Research on talent training of logistics management major in application oriented Undergraduate Colleges from the perspective of "Internet +"

Qiaoling Tang

(Fuzhou Institute of Business and Technology, Fuzhou, Fujian 350715)

Abstract: with the rapid development of Internet technology, China has gradually stepped into the "Internet +" era, and Internet technology has been widely applied in various industries, effectively promoting social and economic progress. The introduction of "Internet +" in education and teaching can further expand teaching resources, optimize teaching mode, and improve teaching efficiency and quality. Based on this, the education and teaching of Application-oriented Undergraduate Colleges in China has ushered in a new round of teaching reform. As a popular major in application-oriented undergraduate colleges, logistics management has a wide range of professional knowledge and a high degree of expertise, which may be difficult for students to understand. With the support of Internet technology, professional teaching can further optimize the education mode, enrich the forms of knowledge expression, help students understand important and difficult knowledge points, and improve the teaching efficiency and effect. Based on the background of "Internet +", this paper deeply analyzes the significance of introducing "Internet +" into the teaching of logistics management major in Application-oriented Undergraduate Colleges and the problems existing in the professional teaching, and puts forward the corresponding optimization strategy of talent training mode, hoping to provide effective reference for all teachers.

Key words: "Internet +"; Applied undergraduate colleges; Logistics management major; personnel training

1. The significance of introducing "Internet +" into the cultivation of logistics management professionals

Under the background of "Internet +", modern information technology and Internet technology have gradually achieved popularization in various industries, and education informatization has become a major trend of China's education development. As a comprehensive specialty, the major of logistics management covers the contents of introduction to logistics, logistics planning and design, transportation management, warehouse management, international logistics, international trade theory and practice, and is closely related to the development of modern economy. Based on this, in the teaching of logistics management specialty, teachers should keep up with the pace of the times, further develop new teaching ideas, transform advanced educational concepts, introduce modern teaching methods, further promote teaching reform, optimize the education mode, improve the professional teaching level, and realize the efficient learning of students.

In general, relying on the advantages of Internet technology and modern information technology, we can accelerate the construction of a new hybrid education mode of "Online + offline", further expand teaching resources relying on online teaching platform, and optimize practical teaching with the help of advanced technical means such as virtual reality technology, so as to ensure the practical operation opportunities of each student, Improve students' overall knowledge and skills learning level, and promote the output of comprehensive applied talents.

2. Problems in the training of logistics management professionals from the perspective of "Internet +"

2.1 Single teaching mode, lack of students' subjectivity

The teaching content of logistics management specialty is comprehensive. The teaching content of this major includes theoretical knowledge such as introduction to logistics, logistics planning and design, transportation management, warehouse management, distribution management, international logistics, as well as practical content such as procurement process drill, transportation practice, warehouse management practice, etc. the content is complex. Under the traditional teaching mode, teachers mainly impart knowledge through oral teaching materials. Some teachers will use ppt courseware to assist teaching, but most of its contents are just carried into the courseware, which is not very different from the traditional oral teaching materials. Such a traditional teaching mode is boring as a whole, which not only is difficult to help students understand professional knowledge in depth, but also may make students resist professional learning, which is not conducive to the improvement of teaching effectiveness and seriously affects the quality of teaching.

2.2 The application of technology is less, and teachers' information literacy is insufficient

According to the current teaching situation of logistics management major in application undergraduate colleges, limited by many factors, only some teachers will use information technology in teaching, and the overall information technology application ability of teachers is insufficient. Most teachers can only use office software to make courseware and teach through multimedia equipment. For some operations with technical difficulties, such as web page production, animation production, database management, only a few teachers can be competent. Most teachers' information technology application ability is difficult to adapt to the current education reform process in the "Internet +" era.

