

Construction and Practice of Undergraduate Curriculum System for Applied Logistics Management under the New Logistics Professional Ability

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Abstract: With the rapid development of technologies such as automation, artificial intelligence, big data, the Internet of Things, and 5G, the demand for cross regional transportation services in society is increasing day by day, making logistics an indispensable key industry. Relying on digital technology, the logistics industry has continuously realized digital transformation and upgrading, and developed into one of the industries with highly intensive talents and technology. Therefore, cultivating application-oriented talents that meet the needs of modern logistics development and helping the logistics industry develop steadily towards a scientific and innovative direction has become a key issue for undergraduate logistics management majors. Focusing on the teaching goal of cultivating students' new logistics professional abilities, undergraduate colleges should explore talent cultivation models, construct corresponding curriculum systems and content, and explore applied logistics management undergraduate professional level talent cultivation models.

Keywords: New logistics professional ability; Physical distribution management; Course system construction

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In recent years, in response to the new demand for new logistics professional abilities in society, the quality of talent training in logistics management in higher education institutions has been widely valued^[1]. Overall, there are many studies on the training system of applied logistics management talents in vocational colleges, while there is relatively little research on the curriculum system and talent training mode construction of applied logistics management talents in undergraduate colleges. Therefore, how to cultivate students' new logistics professional abilities, optimize and integrate the curriculum system for applied talents in logistics management undergraduate majors, and cultivate comprehensive applied talents in logistics management undergraduate majors has become an important issue for research in various universities. Building a scientifically sound undergraduate course system for applied logistics management and vigorously enhancing students' new logistics professional abilities has become the only way for the development of the times and universities to improve the quality of education.

1. The Training Direction of Applied Logistics Management Undergraduate Talents under the New Logistics Professional Ability

According to the "National Standards for Teaching Quality in Logistics Management and Engineering" issued by the Ministry of Education, the training objectives for undergraduate talents in logistics management and engineering include composite specialized talents who master professional theories and methods, possess innovative and entrepreneurial abilities, and can engage in scientific research, application practice, and other related fields in logistics management, logistics engineering, procurement management, and related fields^[2]. In terms of quality, students are required to possess political literacy, ideological and moral

literacy, scientific and humanistic literacy, international perspective, innovative spirit, and entrepreneurial consciousness, as well as good psychological quality and healthy physique. In terms of theoretical knowledge, it is required to understand the history, current situation, and trends of logistics development at home and abroad, understand relevant policies and regulations, understand the important position and role of the logistics industry in economic and social development, master necessary supply chain management theories and methods, logistics system optimization theories and operation management methods, logistics engineering and equipment development and application technologies, procurement management theories and methods, master the basic knowledge of management, economics, engineering and other related disciplines required for this major. In terms of professional abilities, it is required to have basic work skills that integrate the professional theories and knowledge learned, flexibly apply them to professional practice, have good ability to analyze and solve problems, as well as learning ability, have innovative ability to carry out scientific research and employment and entrepreneurship practice through creative thinking methods, have computer and foreign language skills, communication skills, and cross-cultural and cross-cultural communication skills. From the perspective of national standards, logistics management is a comprehensive discipline involving multiple domain knowledge of knowledge. Its research contents include transportation, distribution, storage, loading and unloading, handling, packaging, circulation processing, information processing, value-added services and other functions as well as related scientific and technological means and management organization methods^[3]. It has the characteristics of interdisciplinary economics, management, information technology, mathematics and other disciplines. It requires a wide range of knowledge and diversified research methods, the requirement for practical application ability is high.

In addition, with the widespread application of digital technology, the logistics industry has applied electronic information technologies such as automation, artificial intelligence, big data, the Internet of Things, and 5G to business processes. This can drive the transformation and upgrading of the traditional logistics industry, drive cost reduction and efficiency increase in the logistics industry, and also put forward new requirements for talent cultivation and professional positioning. Cultivating composite logistics talents with the professional abilities of new Logistics, proficient in logistics business, familiar with intelligent operation technology and digital operation is the talent cultivation direction of logistics management major in undergraduate colleges.

2. Construction of Undergraduate Curriculum System for Applied Logistics Management under the New Logistics Professional Ability

2.1 Set up a full career guidance course

Schools should provide targeted career guidance and entrepreneurship education for students throughout their entire learning process, including career planning, professional ethics education, industry standard learning, career practice, and employment guidance, so that students can establish their career goals and career development direction as soon as possible, carry out targeted learning and accumulation activities, and have the ability to predict career opportunities in advance.

2.2 Construct a curriculum system of “wide foundation and flexible modules”

With the rapid development of modern logistics industry and the rapid progress of logistics industry technology, logistics enterprises are gradually realizing digital transformation. The concept of “people-oriented” is receiving more and more attention, and the career post renewal cycle of employees is accelerating. This requires logistics management talents to have the ability to adapt to job transfer needs in a timely manner and have a solid foundation of knowledge. Undergraduate logistics management majors can meet the practical needs of cultivating new logistics professional abilities and build a “platform+module” talent training model. On the one hand, schools should consolidate their professional foundation, broaden their knowledge base, introduce digital teaching equipment, establish cloud based learning systems, and expand their independent learning space. At the same time, we will strengthen the integration of industry and education, increase cooperation with logistics enterprises, hire employees from enterprises with strong industry strength to enter the classroom, and strengthen the cultivation of students’ professional knowledge application and practical skills in professional positions. In addition, the logistics management professional platform courses need to focus on modern logistics theory and basic professional skills, improve the teaching quality of basic module courses in logistics management, with the goal of strengthening logistics professional skills and innovative abilities, keep up with changes in social demand, and offer innovative and design oriented practical training courses to effectively improve the quality of logistics management talent cultivation.

2.3 Carry out logistics professional training and competition projects

In order to enhance the professional ability of new logistics and effectively enhance the comprehensive quality of practical logistics management professionals, schools should carry out logistics professional training and competition projects, specifically including logistics professional guidance, logistics professional training, logistics related competitions, and logistics related entrepreneurship. Firstly, the school should cooperate with logistics related industry organizations such as the China Federation of Logistics and Procurement, the China Logistics Society, and the China Transportation Association, as well as the Higher Education Logistics Professional Teaching Guidance Committee of the Ministry of Education, to carry out undergraduate discipline competitions in applied logistics management. Establish an industry university research base and carry out extensive industry university research cooperation. Secondly, schools should cooperate with relevant logistics training and consulting institutions to carry out training on logistics professional managers, logistics professional competence level certification, etc., to enhance students' professional abilities. Public welfare training institutions should be established in accordance with national regulations, both inside and outside schools, and help students obtain logistics professional certificates through the entire process of training, exams, and certification. Thirdly, schools should regularly hold logistics related competitions, mainly including the national college student logistics design competition, the national smart logistics innovation design competition, and the national supply chain competition. Relevant teachers and students should be organized to participate, in order to achieve the goal of promoting learning and teaching through competitions, and fully mobilize the enthusiasm and initiative of logistics professional teachers and students. Fourthly, schools should carry out logistics related entrepreneurship training platforms to encourage students to engage in independent entrepreneurship in logistics related industries, such as opening or joining express delivery companies (operating stores), cross-border e-commerce companies, commercial logistics companies, etc., to provide students with the resources needed for small capital entrepreneurship, reduce entrepreneurial risks, stimulate students' enthusiasm for innovation and entrepreneurship, and improve their professional and practical skills in new logistics, continuously improving the quality of undergraduate talent training in applied logistics management.

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