

# ***Research on the Practical Teaching System of Innovative Logistics Management Based on Discipline Competition***

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**Abstract:** In recent years, various schools have trained a large number of graduates of logistics majors. However, the quality is still far from meeting the needs of society. Students who have graduated from a large number of logistics management majors can't find a job, and employers can't find the right supply and demand circle of suitable talents. It is because the logistics discipline involves management, economy, computer, information, machinery and transportation. It is a profession with strong cross-cutting, strong social practice and large market demand. It plays an important role in the construction of the national economy and is of great significance for revitalizing the national economy and countering the international financial crisis.

## **1. Introduction**

In the current talent training of colleges and universities, the cultivation of innovative spirit and innovative ability of logistics management students has not received enough attention; the content of teaching content is collected, organized, and taught, and the teaching staff cannot adapt to the development of innovative education; innovation The teaching system and system of education have not yet formed a certain atmosphere, and the practical teaching links are relatively weak. And the development of various discipline competitions can effectively solve the above problems<sup>[1]</sup>.

## **2. The shortcomings in the training of logistics management professionals**

### **2.1 Insufficient practical training for the actual needs of the logistics industry**

Logistics management is a professional and strong professional. Its talent training must be oriented to the actual needs of logistics enterprises. It should not be overly focused on the transfer of theoretical knowledge. It should not only enable students to understand professional knowledge, but also let students use professional knowledge. solve the real problem. This is not only the need of talents in logistics enterprises, but also the need for the college to improve the overall quality of talents. However, at present, some applied undergraduate colleges have not purchased corresponding practical teaching settings and facilities because of funding problems, and have not established an off-campus practice base. Only teachers can use textbooks to impart knowledge to students, but neglect the setting of practical courses. Students who train students to the most basic logistics equipment facilities will not know and use, and students' ability to work is weak, which is

difficult to meet modern enterprises<sup>[2]</sup>.

## 2.2 Logistics management professional curriculum has not formed a system

At present, there are hundreds of applied undergraduate colleges offering logistics management majors in China, and their curriculum structure is basically reflected in two aspects: One is the logistics management major based on management disciplines. The other category is engineering logistics management, which is mainly based on computer and transportation disciplines. The operation model in the innovative logistics management profession is shown in Figure 1 below:

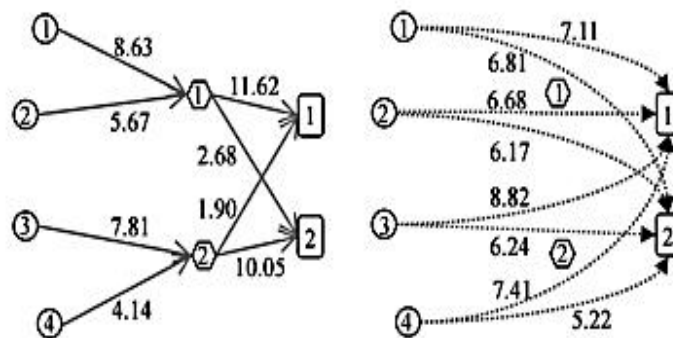


Figure 1 Operational model of innovative logistics management

As shown in Figure 1 above: due to the history of the discipline, the curriculum of logistics management has almost opened several logistics professional courses such as logistics enterprise management, procurement and distribution, transportation management, etc. on these professional foundations, resulting in some school logistics management courses. Set the bias tube category, and some school courses are partial to the engineering category. The curriculum is set according to the teachers and resources of the school. Thus no reasonable teaching system has been formed. It is difficult for the talents trained under this curriculum system to meet the requirements of the logistics industry for specialized talents.

## 3. The significance of subject competition to cultivate college students' innovative ability

### 3.1 Learning with the competition to develop students' active learning ability

The subject competition is based on the combination of classroom teaching, the competition method, the ability of students to connect theory with practice and independent work, through practice to find problems, solve problems, and enhance the series of activities of students' learning and work self-confidence. From March to June 2013, the school held a logistics enterprise planning competition in the Logistics Management Department of the Business School. Through participation in the competition, students changed their learning attitudes, students increased, the frequency of teacher-student exchanges increased, students' interest in learning increased, and self-employment more and more students are coming. Practice has proved that the subject competition has great significance for cultivating students' innovative ability<sup>[3]</sup>.

