

Analysis on the Status of International Talents Training of Logistics Major in Higher Vocational Colleges

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Abstract: Internationalized talents are the needs of social development. With the development of economic globalization, higher education must also form an international trend. Therefore, the internationalization of higher education has become a topic of common concern among government departments, educational administrations, and universities. For the training of logistics professionals in higher vocational colleges, only the development of the world, based on practice, and actively change the teaching philosophy and school-running model, can cultivate international talents. This paper analyzes the problems, importance and effective measures in the training of internationalization talents in logistics majors in higher vocational colleges.

1. Introduction

Introduction: Because the traditional vocational college logistics major lacks the concept of international talent training in the process of international talent training, the practice teaching is difficult, the teacher strength is relatively lacking, the school-enterprise cooperation is not deep enough, so the difficulty in teaching is increasing. . In the future logistics professional teaching, in order to cultivate logistics professionals with international vision, it is necessary to actively change the teaching concept, improve the innovative talent training model, and promote the sustainable development of students.

2. Problems in the Training of International Talents in Logistics Majors in Higher Vocational Colleges

As an important place for the training of logistics professionals, higher vocational colleges need to have a comprehensive and full understanding of the market's development and change needs. The traditional logistics professional teaching pays too much attention to the teaching of basic knowledge, neglects the cultivation of operational skills, and neglects the international perspective and the technical skills of international integration. Therefore, at present, the logistics professional education in higher vocational colleges in China is generally lacking in the concept of international talent training. The main performance is that the leaders of the colleges and universities have no relevant awareness, and they have not fully understood the future development direction of the logistics profession. They are even less aware of the importance of logistics development to gradually shift the demand for talents to internationalization, and have not proposed effective solutions. To make up for it and improve the teaching methods. In addition, although many professional teachers have accumulated rich teaching ideas, they lack the exploration and practice of the internationalization direction of logistics majors. It is difficult to liberate thinking concepts from traditional old ideas [1].

The talent training direction of logistics majors in higher vocational colleges is mainly applied professional talents. Therefore, in the teaching, the training of students' professional skills and practical skills is paid too much, and the measures of internationalization are lacking. Therefore, in order to change the current situation of teaching, it is necessary not only to start from the hardware and software aspects, but also to pay attention to the innovation of the talent training model. At present, in China's higher vocational colleges, in the internationalization of logistics professionals, it is still difficult to achieve the teaching of transnational logistics practice. The main problem is that

the basic problem of transnational logistics practice is language. The current logistics profession does not have a professional transnational logistics English practice course. It is just a theoretical level teaching, which leads students to learn and apply flexibly. In addition, China's higher vocational colleges lack deep cooperation with multinational logistics companies, and the cooperation between schools and enterprises is limited to the basic practice learning stage. The awareness of talent training in logistics enterprises is not strong enough, resulting in students' low learning ability, not developing good study habits, and learning skills can not meet international standards [2].

Because the logistics profession is very practical, it requires a very practical professional teacher to teach. However, in many vocational colleges, the majors of logistics majors are mostly management, economics, computer science, etc. The understanding and mastery of logistics professional knowledge is not systematic and comprehensive, and has not engaged in corresponding first-line logistics work. Although he has rich teaching experience, he cannot combine the market's demand for talents and lacks practical work experience, which leads to low practical knowledge of students. Although some teachers have engaged in related first-line logistics work, they lack sufficient teaching experience and are not fully aware of the major and difficult knowledge of the profession. Higher vocational colleges also pay insufficient attention to the construction of double-teacher faculty. There is no regular training and training, which limits the development prospects of teachers.

At this stage, the cooperation between schools and enterprises in higher vocational colleges has become a general trend. However, most of the majors only stay on the surface cooperation and have not deepened cooperation. In the logistics professional teaching, on the one hand, there is not enough development motivation and conditions, so it is impossible to carry out in-depth cooperation with multinational logistics companies. On the other hand, because the development time of multinational logistics enterprises in China is relatively short, most enterprises have not established a domestic school-enterprise cooperation mechanism to meet the needs of their own development. Coupled with the influence of national cultural differences, many effective talent training models can not achieve further practice, and can only stay in the surface of the exploration [3].

