

Research on Experiential Teaching Mode of Logistics Management in Colleges and Universities Guided by Innovation and Entrepreneurship

Guibin Zhang, Jirong Lv, and Lifan Feng

Haojing College of Shaanxi University of Science & Technology, 712046, Xi'an, Shaanxi Province

416349391@qq.com

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Abstract: The wave of “mass entrepreneurship and innovation” has been launched nationwide, and many disciplines in colleges and universities across the country have been based on “double innovation”. The reform of the practical teaching system of capacity development, the application-oriented discipline represented by the logistics management profession is ahead of the reform. The research on the practical teaching system of logistics management profession has attracted more and more people's attention. They put forward a variety of practical teaching talent training models. Based on the discussion of the importance of practical teaching, this paper starts from the problems of practical teaching under the goal of "double innovation" and combines the actual development of practical teaching of logistics management in Fuyang Teachers College, and establishes a practical system of practical management of logistics management in colleges and universities, including practice links, skills improvement practice links, comprehensive competence practice links, and security systems.

1. Introduction

China's logistics management major late start, since the Ministry of Education approved the establishment in 2001, has experienced 10 years of development, the university logistics personnel training carried out constant research reform. With the in-depth development of higher education teaching reform in China, more and more colleges pay more attention to the cultivation of comprehensive ability and quality of college students. As a new educational concept, entrepreneurship education has been highly valued by higher education institutions. At present, the employment pressure of college graduates is getting bigger and bigger. Implementing entrepreneurship education is not only an expedient measure to ease employment pressure, but also the best way to cultivate the comprehensive quality ability of college students. However, the current situation of entrepreneurship education in China is not satisfactory. This paper takes the logistics management profession as the carrier, introduces the ways and methods of cultivating entrepreneurial ability, explores the mode of entrepreneurship education that integrates professional education and entrepreneurship education, and has certain reference value for how to carry out entrepreneurship education in logistics management specialty of colleges and universities.

1.1 College Students Venture in the Logistics Industry and has Broad Prospects for Development.

Whether college students choose to start a business after graduation is the first consideration is whether the expected benefits of entrepreneurship are rich. As a "third profit source", the logistics industry has broad prospects for development. As an emerging industry, the development of the logistics industry is relatively lagging behind, which makes many potential profit points in the logistics industry, and its entrepreneurial positioning and selection is relatively easy. In addition, as a basic industry for the development of the national economy, the logistics industry has also received substantial support from the government in the development process.

1.2 College Students in the Logistics Industry Venture Capital Threshold is Easy to Cross.

The material capital investment of entrepreneurship often becomes an insurmountable gap for many newly graduated college students, but the logistics industry has its differences. Choosing a managed logistics enterprise as an entry point for its own business can make up for the shortcomings of the shortage of material capital in the process of college graduates' entrepreneurship. College graduates can "use intelligence for capital", that is, use logistics management ability as their core competitiveness, use their own logistics management capabilities to create a management logistics enterprise, and extensively use social tangible logistics resources to provide various value-added logistics for cargo owners.

2. Problems Existing in the Teaching of Logistics Management under the Training of "Double Creation" Ability

2.1 The poor ability to Cultivate "Double Creation".

When many schools promote the "double-creative" ability training target plan, they only passively respond to the call of superiors, and are forced to complete the work requirements of their superiors. In the actual implementation process, the schools, teachers, students and other subjects have failed to truly recognize the "double." The importance of creating a capacity. The situation that the school propaganda is not in place and does not care is very much. Teachers may not be able to carry out practical teaching activities due to the unreasonable evaluation mechanism of the actual teaching activities. Students believe that practical ability training is not effective or Participation in practical activities is a waste of time, so participation in practical activities is not very motivating.

2.2 The lack of Practical Teaching Target down to Every Level.

Throughout the history of China's college logistics management professionals training programs have different degrees of practical teaching, but lack of systematic research and overall design. When designing a practical teaching system, students plan to copy other schools, lack of consideration of their own actual situation, lack of strong goal orientation in the process of implementation, and the program often stays at a higher level and cannot Decomposition of the target layer leads to a situation where the teacher does not know how to do it and the student does not know what to do.

2.3 The formalized Practical Teaching System Construction

Many schools have tried practical teaching reforms, but most schools have only stayed at the level of planning, failed to put reform plans into practice, and cannot combine theory with each other; some external conditions also affect The promotion of practical teaching, such as the school's teachers do not have the skills of case teaching and practical teaching, the internship unit is worried that their business secrets will be leaked and the intern students will not be exposed to the core logistics operation; the characteristics of the logistics activities themselves It also affects the implementation of practical teaching reform to a certain extent. The logistics management link is complex and changeable. The school only carries out the logistics pure skill operation link teaching and can not train the students' ability to deal with problems in the system, and it can not reach the ability of cultivating students' innovation and entrepreneurship. aims.

3. Basic Requirements of Logistics Management Innovation and Entrepreneurship Education Teaching

3.1 Clear Training Objectives.

Under the background of the "mass entrepreneurship and innovation", the school actively integrates the concept of innovation and entrepreneurship education into the training goal of logistics management, that is, cultivates the consciousness and ability of innovation and entrepreneurship, has systematic economics, basic theory of management, and masters modern

logistics. With the basic theories, methods and techniques of supply chain system analysis, design, operation and management, familiar with the logistics operations in the production and operation activities of enterprises, can engage in supply chain design and management, logistics system optimization in enterprises, research institutes and government departments. Working in the field of operations management, it can be applied to foreign-related enterprises engaged in international logistics work.

