

Reform of Logistics Education and Teaching from the Perspective of“Mass Entrepreneurship and Innovation”

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Abstract: With the rapid development of China’s logistics industry, the role of logistics in the socio-economic development process is becoming increasingly evident, and the supply of logistics talents has become a key issue that restricts the development of the logistics industry. The purpose of this article was to study the cultivation of logistics professionals from the perspective of “mass entrepreneurship and innovation”. It is hoped that this study can provide a certain reference basis for the current education and teaching reform of logistics management.

Keywords: Mass entrepreneurship and innovation; Education reform; Logistics

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1. Significance of Innovative Logistics Education and Teaching in the “Mass Entrepreneurship and Innovation” Environment

The logistics major is an emerging discipline with the development needs of the market economy, and it is a science that studies the flow of material entities. For students majoring in logistics, the focus of learning professional knowledge should be on learning how to apply various knowledge and technologies in the practical application of logistics. With the guidance of the new generation of information technology, the teaching environment, educational concepts, and teaching methods are all undergoing changes, and the requirements for logistics talent cultivation are also constantly increasing. With the proposal of the “mass entrepreneurship” and “mass innovation” policies, the role of innovation and entrepreneurship concepts in the construction of talent training systems in universities is becoming increasingly popular. In this context, the relationship between the establishment of “majors”, the cultivation of “professional” abilities, the coordination of “industries”, the guidance of “employment”, and the guidance of “entrepreneurship” in universities is gradually changing.

2. Limitations of the Current Logistics Professional Talent Training Model

2.1 Insufficient integration of the “mass entrepreneurship and innovation” environment and talent cultivation concept

Currently, most universities adopt methods such as organizing students to actively participate in innovation and entrepreneurship competitions and offering innovation and entrepreneurship courses to stimulate students’ enthusiasm and cultivate their hands-on and mass entrepreneurship and innovation skills. However, in actual surveys, it can be found that students’ participation in “mass entrepreneurship and innovation” competitions is not high, and their understanding of the school’s “mass entrepreneurship and innovation” courses is also insufficient. Most students view their participation in “mass entrepreneurship and innovation” activities based on completing the learning tasks assigned by the teacher, and the results are not ideal. The scattered and unsystematic “training through competition” approach cannot allow students to fully and truly understand the importance of mastering innovation and

entrepreneurship abilities. Students' initiative in understanding innovation and entrepreneurship is not strong, and the formed "mass entrepreneurship and innovation" environment cannot meet the educational requirements of talent cultivation. The integration of professional education and the concept of "mass entrepreneurship and innovation" is seriously insufficient.

2.2 Insufficient cooperation ability between government, industry, academia, and research

In the environment of "mass entrepreneurship and innovation", it is not enough to rely solely on the educational strength of schools for the cultivation of logistics professionals, but should be the result of the collaborative efforts of the government, enterprises, industry, and universities. The "mass entrepreneurship and innovation" education should combine the advantages of schools, enterprises, and governments, fully leverage the high integration of industry and profession, and achieve the optimal allocation of educational resources. However, from the current situation of student cultivation, whether it is professional theoretical education or practical training ability cultivation, it is mainly based on universities, or overly dependent on universities. The government, enterprises, research institutes, and other institutions have not shaken the dominant position of universities in the process of talent cultivation in terms of students' innovation and entrepreneurship awareness and practical training, and have not played their due role. The ability to cooperate with government, industry, academia, and research is seriously insufficient.

2.3 Insufficient cultivation of entrepreneurial awareness

In the "mass entrepreneurship and innovation" environment, the success of innovation and entrepreneurship among college students depends on the ability to cultivate their entrepreneurial awareness. Due to the lack of education on innovation and entrepreneurship, students lack a clear understanding of entrepreneurship and the direction of employment. Faced with the simple question of "what do you think entrepreneurship is", many students believe that entrepreneurship is "starting a company" and "starting a career". This superficial understanding is a misconception about entrepreneurship. Some students think of starting a business, and naturally, the first thing they think about is funding. They think they don't have the money to start a company and don't have the capital to try entrepreneurship. In order to save money, they directly ignore the path of "entrepreneurship" during their graduation and job search process, and their willingness to start a business is not high.

2.4 Significant differences in students' employment expectations

The market competition for employment is becoming increasingly fierce, but students have different attitudes towards different positions when it comes to choosing employment value trends. Some grassroots positions, such as sorting personnel, warehouse managers, and delivery personnel, have low motivation for students to seek employment. For some relaxed positions, such as human resources, procurement management, logistics planning, etc., students have high employment expectations. In addition, although students' willingness to start their own businesses is gradually increasing, their overall willingness is not strong, and their willingness to start their own businesses in their major is not high. Generally, they choose other fields for independent entrepreneurship.

