

# **Innovation and Practical on the Implementation Path of “Curriculum Ideology and Politics” for Logistics Management Majors in Higher Vocational Colleges under the “1+X” Certificate System**

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**Keywords:** “1+X” certificate system; Higher vocational colleges; Curriculum ideological and political; Implementation path

**Abstract:** In the current education and teaching of higher vocational colleges, logistics management has become a key specialty. The current “1+X” certificate system has also continuously improved the requirements for the teaching of logistics management majors in higher vocational colleges, requiring further improvement in teaching quality and efficiency, especially in professional courses. As for the current core curriculum teaching of logistics management in higher vocational colleges, it is necessary for relevant curriculum teachers to achieve curriculum ideological and political teaching reform and improve the curriculum teaching system through effective measures and ways based on the “1+X” certificate system, so as to promote the further development of logistics management teaching and logistics skilled talent cultivation.

## **1. Introduction**

The “1+X” certificate system and curriculum ideological and political education both point out the direction for the reform of logistics management majors in higher vocational colleges. The logistics management major in higher vocational colleges practices the ideological and political thinking of the curriculum, and develops a curriculum ideological and political education model for the logistics management major guided by the “1+X” certificate system. This can enable students to obtain professional theoretical and practical information in professional learning, and enhance their academic humanities literacy. Moreover, this teaching mode also promotes the common development of students’ specialization and professionalism, enhances their core competitiveness, promotes their reasonable employment in the future, further solves the current thought and phenomenon of slow employment among students, and improves the employment rate of graduates majoring in logistics management in higher vocational colleges. Based on this, in the practice of logistics management in higher vocational colleges, it is necessary to not only take the “1+X” certificate system as the guidance, but also attach importance to the integration of ideological and political ideas in the curriculum. On this basis, build a systematic and targeted platform for students’ professional learning, enable students to obtain more professional and vocational information from it, promote comprehensive and comprehensive development of students, and highlight the significance of practicing the “1+X” certificate system and curriculum ideology for logistics management majors in higher vocational colleges.

## **2. Overview of “1+X” Certificate System**

In the spirit of the 19th National Congress of the Communist Party of China, the professional education idea of “academic credentials+several vocational skill level certificates” was proposed, which is referred to as the “1+X” certificate system for short. The “1+X” certificate system is based on the professional curriculum education model, combined with the actual model of social enterprise positions, to promote the integration of the two, enhance the educational ability of professional courses, and promote the comprehensive development of students’ majors. The implementation of the “1+X” certificate system in professional education can promote various aspects of professional talent cultivation models and curriculum teaching methods, achieve the

cultivation of complex professional skills and technical talents, enhance students' ability to obtain employment and entrepreneurship, and alleviate the problem of employment difficulties for students.

### **3. The Significance of Implementing “Curriculum Ideology and Politics” for Logistics Management Majors in Higher Vocational Colleges under the “1+X” Certificate System**

#### **3.1. Boosting Vocational Education Practice**

Under the background of the “1+X” certificate system, the construction of an ideological and political system for logistics management courses in higher vocational colleges can optimize the traditional logistics management curriculum model, not only improving the teaching quality of logistics management courses, but also promoting the integration of professional and vocational education, enabling students to obtain full-time information from professional learning, and helping students develop and grow. For example, under the guidance of the “1+X” certificate system, logistics management majors practice curriculum ideological and political education, promoting the deep integration of logistics management professional information and ideological and political education information, and conveying students' professional ideological and political information through professional education. While obtaining professional skills and knowledge, students also enhance their humanistic literacy, including professional development background, professional ethics, and other information, promoting the common development of students' professionalism and professionalism. At the same time, under the guidance of the “1+X” certificate system, higher vocational colleges deepen school-enterprise cooperation, carry out professional industry-university-research education, and extend the teaching platform of logistics management, enabling students to obtain strong professional information in professional education and enhance their professional abilities. In practical teaching, it can promote the conversion of professional theoretical knowledge and improve students' ability to use professional information. In post practice, professional and vocational information can be obtained to hone students' willpower and lay the foundation for their future entrepreneurship and employment, thereby achieving the significance of ideological and political practice of logistics management courses in higher vocational colleges under the background of the “1+X” certificate system.

#### **3.2. Enhancing Students' Employability**

In the process of social development, logistics enterprises have achieved rapid development. With the expansion of the development scale of logistics enterprises, their demand and requirements for logistics management talents are also increasing. It is not only necessary to introduce multiple logistics management personnel into the enterprise, but also requires logistics management personnel to have comprehensive and application-oriented full-time capabilities, thereby contributing to the development of logistics enterprises and promoting the development of logistics enterprises towards marketization and internationalization. As an important place for cultivating logistics management professionals, higher vocational education should combine the market development model and the practical form of logistics enterprise management to cultivate the talents needed for the development of logistics enterprises. Practicing the “1+X” certificate system for logistics management majors in higher vocational colleges and conducting ideological and political education for logistics management majors can achieve the cultivation of logistics management complex and application oriented professionals, enhance students' employability, and further enable higher vocational education to cultivate practical talents for social development, improving the employment rate of higher vocational college graduates.

