

Research on the Teaching Promotion Strategy of Logistics Management Specialty

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Abstract: In view of the loose teaching system of the logistics major, the lack of effective implementation methods and paths for practical teaching, and the lack of effective operating mechanisms for school and enterprise resources, in this paper author analyzed and studied the problems and causes of the logistics major teaching, and puts forward strategies for improving the logistics major teaching. Teaching practice has proved that the new logistics teaching system has stimulated students' enthusiasm for professional theory learning and professional practice, promoted the cultivation of professional comprehensive ability, improved the training quality of logistics professionals, and enhanced students' employment competitiveness.

Keywords: Logistics; Teaching Promotion; Strategy

1. Introduction

In the face of the current situation of modern logistics development, more and more colleges and universities at all levels have set up logistics specialty. If we want to make a breakthrough in the teaching of logistics management specialty, we must strengthen the effective combination of teaching research and practical teaching, so that modern logistics theoretical knowledge can be organically combined with today's social practice activities, and can better meet the needs of modern economic development and logistics development.

2. Analysis of the Problems and Reasons in the Teaching of Logistics Management Specialty

With the gradual acceleration of China's economic internationalization, although the training of logistics management professionals in most colleges and universities in China has basically formed a relatively complete theoretical discipline system and a practical teaching system, there are still many deficiencies in these two aspects, mainly reflected in the following aspects.

Lack of teachers with systematic theoretical knowledge of logistics discipline and logistics practical ability and experience. In order to meet the needs of logistics talents in modern society, colleges and universities at all levels have set up logistics management majors, and the number of enrollment has increased year by year. Therefore, there is a shortage of teachers in logistics management, and professional logistics teachers are relatively short of teachers. The logistics specialty is different from other disciplines, and it involves more practice. However, there are relatively few teachers in colleges and universities who have rich practical experience and are competent for teaching work and have a certain degree of education. In this way, the professionalism of logistics management teaching has relatively lowered the teaching quality, which is not conducive to the reserve and training of logistics professionals. It is shown not only in quantity but also in quality. This puts forward strict requirements for colleges and universities. A team of teachers with professional logistics management knowledge must be established. Teachers must have both the theoretical level of logistics management and practical teaching ability and experience, which is the root of the development of modern logistics^[1].

Lack of accurate target positioning and professional characteristics of logistics management^[2]. At present, some colleges and universities are not clear about the target training of logistics management talents, and their characteristics are not distinctive enough, which is an important reason for the graduates' poor employment^[3]. It has seriously affected the employment competitiveness of students and its promotion. The reason is that the teaching system of logistics major set up by many colleges and universities is relatively broad and loose, resulting in the serious consequence of "learning everything, but not everything". In order to meet the needs of talent development in today's society, students need to develop their own expertise and specialize in professional aspects. However, in the actual professional teaching, some schools directly copy the curriculum system of other schools, without combining the talent demand of logistics industry development, which finally led to the convergence of school systems, unable to form the characteristics of their own schools, and difficult to meet the diversified demand of logistics talents in the modern logistics market. Teachers are not clear about the prospect, employment direction and development trend of logistics major in teaching, which leads to students' lack of awareness and sense of direction about the employment significance of their major and their future employment career planning. Not only the teaching of logistics, but also many teachers of other disciplines are just continuing the inertia of formal teaching in their teaching. There is no clear guidance for the overall development and employment of the disciplines that students learn, so that students will be very passive in future employment.

Lack of professional knowledge in the curriculum of logistics management. The nonstandard curriculum system of logistics has resulted in the lack of professional knowledge required by students for employment, which directly affects the training of talents with reasonable logistics professional knowledge structure to meet the social needs. But throughout many colleges and universities, they have problems in the curriculum system. The reason is that some colleges and universities have strong randomness in setting the curriculum system for logistics management professionals. They do not set the curriculum system according to the needs of modern society for logistics management professionals, but set the curriculum system according to the characteristics of teachers. This reduces the standards and specifications of talent training, and it can not meet the needs of society for logistics management professionals.

