many shortcomings, do not have the conditions of etiquette trainers[4].Universities lack etiquette teachers with professional background and rich teaching experience, which makes it difficult to guarantee the quality of teaching. It is difficult for them to explain etiquette knowledge deeply in the teaching process, and it is difficult to guide students to form correct etiquette concepts and behavior habits. These problems not only affect the learning effect of students, but also restrict the development of etiquette courses.

## **3.2. Teaching Status of College Etiquette Courses**

### **3.2.1. Diversity of Students' Needs and Cognition**

In today's society, with the rapid development of globalization and informatization, students' demands for etiquette courses are increasingly diverse. They not only want to learn basic social etiquette, but also want to understand and master more etiquette knowledge related to career, culture, and international communication. However, the teaching contents and methods of the current etiquette courses in universities often fail to fully meet the individual needs of students. In addition, different students have significant differences in their cognition and interest in etiquette courses. Some students may consider etiquette classes essential for personal image and career development, while others may have reservations about them or even believe that they lack practical application. Therefore, when setting up etiquette courses, universities should fully consider the differences in students' needs and cognitive characteristics, and flexibly adjust the teaching content and methods to meet the individual needs of students.

### **3.2.2. Challenge and Improvement of Teaching Quality and Effect**

At present, the quality of teaching in college etiquette courses is uneven. On the one hand, some universities lack etiquette teachers with professional background and rich teaching experience, which makes it difficult to guarantee the teaching quality; On the other hand, due to the single teaching method and the weak practice teaching link, the teaching effect of some courses is not satisfactory. In addition, there is a lack of unified standards and methods for evaluating the teaching effect of etiquette courses. It is difficult for traditional examination and assignment assessment methods to fully reflect students' learning outcomes and teaching quality. Therefore, universities should strengthen the quality control and effect evaluation of etiquette course teaching, and establish a scientific evaluation system and feedback mechanism to improve the teaching quality and effect. At the same time, teachers should continue to learn and explore new teaching methods and means, pay attention to training students' practical ability and innovative spirit, in order to adapt to the continuous development and changes of society.

## **4. Implementation Principles of Teaching Reform of College Etiquette Courses under the Background of the New Era**

Under the background of the new era, the teaching of college etiquette courses is facing unprecedented challenges and opportunities. In order to cultivate outstanding talents with modern etiquette literacy and comprehensive quality, we need to deeply reform and develop etiquette courses. The following are several important principles that should be followed in the teaching reform of college etiquette courses:

### **4.1. Innovation-driven with Student Needs as the Core**

In the teaching reform of etiquette course, we should take students' demand as the core and innovation as the driving force. Through in-depth research and analysis, we need to accurately grasp the interests and expectations of students, as well as the trend of social demand for etiquette talents. On this basis, we need to innovate the teaching content and teaching methods to ensure that the curriculum content is up-to-date and can truly meet the individual needs and development potential of students.

### **4.2. Interdisciplinary Integration and Comprehensive Development**

In the context of the new era, etiquette courses are no longer isolated disciplines, but need to be integrated with other disciplines. We should combine etiquette courses with humanities, social sciences, natural sciences and other fields to form a comprehensive, systematic and in-depth curriculum system. Through interdisciplinary integration, we can help students form a broader vision of knowledge and a more comprehensive quality.

### **4.3. Close Combination of Practice and Theory**

In the reform of etiquette course teaching, we should pay attention to the close combination of practice and theory. Etiquette course is a subject that emphasizes practice. Only by combining theoretical knowledge with practice can students' practical ability and comprehensive quality be really improved. The study of etiquette is a discipline that pays more attention to practice, which requires students to have a certain theoretical knowledge as the basis, but also pay more attention to the application of practice, and effectively integrate the two. [5] We need to strengthen the design and implementation of practical teaching links, through case analysis, role playing, group discussion and other ways, so that students can learn and grow in practice. At the same time, we also need to pay attention to the depth and expansion of theoretical teaching to help students form a solid theoretical foundation and systematic knowledge system.

### **4.4. Continuous Improvement and Dynamic Adjustment**

Under the background of the new era, social needs and talent standards are constantly changing, and the teaching reform of college etiquette courses also needs continuous improvement and dynamic adjustment. We need to establish an effective feedback mechanism to collect and analyze students' learning results and feedback in a timely manner in order to continuously improve and optimize the teaching

content and teaching methods. At the same time, we also need to pay attention to the changing trend of social demand and talent standards, adjust and update the curriculum in time, and ensure the advanced and practical content of the course.

## **5. Approaches and Countermeasures of Teaching Reform of College Etiquette Courses under the Background of New Era**

Under the background of the new era, the teaching reform of college etiquette course needs to adopt a series of effective ways and countermeasures to adapt to the development of society and meet the needs of students. The following are specific reform approaches and countermeasures:

### **5.1. Update the Teaching Content and Keep Pace with The Times**

In order to make students better adapt to the needs of social development, universities should regularly update the teaching content of etiquette courses. First of all, modern etiquette knowledge and concepts should be introduced to ensure the cutting-edge and practical content of the course. Secondly, combined with the needs of social development and times changes, adjust and optimize the structure of teaching content to make it more in line with the actual needs of students. For example, practical content such as cross-cultural communication etiquette and workplace etiquette can be added. In addition, we can also learn from foreign advanced etiquette education concepts and methods to broaden students' international vision and cultivate their cross-cultural communication ability.