3. The Importance of Internationalization Talent Training in Logistics Majors in Higher Vocational Colleges

In the current world situation, talent is the most important strategic resource for a country's economic and social development, and it is the key to determining the rise and fall of a country. In order to improve national competitiveness, all countries in the world attach great importance to the development of human resources and put forward their own talent development strategies. The United States has enacted a plan to "train the 21st century nationals." Japan has proposed "the goal of cultivating a versatile Japanese in the 21st century," and South Korea has proposed to build an "intellectual power" that is driven by scientific and technological knowledge. It can be seen that the development of talent has become the core of all development studies.

With China's accession to the WTO organization, China's economy has developed rapidly and is more widely integrated into the wave of globalization. At the same time, it is necessary to attach great importance to the cultivation of international talents that are compatible with globalization. After entering the 21st century, economic globalization has risen to a new height. As the global pace continues to deepen, global competition is also heating up. As a rising power, China must participate in global competition and establish a high-level, international talent team [4].

Deng Xiaoping once suggested that education should face modernization, the world, and the future, and profoundly reveal the essential characteristics and objective laws of modern education, and it is also of great significance to the cultivation of international talents. Facing modernization means that education should actively adapt to the needs of world economic development and social progress, and cultivate high-quality compound talents for China's modernization. Education must face the world China's education must keep up with the pace of world science and technology and

education development, and strive to learn and absorb advanced educational ideas, education systems, educational content and teaching techniques at home and abroad, and cultivate high-quality talents with international competitiveness. . To face the future of education means to plan education through long-term strategic vision and achieve sustainable development of talents according to the development trend of the whole world and the future of social development.

As an internationalized talent for logistics majors in higher vocational colleges, it is necessary to have an international vision and innovative consciousness on the basis of mastering this professional knowledge; it has strong ability to use modern technology for information processing and analysis; it has a healthy psychological quality and Strong ability to cooperate with others; ability to learn for life; assume responsibility for maintaining national culture, etc [5].

4. Orientation of the Training of Logistics Professionals in Higher Vocational Colleges

In the process of constructing the logistics professional talent training mode in higher vocational colleges, the college leaders must take the correct guiding ideology and correct positioning as the premise. Higher vocational colleges must adapt to the economic structure, industrial structure and social development of the region. They should be clearly oriented according to the characteristics of regional economic development and market-oriented, and should reflect the career orientation of higher vocational colleges.

From the perspective of talent demand in the logistics market, there are four main types of talent demand for logistics professionals. The first category is logistics researchers, mainly researching China's logistics development issues from a macro level, and formulating relevant logistics laws and regulations. The second category is senior logistics management personnel, which mainly plan the logistics strategy of the enterprise from a strategic level and provide logistics services for the production and operation of the enterprise. The third category is the logistics operation management personnel, which mainly carry out the planning and actual operation management of specific projects according to the needs of customers. The fourth category is first-line operators, mainly engaged in loading, sorting, assembly and other operations, and is an experienced operator. Among the four types of logistics talents, the third category and the fourth category belong to technical talents, and the logistics industry in China also has a very large demand for technical talents. Higher vocational colleges are the main place to train such logistics operation talents, because logistics professional education in higher vocational colleges has dual attributes. At the level, it belongs to higher education. In essence, it belongs to vocational education. The logistics professional education in higher vocational colleges is a combination of academic education and vocational skill education, and is oriented to popular education. As the third source of profit in China, modern logistics industry has been highly valued by relevant government departments and enterprises. As a specialized industry, logistics has been included in the outline of China's national economic and social development plan. The next few years will be the period of rapid development of China's logistics industry. Since 2005, many graduates of logistics majors in higher vocational colleges have entered the society and become the main force in China's logistics industry. However, with the rapid development of logistics high-level talent education, economic globalization and political integration are intensifying, and the number of multinational logistics enterprises is increasing, it is particularly important for logistics professionals to train international talents [6].

