

Problems and Countermeasures in Practical Teaching of Logistics Management Major in Applied Undergraduate Colleges

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Abstract. In recent years, the Ministry of Education of China has successively introduced a series of policies for the transformation of local undergraduate institutions. Under the guidance of policies, local ordinary colleges have gradually transformed into applied undergraduate Colleges. Although the applied undergraduate Colleges have conducted a series of beneficial explorations in practical teaching, they still fail to meet the target requirements for talent training in applied undergraduate Colleges. By analyzing the practical teaching system of logistics management major in applied undergraduate colleges to find out the existing problems, we constructed a practical teaching system in order to improve the quality of applied talents.

Keywords: Applied Undergraduate Colleges; Logistics Management Major; Practical Teaching.

1. Introduction

In 2015, the Ministry of Education of China issued the "Guiding Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Application-Oriented Universities". In terms of practical ability training, it proposed "establishing a talent training process led by improving practical ability, and establishing a production-education integration and collaboration Talent training mode of educating people, realizing the integration of professional chain and industry chain, curriculum content and vocational standards, teaching process and production process. Strengthen the links of experiment, training and practice, and establish a quality assurance mechanism for training practice". In 2019, the Ministry of Education of China issued the "Opinions on Deepening the Reform of Undergraduate Education and Teaching to Improve the Quality of Talent Training". In terms of the cultivation of talents' practical ability, it explicitly put forward that strengthening the practice of educating people further, and deepening the integration of production and education, school-enterprise cooperation. Building a number of high-level application-oriented colleges that have strong support for regional and industrial development, With the construction of application-oriented undergraduate colleges, it provides strong human resources support for regional and industrial development. Under the guidance of national top-level policies, various provinces and cities have also issued relevant policies for the construction of application-oriented colleges. The promulgation of these policies further demonstrates that the education authorities continue to explore the classified management of universities, and promote the transformation of local undergraduate colleges to applied undergraduate colleges, and the training of applied talents is in line with the requirements of economic development and corporate demand for talents. Deepening the reform of undergraduate education and teaching mode based on the national requirements to enhance the training of applied talents, we actively explore the practical teaching system for logistics management major in applied undergraduate colleges that meets economic development, industrial development, corporate job requirements for talents.

Although the logistics management major started late, the society's requirements for talent capabilities have continued to improve. In terms of school running philosophy, curriculum content, teacher strength, and practice base construction, it is necessary to build practical teaching system that is more suitable for applied logistics management major in order to improve the quality of training talents in applied Undergraduate Colleges. Analysis and research on the problems existing in the practical teaching system of logistics management major in applied undergraduate colleges

can help to solve these problems effectively and promote the steady improvement of practical teaching level, and also promote the construction of applied undergraduate colleges. which has practical guiding significance for improving the quality of talents training in applied disciplines.

2. Problems in Practical Teaching of Logistics Management Major in Applied Undergraduate Colleges

In the practical teaching link of logistics management major, applied undergraduate colleges should set up a standardized and reasonable practical teaching system according to the college and subject positioning, and build a practical platform that allows students to pass the links of experiment, practice, and training to consolidate professional knowledge, improve practical ability, and cultivate students' innovation and entrepreneurship in the process of practical teaching. Although most applied undergraduate colleges have conducted some useful explorations in the practical teaching of logistics management major, they also found some problems in the actual exploration process.

2.1 Lack of a Clear Talents Training Objective

The development of colleges, especially applied undergraduate colleges, lies in the fact that it can cultivate talents needed for social development. Therefore, the key to the healthy and sustainable development of applied undergraduate colleges lies in the fact that the people cultivated by the various majors established by them can be needed by society. Economic development requires not only theoretical research talents, but also a large number of applied talents who are engaged in practical positions. Applied undergraduate colleges mainly cultivate applied talents. However, there is a common problem at present: teachers have little understanding of the industry, and the teaching content does not have a strong correspondence with industry needs and post skills; students enter the profession late, and it is difficult to integrate into the industry and conduct out research; they have not played the role of integrating knowledge to enhance research capabilities; The clear positioning of talent training goals plays a decisive role in guiding the cultivation of talents in applied undergraduate colleges. All applied Undergraduate colleges are more similar in terms of talent training goals and curriculum system construction, so it does not really reflect the characteristics of applied undergraduate Colleges.

2.2 Lack of a Systematic Practical Teaching System

There are some problems in the construction of practical teaching system for logistics management major in applied undergraduate colleges. First, The amount of theoretical teaching hours is relatively large, while the amount of practical teaching hours is relatively small. Compared with traditional undergraduate colleges, although some practical lessons have been added, the amount in practical teaching hours is limited. Second, the practical teaching of logistics management major in most applied undergraduate colleges depends on theoretical teaching, and a relatively independent practical teaching system has not yet been formed. The practical links such as experiment, practical training, internship, and graduation design are scattered in content, structural integrated inadequately, it lacks of coherence in practical teaching. Third, the practical teaching of logistics management major is out of touch with the production activities of enterprises. Most of the practical teaching activities are carried out in the school, leaving the combination of teaching content and practical work. At the same time, most teachers have weak practical abilities and have not experienced any professional-related work. which makes practical teaching separate from the combination of teaching content and actual work.