Lack of teaching materials that combine the theory and practice of logistics management. Some of the existing textbooks lack the content of combining theory with social practice. The theory and practice are not integrated. The content is overlapping, outdated, and seriously copied from each other. This reduces the enthusiasm of students for learning, and it will also make students unable to put what they have learned into practice better.

Lack of a scientific, reasonable and operable practical scientific system. At present, in order to meet the teaching requirements, many universities have set up some logistics training bases, established various training laboratories, and invested in logistics training software and hardware, such as automated warehouse, POS system, RFID equipment, etc. But the effect is not very good ^[4]. There are many reasons. First, teachers focus on theory in their own teaching, lacking guidance for students' professional knowledge after class and encouragement for relevant social practice. Second, colleges and universities did not integrate more and better practice into students' learning when setting courses. In today's fierce employment competition, logistics professional practice plays an important role. Enterprises need talents with practical skills as well as talents with basic logistics theory.

3. Current Strategies for Improving the Teaching of Logistics Management Specialty

At present, the improvement of the teaching of logistics management specialty should be guided by the demand of logistics industry for logistics application-oriented talents, and focused on the cultivation of professional core competence and comprehensive quality. The specific improvement strategies are as follows.

3.1 Building a reasonable logistics discipline system

Position the level well, position according to the characteristics and advantages of each major, build a reasonable logistics discipline system, adjust and arrange the basic courses and professional courses of the discipline with the professional courses as the core, and form a hierarchical logistics discipline system. Each university should, according to its own teaching practice, make sure that students master practical logistics skills as the central guidance, so that the logistics teaching content closely conforms to the development needs of the modern logistics industry.

3.2 Cultivating high-level teachers of logistics specialty

We should not only strengthen the theoretical level of existing teachers, but also strengthen teachers' practical teaching ability. At the same time, actively introduce excellent talents and strengthen the construction of teachers. The definition of college education level is directly related to the strength of teachers. If schools want to improve the quality and efficiency of students' logistics management teaching, they must first do a good job in the employment and training of teachers. The employment of college students is related to China's future talent strategy and national competitiveness. For this, relevant colleges and universities must carefully consider the selection of teachers to educate people, weigh in all directions, and do a good job in the employment and job training of teachers. Logistics specialty requires teachers' practical ability to be higher than the theoretical level. At present, the theoretical level of logistics teachers is generally mature, which can basically meet the needs of students and society, but there is a lack of "double qualified" teachers with practical experience who can operate specifically. Therefore, it is necessary to establish a "double qualified" teaching staff, adopt a plan to strengthen the training of practical skills of logistics teachers, and send young teachers to logistics enterprises and production, teaching and research bases to participate in practical training; Establish and improve the teachers' continuing education system, stipulate that the logistics professional teachers receive the continuing education for a certain period of time off the job every year, carry out logistics operational practical teaching activities, and require teachers to complete the corresponding logistics operation tasks through the organization of logistics training, so as to improve the teachers' practical skills; On the other hand, organize logistics teachers to take temporary job training in logistics enterprises to improve the teaching practice skills of logistics specialty.

3.3 Accurately positioning the professional objectives and characteristics of logistics management

All colleges and universities should base themselves on their own regions, correctly position the training objectives of logistics specialty in combination with the development of local logistics industry, form their own characteristics, and serve the local economic development. At the same time, according to the training objectives of the logistics specialty, the corresponding skill assessment system is formulated, and students are organized and urged to actively participate in various skill assessments. Adhere to the ability as the basis, constantly optimize the logistics teaching and training links, and strengthen the cultivation of students' professional ability. At the same time, the corresponding basic skill certificates will be connected with the teaching content, and various competition certificates will be obtained in combination with the teaching content of professional courses and professional skill assessment, forming a mode of connecting and infiltrating vocational skills and diploma education.

3.4 Learning from the foreign logistics professional curriculum system, and innovating the situational and novel teaching in the classroom to enhance students' learning motivation and interest

First of all, the curriculum is set according to the logistics professional teaching curriculum system in some developed countries. Taking the United States as an example (Table1), in the logistics professional teaching curriculum, not only strategic courses but also functional courses are set. Under the premise of relatively mature logistics education theory, highlight the cultivation of practical skills. The core curriculum is to provide students with career planning approaches. The curriculum should be set according to the requirements of "Three Goals" and "Four Levels".