5. Effective Measures for the Training of International Talents in Logistics Majors in Higher Vocational Colleges

To cultivate international talents in logistics, we must first update the concept of talent cultivation. In the process of talent cultivation concept, the relevant national government departments are required to issue corresponding laws and regulations to support, and the relevant logistics industry is required to formulate corresponding rules and regulations in accordance with relevant laws and regulations formulated by the state to give specifications and requirements. Leaders of colleges and universities need to have a comprehensive and full understanding of the

development trend of logistics professionals in China, and raise the training of international logistics professionals to the management level and strengthen their attention. To have a sense of tension and urgency in the cultivation of talents, we can continuously strengthen the international talent training model of logistics majors in higher vocational colleges. In addition, higher vocational colleges should actively learn from the advanced teaching experience and models at home and abroad, and combine their own teaching characteristics to optimize and perfect, so that teaching can truly serve the international professional talent training needs of logistics professionals.

Strengthening the connection between theoretical teaching and practical teaching is also one of the key tasks of higher vocational colleges at this stage. First of all, it is necessary to strengthen the attention of the school leaders of higher vocational colleges, continue to enrich and improve the teaching system, and let students fully recognize their importance, have a strong international awareness, and constantly improve their practical skills. Higher vocational colleges should also increase the investment in teaching equipment and capital costs, and build a good learning platform for students to conduct basic theoretical learning and practical learning, so that students can truly apply what they have learned, use them flexibly, and expand. Secondly, higher vocational colleges should actively and intensively sign in-depth cooperation agreements with some multinational logistics enterprises. In the teaching process, students should be actively encouraged to participate in practical activities. Through practical activities, we will enrich our work experience, master more operational skills, internalize and deepen the knowledge content we have learned, and improve our own value. Finally, teachers should actively lead students to practice teaching activities, and give students correct and appropriate guidance on the spot to help students find out their own problems in learning, tap their own strengths and potentials, and improve students' learning ability.

To strengthen the construction of the teaching staff, we must first encourage college professional teachers to actively participate in the learning and training, constantly improve their teaching skills, enrich their professional knowledge and teaching experience, strengthen their ideological and moral cultivation and professionalism, and clearly recognize its own responsibility and value. Secondly, it is necessary to encourage logistics professional teachers to actively learn advanced professional knowledge and skills at home and abroad, strengthen their teaching ability and skills, and impart more knowledge and ability to students. During the school, various academic exchange seminars will be held regularly to raise their own problems and doubts, so that the teachers can improve together. We must actively learn advanced professional knowledge and skills with advanced computer information technology, actively exchange ideas with senior professional practitioners, and strengthen our teaching ability. Finally, senior professionals should be hired to teach at the school to guide students in on-the-spot practice and teach students more work experience.

In the process of strengthening school-enterprise cooperation and strengthening contacts, it is first necessary to establish and improve the international school-enterprise cooperation system. Higher vocational colleges should combine their own characteristics of running schools, find their own development advantages, and actively seek cooperation from multinational logistics companies to provide students with a good practice platform. Secondly, teachers should provide practical opportunities and on-the-spot guidance for students. They should provide correct and valuable opinions for students, encourage students to enrich their knowledge systems in the process of practice, actively use enterprise resources to strengthen their professional capabilities, and continuously improve their comprehensive capabilities. Finally, higher vocational colleges must actively provide professional transnational logistics English practice courses, and build students into a professional technical talent adapted to the development of the times [7].

6. Conclusion

In summary, education is a social phenomenon that is created to meet the needs of the development of human society. At the same time, only by adapting to the development of human society can education survive and develop. Therefore, in the future teaching of logistics in higher vocational colleges, it is necessary to keep up with the trend and changes of the times and to keep pace with the times. In the future teaching, we can cultivate international logistics professionals

with international vision by timely updating the concept of talent training, strengthening the connection between theoretical teaching and practical teaching, strengthening the construction of teaching staff, and strengthening the cooperation between schools and enterprises.

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2) One of the results of the first batch of teaching reform projects of higher education in zhejiang province during the 13th five-year plan - Research on the international commercial logistics talents training program for higher vocational colleges to service "One Belt, One Road", project number: jg20180720;

3) One of the results of Zhejiang University's "13th Five-Year" Specialized Construction Project - Logistics Management Major of Yiwu Industrial and Technology College (Zhejiang Higher Education [2017] No. 29 Document).

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