2.3 Insufficient school support and weak software and hardware facilities

Whether the school supports Internet technology enough is the decisive factor for the smooth development of "Internet +" education

in school teaching. At present, some application undergraduate colleges' support for Internet technology is still difficult to meet the teaching requirements of the "Internet +" era. Although most schools are equipped with basic multimedia teaching facilities, the supply of some distance online teaching sharing tools is insufficient, and some advanced technical equipment such as virtual reality equipment is not introduced, which makes it difficult for some application-oriented undergraduate colleges to effectively promote the process of "Internet + education". In addition, for the teaching of logistics management major, some schools' software facilities construction in lesson preparation system, electronic database, digital teaching resource database and other aspects are also relatively weak, they do not pay attention to the construction of software quality, and fail to update timely according to the changes of teaching syllabus and times, so the teaching applicability is poor.

3. Training strategy of logistics management professionals from the perspective of "Internet +"

3.1 Application of Hybrid Teaching Mode

Hybrid teaching mode is a new teaching mode produced under the background of "Internet + education". While retaining the advantages of traditional teaching mode, it combines online teaching to further make up for the shortcomings of traditional offline teaching. It has obvious advantages and has been paid attention and applied by many teachers in recent years.

1. Pre class Preview

For pre class preview, it is mainly completed online in the mixed teaching mode. For example, when previewing the contents related to "warehouse operation management", teachers can simply record the contents of warehouse in management, warehouse out management, picking management, handling operation management, warehouse inventory, return management and so on, make corresponding courseware materials, upload these teaching resources to the online teaching platform, and assign corresponding Preview tasks, Let students conduct online self-study through courseware and micro lecture resources. When students encounter confusion or do not understand the place, they can also feed back the problem in time through the teaching platform, and teachers or other students can solve their doubts or discuss after seeing it, which helps to form a good learning atmosphere and help students' overall progress.

2. Teaching in class

In the class stage, teaching is mainly carried out in the form of offline traditional classroom. In the actual teaching, teachers can master students' Preview through the online teaching platform, and design classroom quiz exercises according to students' actual learning situation, so as to further strengthen the teaching pertinence. In classroom teaching, teachers should pay attention to students' subjectivity and guide students to explore independently in teaching. Teachers can re throw out the difficult problems commonly encountered by students in preview in the classroom, and let students focus on discussing and solving them. In this process, teachers should properly guide students' thinking, help students inspire thinking, answer questions and solve problems, Make students gain a sense of achievement in professional learning, improve their learning autonomy, and form good learning habits.

3. Review after class

The review stage after class based on the hybrid teaching mode is still mainly carried out online. Teachers can carry out targeted assignment according to students' specific learning situation. In addition to basic knowledge detection, it also includes outward bound training. Through diversified online assignments, the purpose of review and consolidation can be achieved and students' professional ability can be improved.

3.2 Develop online teaching resources

In the current "Internet +" era, college students are generally familiar with Internet technology, and many students will find learning resources through the network. However, the network content is complex, and the teaching resources related to the logistics management major are both good and bad. It is difficult for students to accurately distinguish high-quality learning resources, which affects the learning efficiency of students to a certain extent. In this regard, teachers should speed up the construction of online teaching resources and help students select high-quality learning resources to improve the efficiency and effect of students' online learning. According to the teaching resources on the network, teachers should effectively screen and integrate them to avoid students' aimless collection of learning materials on the network.

3.3 Introducing virtual reality technology

With the rapid development of science and technology, emerging technologies such as virtual reality technology have been gradually applied to education and teaching, effectively promoting the optimization of education mode and promoting teaching reform. Under the application of emerging technologies, the practical teaching of logistics management has a new development direction. Based on the characteristics of virtual reality technology, such as conceptuality, immersion, interactivity and sensitivity, it can effectively avoid some problems that are difficult to avoid in the traditional practical teaching. In the practical teaching of logistics management major in application undergraduate colleges, teachers can realize the practical teaching process through virtual simulation intelligent teaching. With the functional support of virtual reality equipment, it can effectively avoid the potential safety and failure hazards of traditional practical equipment, so that students can practice in a safer environment, and ensure the safety of the practical process, To maximize the improvement of students' professional skills.