## **4. Innovation and Practical on the Implementation Path of “Curriculum Ideology and Politics” for Logistics Management Majors in Higher Vocational Colleges under the “1+X” Certificate System**

### **4.1. Constructing a Diversified Curriculum Ideological and Political Teaching Model**

For the innovation of the ideological and political implementation path of logistics management professional courses in higher vocational education under the “1+X” certificate system, teachers in higher vocational education should closely grasp the diversified curriculum system that fits the “1+X” certificate system, deeply explore the teaching objectives and content of each course, explore the integration points of curriculum ideological and political integration in each course, reconstruct the curriculum ideological and political model, and ensure that the ideological and political construction of the curriculum has an auxiliary role in promoting the “1+X” certificate system. After the new curriculum system, the corresponding core vocational skills courses are offered, with the main purpose of cultivating students' professional skills at different levels of logistics management, including elementary, intermediate, and advanced levels, and possessing cross industry job capabilities. Therefore, teachers can explore the ideological and political potential of each course in combination with the “cross industry job competency” goal of each course. For example, in the basic warehouse theory course, the goal of teachers is to cultivate students' basic warehouse skills and enable them to obtain corresponding certificates. At this point, the teacher needs to consider, what are the requirements for warehouse management related positions? Does this position require various professional qualities? By exploring the integration points of ideological and political elements in the basic theory of warehousing courses, higher vocational teachers can design corresponding ideological and political teaching projects and teaching methods for the courses. For example, by presenting two different cases of basic warehouse management work, students can analyze the results and impacts of two different behaviors, promote students to recognize the social value of this position, form a corresponding sense of responsibility, and obtain good ideological and political innovation and practical effects of the curriculum under the “1+X” certificate system. According to this idea, teachers can separately explore the available curriculum ideological and political resources within the curriculum system, and build a diversified curriculum ideological and political teaching model that fits the diversified curriculum system.

### **4.2. Paying Attention to the Cultivation of Students' Professional Skills and Professional Literacy**

Under the “1+X” certificate system, innovate the implementation of ideological and political education in logistics management professional courses in higher vocational colleges. Teachers should go deep into the “certificate accommodation” reform process and reflect on “the changes in the perspective of curriculum ideological and political construction in the process of changing from ‘teaching based’ to ‘learning based’”. In the “teaching based” perspective of curriculum politics, teachers should convey positive and positive values to students through classroom teaching and practical guidance, and shape their ideological quality. In the “learning based” perspective, students' learning behavior is active, and their tendency to obtain “1+X” certificates is strong. Teachers can take advantage of changes in student attitudes to allow students to advance the ideological and political learning process of the curriculum themselves. For example, in the past teaching of “distribution operation management”, teachers would convey the concepts of conscientiousness, responsibility, rigor, and service first in their explanations. After “documentary evidence integration”, teachers do not convey ideas to students, but rather directly present phenomena to students, or construct a “distribution assignment management” scenario, allowing students to make choices based on their own cognitive and learning experiences, and complete “simulation assignments”. After the simulated homework, students are asked to evaluate each other's choices and behaviors, and in the process of practice and learning, they discover “the qualities that delivery operators need to possess” and “the significance of the delivery operation link”, achieving self centered curriculum ideological and political education. By changing curriculum ideological and political education, it can not only enrich the curriculum teaching process of logistics management

majors, enhance students' sense of participation in curriculum activities, but also enable students to form subjective feelings while acquiring skills, and form correct ideological awareness through rich experience accumulation, thereby achieving curriculum ideological and political innovation.

### 4.3. Ideological and Political Courses Run through the Entire Process of Professional Courses

Teachers of logistics major in higher vocational colleges should apply curriculum ideological and political education throughout the daily teaching process of logistics management major, further expand the coverage of curriculum ideological and political education, and improve the achievements of curriculum ideological and political construction in colleges. After the implementation of the “1+X” certificate system, the learning status of students majoring in logistics management has also changed. Students' learning and skills acquisition not only stay in curriculum teaching and classroom activities, but also gradually spread to various social practices, extracurricular life, autonomous learning, graduation internship, and career planning of students. In response to this change, what teachers need to do is follow the trend of change and make the coverage of curriculum ideological and political change accordingly. For example, in the evaluation of the “Novice Green Initiative” in a “Logistics Management Foundation Course”, the teacher asked students to use the winter vacation time to investigate the implementation and social repercussions of this plan (see Figure 1). In previous activities of this type, the main task was to have students produce survey reports and analyze the management measures and methods for launching this plan by novice enterprises. In this activity, the teacher took into account the ideological and political value of the curriculum in social practice and proposed “to consider the social benefits of this action, analyze it from the perspectives of logistics benefits, residents' feelings, ecological environment, social economy, etc., and talk about the relationship between logistics management and social development”, further integrating the curriculum ideological and political into the social practice of students during the winter vacation.



Figure 1 Social practice of “Novice Green Initiative” during the Winter Holiday

## 5. Conclusion

To sum up, the effective implementation of ideological and political education in logistics management courses in higher vocational colleges under the “1+X” certificate system can optimize the teaching system of logistics management courses, give full play to the professional education and vocational humanity of logistics management majors, strengthen student education and guidance, and enable students to achieve comprehensive development, thereby enhancing their employability, improving the training quality of logistics management professionals in higher vocational colleges, and promoting the comprehensive development of higher vocational students.

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