### **5.2. Innovative Teaching Methods to Stimulate Learning Interest**

In order to stimulate students' learning interest and enthusiasm, universities should innovate the teaching methods of etiquette courses. First of all, a variety of teaching methods and methods can be adopted, such as case analysis, role playing, group discussion and other interactive teaching methods, so that students can learn and grow in participation. These teaching methods can help students better understand and master etiquette knowledge, improve their practical ability and comprehensive quality. Secondly, strengthen the proportion of practical teaching, organize students to conduct field visits, social practice and other activities, so that students can learn and master etiquette knowledge in practice. Only by adopting better teaching methods in etiquette classroom, can we stimulate students' learning potential and enthusiasm to a greater extent, and truly put what we have learned into use[6].

### **5.3. Strengthen the Construction of Teaching Staff and Improve Teaching Quality**

Universities should strengthen the construction of teachers of etiquette courses and improve the professional quality and teaching ability of teachers. First of all, through the organization of training, communication and discussion, improve teachers' etiquette literacy and teaching level. These training activities can help teachers understand the latest etiquette knowledge and educational concepts, and improve their teaching level and ability. Secondly, actively introduce excellent talents with rich teaching experience and professional knowledge to enrich the strength of the teaching

staff. These excellent talents can bring new teaching ideas and teaching methods, and inject new vitality into etiquette courses. In addition, a teacher incentive mechanism can be established to encourage teachers to actively participate in teaching reform and curriculum construction to improve their work enthusiasm and creativity.

### **5.4. Establish an Effective Curriculum Evaluation System to Improve Teaching Quality**

In order to evaluate students' learning results and teaching quality objectively and comprehensively, universities should establish an effective curriculum evaluation system. First of all, the objective and comprehensive evaluation of students' learning results is carried out through the formulation of clear evaluation criteria and indicators. These evaluation criteria and indicators should be able to reflect the students' knowledge mastery degree, practical ability and comprehensive quality. Secondly, students should be encouraged to participate in the evaluation process to improve the objectivity and impartiality of the evaluation. Students can participate in the evaluation process through self-evaluation and mutual evaluation, so as to make the evaluation results more objective and fair. In addition, the evaluation results can be used as one of the bases for teacher assessment and reward to stimulate teachers' teaching enthusiasm and enthusiasm. At the same time, through the feedback and analysis of the evaluation results, the teaching plan and teaching content are adjusted and optimized in time to improve the teaching quality and effect.

## **6. Conclusion**

Under the background of the new era, the teaching practice and reform strategy of college etiquette course are particularly critical. Through in-depth analysis of the importance of college etiquette education and its existing problems and current situation, this paper puts forward a series of targeted reform ways and countermeasures. These reform measures aim to update the teaching content, innovate the teaching methods, strengthen the construction of teachers and establish an effective curriculum evaluation system, so as to comprehensively improve the teaching quality of college etiquette courses and cultivate more outstanding talents with good etiquette literacy. Looking forward to the future, college etiquette courses should continue to keep up with the pace of The Times and constantly adapt to the new needs of social development. At the same time, we should further strengthen the cross-integration with other disciplines, broaden students' knowledge horizon and improve their comprehensive quality. In addition, universities should actively explore the international development path of etiquette education and promote the international dissemination and exchange of excellent traditional Chinese culture. We believe that with the joint efforts of the whole society, the teaching practice and reform of college etiquette courses will achieve more remarkable results and make greater contributions to cultivating more outstanding talents with good etiquette literacy.

## **Acknowledgments**

Fund: Research and Practice on the Teaching Reform of Etiquette Courses for College Students in Ethnic Minority Areas. Grant No.: JGYB202330.

## References

- [1] Yao Qifang, Cheng Xiaohu, Zhang Li. Exploration on teaching reform of tourism etiquette course in higher vocational colleges. Journal of Anhui Technical College of Water Resources and Hydropower.2022, Vol. 22 (No. 1)3.p.76.
- [2] Zhang Li, the integration path of college etiquette courses and ideological and political education. Journal of Inner Mongolia University of Finance and Economics.2020. Vol. 18(No. 4),p.31.
- [3] Wu Mei, Application research of BOPPPS teaching Model in etiquette course teaching of secondary vocational schools -- Taking business card etiquette course teaching as an example. Forest Teaching.2023. Vol. 12 (No. 321), p. 75.
- [4] Huang Xia, Teaching practice and reform strategy of etiquette course in higher vocational colleges. Journal of Harbin Polytechnic. 2023.(03).p.43.
- [5] Chai Jing, Zhong Wei. Qiao On Teaching Reform of etiquette course in higher vocational colleges. Shanxi Youth.2019. (05). p.148.
- [6] Cheng Yan. The innovation and practice of teaching method of college etiquette course. New Curriculum Research, 2020. (03). p. 96.