3.4 Enhancing teachers' Information Literacy

Teachers' teaching ability is the basis to ensure the smooth development of teaching, and the background of "Internet + education" puts forward higher requirements for teachers' information literacy. In this regard, it is necessary to enhance the overall information literacy

of teachers majoring in logistics management, speed up the construction of "double qualified" teachers, so as to improve the professional teaching level and promote the efficient cultivation of talents.

First of all, application-oriented undergraduate colleges should strengthen teacher training for teachers majoring in logistics management, encourage teachers to actively learn the concept of information technology teaching, strengthen teachers' understanding of "Internet +", cultivate teachers' awareness of information technology teaching, and improve their ability to apply information technology, so as to achieve the overall enhancement of teachers' information literacy. In the information literacy training of teachers, advanced online teaching platforms should be introduced in time, so that teachers can understand the functions of the teaching platform and be able to use the online platform to carry out the corresponding teaching work. Secondly, the school can actively build a teacher exchange platform to strengthen the exchange and discussion of teachers inside and outside the school, and ensure the advancement of teachers' teaching philosophy and teaching methods. Based on the teacher exchange platform, on the one hand, logistics management teachers can actively absorb the informatization teaching experience of other professional teachers by communicating with other professional teachers in the school, so as to improve their information technology application ability; On the other hand, logistics management teachers can also actively communicate with relevant professional teachers in other colleges and universities through the exchange platform, strengthen their own information literacy through the exchange of teaching experience, and further introduce the advanced education concepts and education modes in logistics management teaching in other colleges and universities, so as to improve the teaching level. In addition, teachers themselves also need to establish the awareness of lifelong learning, fully recognize their deficiencies in information literacy, actively learn the smart teaching mode and distance teaching platform, constantly update their information technology application ability, and improve information literacy, so as to ensure the smooth development of smart teaching.

4. Conclusion

To sum up, under the background of "Internet +", classroom teaching in the new era has gradually developed to information-based classroom, and the education mode has been further optimized. In application-oriented undergraduate colleges, relying on Internet technology to carry out the teaching of logistics management specialty and optimize the education mode can effectively activate students' learning enthusiasm, promote the development of students' thinking ability, help students understand professional knowledge, realize efficient learning and promote the cultivation of comprehensive talents with the support of modern technology. Based on this, higher vocational logistics management teachers should actively explore the application path of "Internet +" in professional teaching, and constantly optimize the education mode, improve the teaching quality, and speed up the cultivation of applied talents through the application of hybrid teaching mode, the development of online teaching resources, the introduction of virtual reality technology, and the enhancement of teachers' information literacy.

References:

[1] Ningping Shao,Jinliang Qu Research on the improvement path of logistics management professional teachers' educational and scientific research ability based on "Internet + Course" [j]Ningxia education, 2022 (12): 32-35

[2] Meiling Han,Binshuang Zheng Exploration on the teaching reform of embedded system course of logistics management specialty under the background of Internet + [j]Logistics engineering and management, 2022,44 (11): 144-147

[3] Yujie Yang Research and Practice on curriculum system construction of logistics management major in Higher Vocational Colleges [j]Logistics engineering and management, 2020,42 (08): 198-200

[4] Haicheng Jia,Qiuyuan Di,Na Zhou,Xinyi Wan ,Chuanming Yang Research on the teaching reform of logistics management major aiming at professional ability under the "Internet +" [j]Chinese Journal of multimedia and network teaching (last ten days), 2020 (07): 187-188

[5] Xinxin Hao Thinking and Exploration on practical teaching mode of logistics management major in Higher Vocational Colleges [j]Modern marketing (Information Edition), 2019 (12): 104-105