

# Curriculum System Reform of Logistics Management Specialty in Vocational Colleges Under 1+X—Take Hainan Vocational University of Science and Technology as an Example

Meijing Song

Hainan Institute of Science and Technology, Haikou 570000, China.

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**Abstract:** With the continuous development and progress of society, the demand for talents is also increasing. In recent years, higher vocational colleges have delivered a lot of talents to the society. While the demand for talents is increasing, the demand for talents is also increasing. However, due to the expansion of enrollment in vocational colleges, the quality of students has been uneven, even decreased. In view of this situation, higher vocational colleges should be committed to reforming the existing education and teaching mode, and reconstructing the curriculum system, so as to ensure the delivery of more talents for the society.

**Keywords:** "1+X" Pilot; Vocational Colleges; Major in Logistics Management; Curriculum System Reform

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## Introduction

The "1+X" certificate system can not only promote the reform of the training mode of technical talents, but also improve the quality of talent training. Therefore, many vocational colleges actively carry out the "1+X" pilot work. Taking the logistics management major of Hainan University of Science and Technology as an example, this paper discusses the "1+X" certificate system theory, which provides direction and reference for the reform of logistics curriculum system in vocational colleges, improves the quality and efficiency of talent training, and promotes the cultivation of compound talents. Actively exploring teaching models that are more suitable for vocational colleges can effectively promote the talent cultivation of vocational students, and also help the professional quality of logistics management students to achieve real improvement.

## 1. Background and significance of "1+X" certificate system

### 1.1 Background of "1+X" certificate system

To speed up the development of modern vocational education, first of all, students need to obtain more academic certificates and skill level certificates, so as to realize the mutual connection between the two certificates. The education department also clearly pointed out that the scope of "1+X" certificate not only covers professional knowledge and professional quality, but also includes skills operation and other aspects. The logistics management specialty is an emerging specialty, which has not yet matured in many aspects, such as teacher training, talent introduction and talent cultivation. Therefore, it is in a stage of continuous exploration and needs to be improved. For logistics management specialty, how to speed up talent training has become a key issue to be discussed. In this context, the logistics management specialty should strive to change the existing talent training mode, and focus on training students' application ability and improving students' professional quality, so as to ensure that the logistics management specialty can cultivate more and more talents.

### 1.2 The significance of "1+X" certificate promotion

At the present stage, most vocational colleges generally have a single teaching goal for the training of logistics

management professionals, which only takes the training of logistics grass-roots operators as the teaching goal, which results in a more traditional and conservative talent training mode for logistics management professionals. Under the background of the "1+X" pilot work carried out by Hainan Vocational University of Science and Technology, colleges and universities should strive to improve the comprehensive quality of students, achieve the comprehensive development of students and the teaching goal of "one specialty and multiple abilities", so as to alleviate the employment contradiction and the employment pressure of students. At this stage, the main significance of the implementation of the "1+X" certificate system is mainly reflected in the following aspects:

## **2. Current situation and reform of logistics management curriculum**

### **2.1 Current situation of logistics management curriculum**

With the increasing emphasis of the country on higher vocational education, in order to ensure that Hainan University of Science and Technology can better cultivate talents for the society, and constantly explore and update the training plan for logistics talents in the new era, more and more training models have been proposed and applied. At present, Hainan Vocational University of Science and Technology has put forward the "dual system" talent training mode, which is essentially a school-running mode of pursuing school-enterprise cooperation, thus realizing teaching. In this mode, students can not only receive enterprise education and time training, but also complete the study of theoretical knowledge in school. Many educators believe that in order to cultivate talents with craftsmanship spirit, it is necessary not only to use modern information technology for education, but also to use information technology to solve the problems encountered in the teaching process. To provide more and more technical talents for enterprises, it is not only necessary for these talents to have a high level of technical skills, but also to have thinking ability and high professional quality. The curriculum system of logistics management specialty is mainly divided into three parts, including professional basic theoretical knowledge courses, professional core content courses and professional expansion courses. The professional basic knowledge courses include logistics management, theoretical logistics facilities and equipment and teaching international trade teaching; The core courses of the major include practical procurement and warehousing management, distribution and transportation, and logistics information technology; Expansion courses include container transportation, cold chain logistics, etc.

### **2.2 Main knowledge modules of "1+X" assessment**

At the present stage, the "1+X" skill level examination of logistics management major is mainly divided into three modules, including basic theory examination, practical operation examination and on-site practical operation examination. Through discussions with students and questionnaires, we can understand that there are some problems and deficiencies in the implementation of the "1+X" certificate system, and through communication with students, we can simply determine the requirements for talents' professional ability under the "1+X" certificate system, and build a more suitable talent training model for students. Under the "1+X" pilot, the curriculum system of logistics management in vocational colleges should pay attention to the significance of evaluation in teaching. Colleges and universities should strive to promote the connection and intercommunication between "1" and "X", reshape the professional teaching mode through the transformation of evaluation and command, closely combine the pilot of "1+X" certificate system, curriculum construction and teacher construction, and verify the practicability of talent strategy through practice.

## **3. "1+X" certification course design of logistics management**

### **3.1 Course orientation**

The "1+X" certification course should be a professional expansion course for logistics management majors in higher vocational colleges. The concept of this course should always focus on the cultivation of students' post abilities and professional qualities, and adjust the teaching content in time according to different posts and different social needs, actively try more diversified and enriched teaching methods, and carry out teaching in a step-by-step and in-depth manner. Curriculum orientation should always be employment-oriented, with comprehensive professional ability and professional quality as the main line, and constantly form a complete post training program and a complete teaching system. From the

perspective of design, students should be trained to master the basic knowledge of logistics and practical talents with high practical ability. Students' professional quality and professional ability should always be the main task of teaching. Carry out teaching work in combination with school-enterprise cooperation and other modes, and let students realize the teaching goal of applying what they have learned through actual analysis of post work and post tasks.

### 3.2 Course objectives

The professional curriculum system and content research under the "1+X" certificate system should always adhere to the starting point of making students better adapt to the talent training mode and social requirements. In the process of teaching, teachers should constantly reform the existing curriculum system and teaching methods. The leaders of Hainan Vocational University of Science and Technology have relatively advanced teaching concepts and always adhere to the teaching spirit of reform and innovation, which provides a solid foundation for the reform of the curriculum system of logistics management specialty, and also accelerates the cultivation of complex skilled talents, so as to continuously expand the ability of employment and entrepreneurship for students. The main goal of the logistics professional course knowledge is to make students familiar with the current situation and future development prospects of the logistics industry, and let students master the core logistics business and task processing ideas. In the process of teaching, students' professional ability and quality should also be cultivated so that students have basic management literacy and high professional ethics.

## 4. Conclusion

The continuous development of higher vocational colleges has delivered a large number of talents to the society. However, with the continuous progress of the economy and society, the society demands more and more talents. Therefore, higher vocational colleges should strive to carry out teaching mode reform and innovation, so as to ensure that more high-quality technical talents can be delivered to the society. The main executor of the "1+X" pilot work is higher vocational colleges. Therefore, in the process of carrying out the pilot work, relevant colleges and universities should first reform the existing curriculum content system, and at the same time should also benchmark the enterprise qualification standards, and strive to improve the curriculum education resources.

## References

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