

## Research on Practice Teaching System of Logistics Management Based on “Lrci”

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**Abstract:** China's economy is in the process of transforming the development mode, optimizing the economic structure, and transforming the growth momentum. New technologies and new concepts guide the transformation and upgrading of the logistics industry structure, thereby promoting the change of logistics talent demand, logistics expertise for logistics talents, Renewed, higher and more comprehensive requirements are proposed in terms of capabilities and overall quality. Therefore, we focus on the training objectives of talents and the orientation of “demand training” to build a scientific and rational logistics management application innovative talent training model, and innovatively put forward the practical teaching system of logistics management based on “LRCI”. “LRCI” refers to a new model of logistics management professional application talents that integrates the “learning (L)-research (R)-competition (C)-innovation (I)” formed by the combination of engineering and learning.

### 1. Introduction

Based on the characteristics of strong practicality and outstanding application of logistics management [1], we have innovated and formed the talent training mode of “LRC-based working alternations” on the basis of long-term exploration and practice, and by taking full advantage of the unique flexible mechanism, social resource integration ability and strong entrepreneurial spirit of private colleges and universities. “LRCI” refers to a new model of logistics management professional application talents that integrates the “learning (L)-research (R)-competition (C)-innovation (I)” formed by the combination of engineering and learning. The details are as follows:

“L”-Learning: Learn and strengthen the theoretical and practical knowledge of logistics management and related majors by using both on-campus and off-campus learning spaces. And enterprises with the industry to develop the experimental teaching courses and modes, expand the virtual experiment projects,, adopt diversified teaching methods, stimulate students' interest in learning, through the Internet APP, small programs, and other self-help ways to guide students to form lifelong learning Awareness, satisfying students' differentiated, personalized, and diverse learning needs, and cultivating students' ability to learn and expand independently.

“R”-Research: through the teachers' scientific research project, off-campus students experimental teaching base of enterprise operation in the process of formation of the research subject line resources, promoting centre of experiment teaching is optimized and the in-depth development of teaching research, builds the platform for the students to take an active part in scientific research, teachers and students to form a team, guide the student from the understanding of scientific research, participating in scientific research, to independently conduct scientific research activities under the guidance of teachers, stimulate students interest in scientific research, cultivate students to master the ability of scientific research methods, autonomous learning and independent inquiry, form the preliminary research ability.

“C”-Competition: Established professional academic associations and student activity corners, student innovation, college students' logistics management and technology innovation association,

college student e-commerce association, college student maker alliance, Haina marketing association, college student enterprise management sand table association Corner, Jingdong Book Bar, English Corner, E-Space and other learning positions, Combined with the national college students' logistics simulation design competition, the national undergraduate contest of electronic commerce, logistics storage and distribution operation optimization design and implementation skills contest, sand table simulation contest of national college students' enterprise management, the national challenge cup competition business plan competition, the national college students' electronic commerce “innovative creative entrepreneurial” challenge, the national market investigation and analysis of competition, college students ERP sand table business competition, the national college students' advertising art competition, Internet + contest of college students' innovative entrepreneurship competition and so on many related content of the project set up by the experimental project, will be the second classroom actively integrating into the experimental teaching activities, Encourage students to take part in the discipline competition to test their comprehensive application ability, and train students' teamwork ability, communication ability, anti-frustration ability and competition consciousness through team competition, so as to improve their ability and gradually form the double consciousness of cooperation and competition.

“T”-Innovation: In the process of experimental teaching, emphasis should be placed on cultivating students' application ability and ability to solve practical problems, and the cultivation of Innovation ability should be emphasized. Scientific and technological Innovation activities should be taken as the carrier to actively carry out students' scientific and technological Innovation activities with professional characteristics. At the same time, set up in the school “E - space” and “innovative business incubators” extracurricular practice platform, has established more than 20 students innovation teams enter the incubators, the combination of teaching and enterprise actual project, arouse students' learning enthusiasm and positive innovative thinking, constantly explore new innovative entrepreneurial talent training modes.

## **2. Based on Irci practice teaching system**

### **2.1 A goal**

One goal is to cultivate high-quality applied talents that meet the needs of enterprises and society and have innovative thinking [3]. In line with the needs of enterprises and society, it is mainly based on the demand orientation of future jobs and work processes, strengthen the cooperation between schools and enterprises, and realize the zero-distance docking of future posts. High-quality applied talents focus on cultivating students with high quality, mastering advanced practical concepts, solid professional skills and innovative practical skills [4].

### **2.2 Three platforms**

The three platforms refer to the physical experimental teaching platform, the virtual simulation experimental teaching platform and the collaborative experimental platform inside and outside the campus.

The entity experimental teaching platform includes four modules according to the ability building of students to be cultivated and corresponding laboratories for each module. The four modules are professional quality and professional cognition module, application module of professional skills, teaching research and exploration module, and innovative thinking training module. The application of the experimental teaching concept of “emphasis and collaborative innovation” has solved the problems from the “ability requirements of talent cultivation to the physical platform of experimental teaching” [5], fully guaranteed the smooth development of experimental projects, and strengthened students' practical ability and innovation ability.