3. Reform Direction of Logistics Education and Teaching in the "Mass Entrepreneurship and Innovation" Environment

Under the background of "mass entrepreneurship and innovation", education and teaching reform should be carried out on the premise of integrating the five industries of major, profession, industry, employment, and entrepreneurship. Driven by the construction of the industry chain and talent chain, the significance of professional reform should be thoroughly analyzed around the "mass entrepreneurship and innovation" environment, and new ideas for education and teaching reform should be constructed.

3.1 Professional settings in the "mass entrepreneurship and innovation" environment

In order to improve the quality of logistics talent cultivation, the theoretical aspect should emphasize the modular management of course content. Practical courses should emphasize the connection between platforms and teaching modules with practical operations. For example, in the setting of theoretical courses, courses such as project management, entrepreneurship foundation, and labor education should be offered. On the basis of the existing curriculum system, the introduction of innovation and entrepreneurship theoretical knowledge should be enriched to enable students to have a correct understanding of entrepreneurship and entrepreneurship. Practical parts are added to teaching, from the perspective of serving the market and providing applied talents for enterprises, to cultivate students' learning ability, innovation level, practical experience, and entrepreneurial ability.

3.2 Professional training in the environment of "mass entrepreneurship and innovation"

The innovation and entrepreneurship environment has put forward new requirements for talents, and universities should focus on improving students' quality and professional ability cultivation, cultivating students into innovative talents with both practical application ability and professional literacy. The ultimate goal of cultivating talents in universities should not be employment, but the career after

employment. The establishment of vocational education related courses can cultivate students' good learning habits and innovative awareness, help them broaden their career development horizons, and enable them to find their own career goals. The cultivation of professional abilities in the "mass entrepreneurship and innovation" environment can effectively enhance students' professional abilities and employment competitiveness, improve their own professional literacy, and optimize their employment ability and innovation and entrepreneurship ability.

3.3 "Industry" collaboration in the "mass entrepreneurship and innovation" environment

In the context of mass entrepreneurship and innovation, it is necessary to change the superficial awareness that "signing internship agreements is equivalent to school enterprise cooperation". Universities and enterprises should establish a deeper and closer cooperative relationship, especially in the construction of school enterprise cooperation training bases and practical platforms. Schools should deepen their connections with enterprises, establish two-way internship bases on and off campus, and develop practical education towards industrialization. It is also necessary to create a real simulation scenario for logistics enterprise work, allowing students to understand the logistics operation process of the enterprise and the sorting and warehousing scenarios of the enterprise's express delivery, and learn through the experience. Through off campus internships, students can learn about the operating methods of facilities and equipment, understand operational processes, master the industry and cutting-edge industries, and understand the latest industrial technologies. On the basis of understanding the operational management process of enterprises, they identify the existing problems, identify the causes of the problems, and propose solutions. Different operational plans are designed based on the understanding of different students, which not only helps students understand the business operation process in campus training, but also provides assistance for students' graduation internships, graduation projects, and thesis writing.

3.4 "Employment" orientation in the "mass entrepreneurship and innovation" environment

From the perspective of sources and choices of employment channels, the current employment channels have more market-oriented characteristics. The main sources of employment for students are school job fairs, business meetings, recruitment websites, etc. In addition to educational requirements, many positions pay more attention to students' practical ability, expression ability, hands-on ability, and winning awards in innovation and entrepreneurship competitions during recruitment. Therefore, "employment" should be taken as the guidance, and more attention should be paid to the cultivation of students' learning ability and innovation and entrepreneurship practical ability to encourage students to participate in innovation and entrepreneurship competitions more.

3.5 Guidance on "entrepreneurship" in the "mass entrepreneurship and innovation" environment

With the proposal of national policies to support entrepreneurship and the formation of favorable treatment environment, more and more graduates have entered the ranks of independent entrepreneurship. Their entrepreneurial motivations are complex and diverse, and their entrepreneurial intentions are strong. They have their own entrepreneurial dreams, and they look forward to future development. In the context of mass entrepreneurship and innovation, it is necessary to fully consider the unique characteristics of the entrepreneurial group of college students. College students in the entrepreneurial community have the characteristics of higher education, strong theoretical foundation, limited social experience, and insufficient funds. The entrepreneurial willingness, entrepreneurial behavior, entrepreneurial motivation, life experience, risk encounter, family environment, and educational background of students have a very profound impact on their entrepreneurial choices. To provide them with correct entrepreneurial guidance and clarify whether they are starting a business because they cannot find their ideal job and have to do so, or because they have a positive entrepreneurial willingness to better apply theory to practice and realize their professional value, targeted guidance should be provided.

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