### 3.2 To create a sense of competition, improve students' entrepreneurial awareness

Through the competition, students' enthusiasm for learning has been improved, and passive learning has become active learning. The participating students start from the competition

requirements. In each competition design, the skills of bidding and defense are independently completed by the students. Independent thinking, it is necessary to carry forward the students' own active thinking consciousness, so as to deeply explore the students' creative thinking ability. As shown in Figure 2 below, it is some important indicators of the innovative logistics management practice based on the discipline competition:

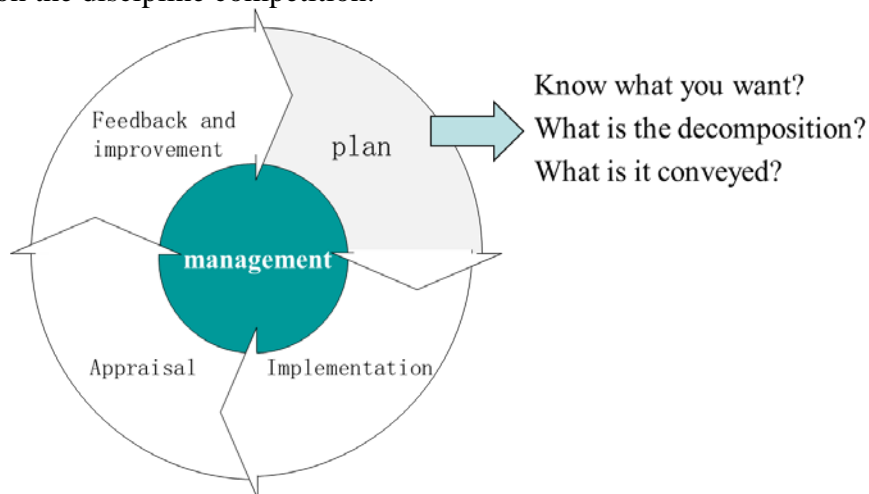


Figure 2: Innovative Logistics Management Professional Indicators Based on Discipline Competition

As shown in Figure 2 above: through continuous modification and improvement of the design plan, active research, students' divergent thinking ability has been cultivated, and stimulated students' creativity and imagination. At the same time, when completing the competition project, some logistics professional problems began to be studied by themselves. In order to solve a problem, the students in the library borrowed books to check materials, group discussions, and consulted professional teachers.

#### 4. Measures to train students in logistics management professional ability through competition

The whole school should stand at the height of school development and personnel training, improve the understanding of students' participation in the subject competition, further optimize the undergraduate talent innovation education system, further improve the activities of all departments to jointly manage the student discipline competition, and form the discipline competition activities. Grasp the good situation of co-management. The supply chain model equilibrium analysis model shown in Figure 2 is constructed as follows:

$$\alpha = S_X(1nSX) \sum_{DD} (Mni-1DD) \quad (1)$$

As shown in the above formula: Assume that there is a total of  $m$  farm households,  $n$  logistics markets and 1 intermediate wholesalers in a supply chain network for logistics sales (in order to simplify model representation and analysis, the intermediate links between farmers and agricultural products markets are The intermediate wholesaler, which is a layer, can be modeled and solved by a simple analogy to a situation with multiple levels of intermediate wholesalers.

$$\alpha W_{ii} = S_X(\alpha_1 W_1 + \alpha_2 W_2 + \dots + \alpha_n W_{nn} S_X) \quad (2)$$

- $i(1 \leq i \leq m)$  represents the  $i$ -th customer
- $j(1 \leq j \leq n)$  represents the  $j$ th logistics market
- $k(1 \leq k \leq l)$  represents the  $k$ th wholesaler.

Obviously, it can be found that the functional departments such as the Academic Affairs Office, the Student Affairs Office, the Youth League Committee, the Finance Department and the Propaganda Department should coordinate and cooperate, give financial and human support, coordinate management, departmental coordination, integrate resources, and build a discipline competition that is conducive to cultivating students' ability to innovate and start a business.

## 5. Conclusions

In short, establishing an innovative educational concept with the core of improving innovation ability as the core of quality; constructing a practical teaching system driven by discipline competition to cultivate practical and innovative abilities, has become a stage for demonstrating innovative thinking and innovative inspiration for college students, and has also become a stage. The development of the discipline competition has laid a solid foundation for college students to become high-quality professionals in the 21st century.

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