2.3 Insufficient Construction of the Curriculum

The relationship between the connotation construction of the curriculum and the extension development cannot be reversed. The connotation of the curriculum should be used to guide the extension development. For the subject construction of applied undergraduate colleges, we should

not pursue the increase in the number of majors and students, but also focus on the construction of the connotation of the curriculum to ensure the cultivation quality of students. At the same time, the teaching content is not closely related to the actual situation, and there is less knowledge of hotspots, cutting-edge points, and difficult points; the "capability-oriented" system is incomplete; The role of case teaching has not been effectively exerted; Because the practical teaching of logistics management major in applied undergraduate colleges is closely related to social practice, the practical teaching should be deeply rooted in corporate practice, and the problems encountered in corporate apprenticeships should be used as cases for classroom analysis in order to improve students' ability to analyze and solve problems.

2.4 Insufficient Construction of Practical Teaching Bases

Most of the applied undergraduate colleges are transformed from local undergraduate colleges. Although they are positioned to build application-oriented undergraduate colleges, they lack scientific planning and effective management in the construction and management of practical teaching bases. The main problems are as follows: First, the practice teaching bases on campus based on colleges are often small in scale, unreasonable in structure, and some of them have repeated construction of practical teaching facilities; Secondly, most of the practice facilities in the school undertake the task of practical teaching in a certain link. The vacancy rate of the experimental and training rooms is relatively high, and the utilization rate of the practical teaching places is relatively low. Third, in the process of management of practice teaching bases, the practice bases of various colleges are not open enough, and it is difficult to realize the sharing of practice teaching resources among the colleges. Fourth, during the construction of the off-campus practice teaching bases, the corporate goals and the school's training goals deviate sometimes. Although the sign of the practice bases is hung, in fact, the students have not done relevant practice teaching activities in the enterprise.

3. Countermeasures in Practical Teaching of Logistics Management Major in Applied Undergraduate Colleges

3.1 Improve the Practice Teaching Mechanism

The construction of the practice teaching mode in colleges must have a sound practice teaching mechanism. The practice teaching should rely on the resources of the majors and closely combine the resources of theoretical teaching and extra-curricular competitions to realize the resources collaboration. We can build an effective practical teaching management system. In the practical teaching of logistics management major, you can explore the implementation of a flexible credit assessment system, diversified choice of courses, and enhance students' interest in learning. We also establish a feedback evaluation mechanism for practical teaching to discover the shortcomings of practical teaching and continue to improve.

3.2 Innovative Practical Teaching Methods

Practical teaching must be closely integrated with social application practice. Teachers are encouraged to take related scientific research projects to help students deepen their understanding of the knowledge learned; Applied Undergraduate Colleges should cooperate with relevant logistics companies to develop practical teaching projects and put practical teaching in the operation of enterprises; Innovative logistics competitions are held regularly to promote teaching and learning through competitions. In practical teaching, the methods of cooperative, research, interactive and other teaching methods should be used flexibly to fully mobilize students' enthusiasm for learning. In the practice teaching process, not only the logistics virtual teaching software is used to assist teaching, but also the actual research of the company is introduced into the practice course. The combination of virtual simulation and the true practice survey expands the content of the practice teaching course and improves the level of practice teaching.

3.3 Build a Professional Practice Teacher Team

The construction of a team of practical teachers that is in line with the talent training goals of applied undergraduate colleges is an important guarantee for the normal operation of practical teaching in applied colleges. In terms of the construction of professional practice teachers, there are two ways: the first is to improve the appointment system of teachers and expand the proportion of part-time practice teachers in the colleges; Take effective measures to bring in a group of middle and senior managers with professional expertise and rich practical experience to expand the practice teacher team. The second is to strengthen the skills training of practice teachers and improve their practice level; Applied undergraduate colleges should strengthen the professional skills training of practical teachers, provide them with opportunities for exercise and further study, and arrange them to practice learning in professional related enterprises. Through learning to improve their practical application ability, they can improve the quality of curriculum practical teaching. At the same time, some lectures and seminars are held regularly to enrich the practical level of teachers.

3.4 Strengthen the Construction of the Practice Bases

The practice base is an important place to carry out teaching and scientific research for applied undergraduate colleges. The practice base is an important part of applied undergraduate colleges, and the construction of training bases needs to be strengthened. For applied undergraduate colleges, the construction of practical bases can be improved in terms of infrastructure, systems, and funds. For the construction of the practice bases, it is necessary to innovate teaching resources, improve the level of infrastructure, and increase their utilization rates, and strengthen the management of the practice base at the same time , so that the practice base is shared within the school. For the construction of off-campus practice bases, actively cooperate with off-campus enterprises to jointly build off-campus practice bases and develop practical projects. The off-campus practice teachers guide students' internships, which enhances students' awareness of corporate positions, enables students to better apply theoretical knowledge to practice, and improves students' practical ability.

4. Summary

For the construction of a practical teaching system of logistics management major in applied undergraduate colleges, it is necessary to establish a practical teaching mechanism through practical exploration of logistics management major; explore innovative and diversified practical teaching methods, and use related research topics as students' practical projects, promote students' application of knowledge through logistics competitions, form a practical mechanism for the introduction and training of practical teachers to improve the level of practical teaching; and improve the construction of relevant practice bases inside and outside the school, and provide a platform for students' practice. By adopting these methods, a practical teaching system for logistics management major of applied undergraduate colleges is established to improve the teachers' practical teaching level, enhance students' practical ability, and better meet the needs of society for talents.

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