3.2 Strengthening the "Double-Type" Teacher Strength "Double-Type" is Generally a Special Requirement for Professional Teachers in Colleges and Universities, That is, Professional Teachers are Required to have Two Qualities and Abilities: They Must have Higher Levels Like Cultural Teachers.

The level of culture and professional theory has strong teaching, teaching and research and teaching ability and quality; as well as engineering and technical personnel, there is extensive professional basic knowledge, skilled professional practice skills, and certain organizational production and management and technology promotion capabilities. And the ability and quality to guide students in starting a business. As a professional with high requirements on theoretical knowledge and practical knowledge, logistics management requires teachers such as “double-skilled” to provide guidance for students to have more comprehensive knowledge.

3.3 Strengthening the Construction of Joint Training Institutions.

The teaching mode will inevitably require the logistics management profession to strengthen the construction of joint training institutions. To a certain extent, joint training can break the simplification of the main schools in the traditional talent training mode, integrate into different learning environments, broaden the horizons of students, and promote the improvement of students' innovative and entrepreneurial abilities, so as to cultivate a diversity that is more in line with social needs. High-level innovative application talents.

4. The Construction and Practice of Experiential Teaching Mode of Logistics Specialty

4.1 Course Content Contextualization.

The experiential teaching mode advocates that the teaching content is consistent with the practice. It gives students real practical experience and practical experience through the simulation of the realistic scene teaching mode, and changes the traditional “teacher lecture, student listening” passive acceptance of knowledge, through the simulation scenario. Inspire students' enthusiasm for learning and help students to understand the real working environment to the maximum extent. Therefore, in order to adapt to the development of experiential teaching mode, logistics professional teaching should pay attention to the contextualized mode of course content when setting course content, mainly by simulating enterprise practice. The process of maximizing the restoration of the work environment allows students to feel the real work scene in the classroom. For example, when learning logistics related processes, create some practical scenario projects, and systematically understand the project tasks and workflow arrangements through system simulation to experience real logistics practices. For example, through group play, some students play the role of manufacturers, some students play wholesalers as well as retailers and customers, and the students are unified to form a complete logistics chain. Students design relevant business plans according to their own roles, such as purchasing goods. Quantity, inventory, etc., and design related logistics service processes. Through these contextualized teaching modes, the working atmosphere is integrated into the classroom learning, allowing students to enter the social work role in advance, to learn relevant industry knowledge earlier, and to grasp the business process of the whole industry as a whole.

4.2 The Integration Of Teaching Methods.

The experiential teaching model focuses on the entire teaching process and practice, which is very different from the traditional single teaching mode. In the past teaching mode, we advocated

that teachers explain the knowledge more comprehensively and carefully in the classroom, which is convenient for students to understand and understand. However, in the experiential teaching mode, on the one hand, we advocate classroom discussion and classroom participation, and strive to actively participate in the classroom, and let each student experience the real business process through classroom exercises. In order to achieve this goal, we must transform the current single-style teaching method, expand the teaching methods through case analysis, situational exercises, job internships, internship management and other related forms of practice, and strive to achieve the combination of classroom simulation and practical training, through case analysis. Relevant activities such as situational drills and job internships allow students to understand the relevant business processes of the logistics industry in advance, so that they can cultivate relevant cooperative spirits through participation and communication in the whole experiential learning process, and then cultivate relevant professional spirits. After stepping into social practice, lay a certain foundation. On the other hand, in the implementation of experiential teaching, we should make full use of the current convenient network culture technology, such as integrating the current multimedia information technology, network technology and related communication video technology into the logistics management professional teaching, so that the entire logistics management Professional experiential teaching is more vivid and close to reality, and it is more in line with the current development trend of China's logistics industry informatization, prompting students to develop their own innovative thinking. The participation of teachers is required in the implementation of any teaching method. The classroom of experiential teaching mode is also the same. In the whole classroom process, although we advocate students to learn and communicate independently, the leading role of teachers in this process is also It is very important that the teacher should coordinate and communicate with the students. It is necessary to provide some guidance and help to the whole course process. If necessary, it is necessary to explain the process that the students do not understand.

4.3 Systematic Teaching System.

The experiential teaching mode mainly integrates management skills and management qualities throughout the teaching process, thereby improving students' ability in all aspects. In this process, the school should establish a comprehensive system of experiential teaching mode. This comprehensive system is mainly composed of five parts of the classroom: the first class mainly includes the teaching mode classroom with the integration of theory and practice; the second class mainly includes the application of extended knowledge. The famous classroom application lectures; the third class mainly includes the experimental classroom for conducting the operation test of the entrepreneurial project; the fourth class mainly includes the practice class for promoting competition and promoting learning; the fifth class mainly includes the practice of training and entrepreneurship practice. Practice the classroom. Through the teaching and practice of these five major classrooms, a comprehensive experiential teaching model system is constructed to promote the development of students' theory and practice in an all-round way, and to cultivate students' overall business process concepts through various theoretical and practical knowledge. During the school period, you will be able to understand the relevant situation of the position in an all-round way, and then improve your ability without knowing it.

5. Conclusion

The logistics management teaching system is not static, and must be adjusted in real time according to social needs, training objectives and the actual situation of the school. With the continuous improvement of the society's requirements for talents, changing the original teaching system and experiential teaching-based innovative education system, a set of colorful, complementary and mutually perfect teaching method system will be a new innovation for colleges and universities. The field of teaching reform. It has important significance and demonstration role in further promoting the teaching reform of logistics management majors in colleges and universities, improving the training programs for entrepreneurial talents, and improving the

innovation and entrepreneurial ability of college students.

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