The virtual simulation experimental teaching platform is an extension and expansion of the physical experimental teaching platform, and also an important embodiment of the combination of central virtual and real teaching means. It includes four modules and 60 virtual simulation experiment teaching projects. The four modules are professional ability evaluation module,

professional comprehensive ability training module, professional development ability training module, innovation ability and quality development module. The virtual simulation experiment teaching platform is built based on the following three points: first, the equipment that students of logistics management major contact in the process of work is of high value, which is difficult for schools to realize physical teaching, and students cannot feel the management and control of logistics operation site [2]; Secondly, with the continuous progress of science and technology and the rapid development of logistics industry technology, the school cannot update the equipment in real time, and students cannot understand the changes brought by modern technology to logistics operations. Thirdly, dangerous situations of logistics operations, such as storage and operation of dangerous goods, cannot be demonstrated in real environment. Therefore, it is necessary to build highly simulated virtual experimental teaching platform by relying on cutting-edge technologies such as virtual reality, multimedia, human-computer interaction, database and communication network, so as to realize teaching functions that real experiments do not have or are difficult to complete.

The internship bases inside and outside the school include two major places on campus and off campus. The school has established experimental teaching bases with Beijing Jinwen Technology Co., Ltd. and Shandong Lanjian Logistics Technology Co., Ltd., and established 10 companies including Jingdong Century Information Technology Co., Ltd. and Handu Yishe E-Commerce Group Co., Ltd. Off-campus internship base. These on-campus experimental teaching bases provide detailed resources and suggestions for the construction of the central entity laboratory, the revision of the experimental syllabus, the compilation of experimental textbooks, the training of student skills and the adjustment of personnel training programs.

### **2.3 Three levels**

The three levels refer to the hierarchical setting of the experimental content in each experimental teaching module, which consists of three levels: basic experiment, comprehensive design experiment and innovative research experiment [6].

Among them, comprehensive design experiments and innovative research experiments accounted for 59%, and the experimental open rate was 100%. The three levels of experimental content have different requirements for students who participate in the corresponding experimental projects. The experimental content setting reflects the combination of “basic, comprehensive, innovative, classic and modern, experimental teaching and scientific research, and social application type”; experimental project selection and experimental design are conducive to enlighten students' scientific thinking ability and innovation consciousness; The reasonable and effective connection between the experimental teaching and the theoretical teaching and the content of each experimental course. With the update and increase of experimental projects, keep pace with the times, continue to innovate, the experimental process is becoming more standardized, and students' practical ability and innovative ability are constantly improving.

### **2.4 Multiple assessment**

We reformed the experimental assessment method. Based on the experimental content, level and nature, we adopted a diversified and multi-faceted experimental assessment to objectively, accurately and scientifically evaluate students' experimental results and promote the comprehensive and coordinated development of students' knowledge, skills and quality.

### **2.5 Multiple assessment content**

According to the respective characteristics of basic experiments, comprehensive design experiments, and innovative research experiments, detailed assessment rules of assessment shall be formulated.

### **2.6 Multiple assessment methods**

In order to cultivate students' application ability and innovation ability, the centre has established an evaluation system that combines diagnostic assessment, process assessment and outcome

assessment, and pays attention to the organic unity of learning process assessment and learning result assessment, so as to achieve the best effect of effective learning and effective assessment. The daily performance of the experiment consists of the preview of the experiment, the experiment process, the experiment report, the students' participation, and the study in groups. The total score of the experimental course is comprehensively assessed by the usual score and the final examination score.

## **2.7 Multi-evaluation subjects**

The participants in the evaluation include in-school experimental instructors, experimental teaching supervisors, and off-campus practical instructors. According to the different experimental contents, the roles of the evaluators are also different. The time of the experiment examination adopts the way of combining process and terminality, and carries on the examination to the students' experiment in an all-round, multi-angle, comprehensive and objective way.

## **2.8 Multi-dimensional assessment**

For the cultivation of the better conform to the enterprise and social needs of high-quality practical talents [7], build a multi-dimensional evaluation system, from the professional ability, application ability, social ability and innovation ability of the four aspects of comprehensive quantitative assessment of students, improve and optimize, stimulate students' spirit of youth and desire for learning, make students adapt to the enterprise and the social demand of talents.

## **2.9 The conclusion**

Based on the market demand, the LRCI-based practical teaching system determines the practical training objectives of logistics management professionals, especially in the cooperative education mechanism with the enterprise, and is demand-oriented, so as to better meet the market demand. Practice system assessment mechanism. Starting from the student's career assessment, establish a student file, establish a cooperation mechanism between the school and the enterprise, timely feedback the student's information, understand the quality of the personnel training, feedback on the teaching content and teaching ability of the teaching content and practical ability, and timely discover the talent practice ability training. Problems exist and solve problems in a timely manner, which helps to improve the quality of personnel training.

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