

Research on the Integrated Teaching Reform Method of Logistics Management in Higher Vocational Education

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Abstract: The rapid progress of China's socio-economic situation has brought new development opportunities to various industries, and the logistics industry has achieved innovative progress through this opportunity. However, analyzing the current development status of China's logistics industry, the biggest limiting factor is the shortage of logistics management professionals. Based on this, the logistics industry has put forward a high demand for high-quality and specialized logistics management talents. As an educational hub for cultivating professional and skilled talents for various industries in society, vocational colleges can effectively alleviate the demand for logistics talents in enterprises by organizing and carrying out teaching activities in logistics management. In this regard, this article first analyzes the characteristics of integrated teaching in vocational colleges, then clarifies the current difficulties in teaching logistics, and finally proposes integrated teaching reform strategies aimed at improving the teaching effectiveness of college logistics management.

1. Introduction

The biggest characteristic of teaching activities in logistics management major is that there are many practical operation teaching links, and vocational colleges happen to be educational institutions with the core educational goal of cultivating and improving students' professional practical skills. Therefore, most vocational colleges currently focus too much on practical teaching and neglect theoretical teaching in organizing teaching activities in management major ^[1]. Vocational colleges and professional teachers need to fully recognize that in teaching, it is not only necessary to train students on how to do things, but also to ensure that students can clearly understand why these things are done and what their significance is. In response to the various problems in the current teaching of management in vocational colleges, timely promotion of integrated teaching reform can enrich students' theoretical knowledge reserves and improve their practical skills, which requires high attention from relevant vocational colleges and teachers.

2. Characteristics of Integrated Teaching in Higher Vocational Education

The so-called "integrated" teaching mode mainly refers to a new teaching mode that organically integrates theoretical teaching with practical skill operation training. The characteristics are as follows:

Firstly, in terms of teaching content, the integrated teaching model organically integrates theoretical teaching with practical teaching content, rather than organizing practical teaching courses after the completion of a certain professional theoretical knowledge course. This teaching model is conducive to students transforming their learned knowledge into practical abilities in a timely manner, which is conducive to providing students with professional abilities in physics management. Secondly, in terms of teaching methods, integrated teaching breaks the boundary between theoretical knowledge teaching and internship. Teachers can use the method of explaining theoretical knowledge during student internships, or driving students into practical training after a few theoretical courses, deepening their understanding and comprehension of theoretical knowledge, and improving their learning ability. Thirdly, in terms of teaching time arrangement, integrated

teaching can break the practice of artificially dividing time periods between theoretical teaching and internship courses, and achieve a course that includes both theory and internship, thereby truly achieving “integration” in course time arrangement. Fourthly, at the level of teachers, “dual” teachers who possess both theoretical and practical education qualifications, as well as vocational skills education qualifications are necessary to organize integrated teaching activities ^[2].

3. Difficulties in Teaching Logistics Majors in Higher Vocational Education

3.1 Unclear Learning Objectives for Students

Compared to ordinary higher education institutions, the development of education in vocational colleges started relatively late. Due to external education policies, public stereotypes of vocational colleges, and educational funding, the overall level of education in vocational colleges still lags behind that of ordinary universities. In addition, most vocational college students choose to study in vocational colleges due to their failure in the college entrance examination, so there is a lot of room for improvement in their basic knowledge level and comprehensive literacy. In this situation, some students who enter vocational colleges generally encounter problems such as unclear learning goals, weak learning willpower, and improper learning attitudes, resulting in ineffective improvement of teaching effectiveness. This situation is reflected in the teaching of logistics management in vocational colleges, which is manifested as low teaching quality, weak teaching interactivity and learning atmosphere, etc., resulting in vocational colleges being unable to timely deliver high-quality and specialized logistics management talents to the logistics industry ^[3].

3.2 Unclear Teaching Objectives of Universities

The unclear overall teaching objectives of vocational colleges are also one of the important factors restricting the teaching effectiveness of logistics management majors in vocational colleges at present. Due to the lack of awareness in overall talent cultivation planning and teaching plan planning for logistics management in vocational colleges, the teaching positioning and thinking of logistics management are relatively vague, resulting in poor targeting and effectiveness of teaching activities for logistics management. Vocational colleges are also unable to transport enough logistics management talents to the logistics market.