The "Three Goals" refer to learning ability, innovation ability and practical ability. Learning ability refers to students' mastery, understanding and accumulation of logistics management professional knowledge. Innovation ability refers to that students can comprehensively apply logistics theoretical knowledge, methods and technologies to solve logistics operation and supply chain management problems; Practical ability refers to that students master certain theoretical knowledge and operation process such as logistics information, logistics equipment and technology, and form basic logistics operation skills.

The "Four Levels" refer to professional knowledge and skills, core skills, professional expertise and general industry skills, and on this basis,. We should give consideration to the discipline theory and market demand, and take the establishment of a logistics

curriculum system with reasonable structure, mutual connection, perfect knowledge and complementary functions as the fundamental task to improve the level of logistics teaching.

Table1 Core courses of logistics in American universities

Serial No	core curriculum
1	Storage
2	Operation Management
3	General Education
4	Statistics
5	Management
6	Logistics
7	Information Technology
8	Marketing Management
9	Finance
10	Transportation

In addition, the logistics specialty should pay attention to the construction of new situational teaching classes, enhance students' interest in learning, and cultivate students' professional skills , create internship opportunities for students in and out of class, and exercise students' practical experience.

3.5 Integrating and optimizing the logistics teaching resources

Teaching resources refer to various conditions that can be used such as materials provided for effective teaching, such as pictures, cases, textbooks, courseware, movies, etc. In order to improve the development level of logistics education, logistics teaching resources should be optimized and integrated. Specific measures are as follows:

3.5.1 Optimization and integration of teaching materials

Teachers should integrate teaching materials according to the relevant requirements of the syllabus and the actual learning situation of students, screen out valuable content, and optimize teaching content in combination with other teaching resources. At the same time, teachers should always pay attention to the development of the logistics industry, analyze the types of talents required by the current logistics market, and cultivate new logistics talents according to the market demand. Each university should build its own logistics discipline system according to its own advantages and make full use of its own resources. Teachers should extend their logistics knowledge according to the characteristics of the university, broaden students' understanding of modern logistics, and merge basic and application modules.

3.5.2 Establishing teaching alliance logistics association

The teaching alliance refers to the combination of all logistics schools in the same region, the establishment of public teaching resources and teaching infrastructure, the efforts to obtain support from relevant industry associations, the integration of regional logistics enterprises into the system, and the provision of relevant resource support for logistics students. On the other hand, we should actively obtain relevant government policy support, and at the same time, we can collect social capital investment to ensure the smooth development of the teaching alliance. The establishment of teaching alliances can improve the maximum utilization of teaching resources and reduce teaching costs to a certain extent.

3.6 Strengthening the logistics practice teaching system

Building a "Four in one, Collaborative Integration" logistics professional practice teaching system. That is, "experimental teaching, professional practice, discipline training and enterprise practice", a practical teaching system that integrates "in class and out of class", "in school and out of school", "teaching and research" and "ability and quality" [5].

3.7 Establishing the logistics teaching quality standard system and improving the logistics education and teaching management system

Introducing advanced modern scientific management concepts and mechanisms, establishing a teaching quality standard system, improving the teaching quality management system, establishing a corresponding quality monitoring and incentive mechanism, strengthening the management level of logistics professional education teachers, so that they can enhance their sense of responsibility, improve their work enthusiasm, and then improve the classroom teaching level. At the same time, when formulating the corresponding teaching management system, colleges and universities should combine the demand of modern logistics industry for training skilled talents, innovate the logistics practice teaching management system, integrate it with the logistics enterprise system, and better realize the connection between the school and the logistics enterprise, the connection between students and excellent employees of the logistics enterprise, and the connection between the enterprise culture. On the other hand, colleges and universities should improve the assessment management of logistics professional skills.

4. Conclusion

To sum up, in order to cultivate modern logistics demand talents and promote the rapid development of the material industry, we should start from the supply and demand relationship of the logistics market, combine the actual learning situation of students, take theoretical knowledge as the basis, and take solid professional skills as the core, and strive to improve students' logistics thinking ability and practical ability.

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