3.3 Rigid and Single Teaching Mode

Although colleges in various regions have responded to the deepening reform policies in the field of education and promoted education reform internally, there are still many vocational colleges using traditional curriculum teaching models to carry out education work. Specifically, vocational college teachers adopt a teaching model of “theoretical knowledge explanation as an auxiliary and practical operation as the main body”, focusing on training students’ practical operation skills ^[4]. Under the influence of this traditional teaching model, some students, although proficient in logistics management professional skills, do not understand why they operate in this way and what the operating principles are. After entering the workplace, these students can only do repetitive homework. Once new problems arise in their work, they will not be able to flexibly apply their learned knowledge to solve them, which poses a serious obstacle to their personal career progress.

4. Integrated Teaching Reform Strategies for Logistics Majors in Higher Vocational Education

4.1 Clarify Teaching Objectives

To smoothly promote the integrated teaching reform of logistics management, it is necessary for vocational colleges to first clarify teaching objectives, promote students in logistics management to form a correct understanding of their professional value and career development prospects, thereby improving teaching effectiveness and encouraging students to actively learn physical management knowledge. Firstly, vocational colleges need to recognize that conducting teaching activities in

logistics management is aimed at delivering more specialized and skilled talents to the logistics industry. Then vocational colleges can develop a series of talent training programs based on this correct understanding. For example, vocational colleges need to establish phased education goals based on the current development situation and work requirements of the logistics industry, and ensure that teaching plans, teaching content, and teaching objectives are in line, thereby improving the targeted teaching of logistics management majors. Secondly, colleges can set an overall education goal that is employment-oriented and student-centered, and set teaching content based on students' learning abilities and needs to provide motivation for their comprehensive progress.

4.2 Enrich Modern Teaching Methods

In the integrated teaching process of higher vocational physics management major, teachers need to comprehensively grasp the current weak learning foundation, learning needs, personal career development plans, etc. of students, and then fully utilize various modern information technologies to promote teaching work in the actual teaching process, improve the intuitiveness, operability, and effectiveness of teaching activities. For example, teachers can use multimedia to carry out teaching activities, expand extracurricular teaching materials based on teaching content, and integrate educational resources to create multimedia courseware [5]. Using classroom demonstrations and theoretical knowledge explanations can help students quickly master practical operational skills. For example, teachers can use case teaching methods to explain the application pathways of theoretical knowledge learned to students through real-life cases, promoting students to deepen their personal understanding and comprehension of theoretical knowledge, so that students can flexibly apply the learned knowledge to solve problems in practical operations.

4.3 Establish on-Campus and off-Campus Training Bases

The education of logistics management in vocational colleges aims to cultivate frontline workers in the logistics industry, offering practical courses both on and off campus, which can further foster and strengthen students' thinking ability, information transmission ability, problem-analysis and problem-solving ability, and lay a solid foundation for students to shine in their personal work positions in the future. Based on this, vocational colleges should not only organize and carry out theoretical knowledge education activities, but also establish practical training bases and simulation laboratories within the colleges, strengthen cooperation with logistics enterprises outside the school, provide students with winter and summer internship opportunities, and effectively cultivate their practical and hands-on operation abilities. Taking the construction of campus practice bases as an example, vocational colleges should establish a large logistics training base, and various internal facilities and equipment need to be consistent with general logistics enterprises in terms of technology, including trucks, forklifts, cargo conveyors, POS machines, etc., to help students master practical operational skills in the transportation and warehousing process [6].

4.4 Carry out Vocational Qualification Certificate Training Activities

Vocational qualification certificates are the key to job seekers and can also reflect their level of specialization to a certain extent. At present, the national human resources and social security have a clear foundation, and major universities should actively implement the labor access system education and training standards. Therefore, in organizing integrated teaching activities for logistics management majors, major vocational colleges should push for vocational qualification certificate training activities, timely help students obtain vocational qualification certificates such as "assistant logistics engineer" and "logistics engineer", so as to continuously improve students' professional abilities and qualities, and enable them to quickly adapt to job requirements after joining, ensuring work quality.

5. Conclusion

In summary, it is of great practical significance to further improve the integrated teaching of logistics management in vocational colleges in the new era, integrate universal teaching content

with personalized teaching models, continuously improve teaching targeting and effectiveness, and fundamentally solve the problem of disconnection between logistics management professionals and market demand and job requirements. Vocational colleges can promote the integrated teaching reform of logistics management majors, enhance the depth and breadth of integration between the talent demand of logistics enterprises and the education of logistics management majors, and gradually form a healthy cooperation and interaction between schools and enterprises. In this regard, vocational colleges need to deeply recognize the necessity of promoting the integration of education reform. Based on analyzing the problems existing in the current teaching of logistics management majors, they should formulate an integrated teaching reform plan, effectively improve the quality of logistics management teaching, and provide talent support for the development of China's logistics industry.

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