

Research on the Construction of Multidimensional Practice Platform Based on the Cultivation of College Students' Innovation and Entrepreneurship Ability: A Case Study of Logistics Management

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Abstract: In the current higher education activities, innovation and entrepreneurship education has become a research hotspot. In this context, logistics management, as a strong practical professional discipline, has a positive significance in the process of College Students 'innovation and entrepreneurship. Therefore, based on the dilemma faced by the practical teaching of innovative entrepreneurship training in logistics management specialty, this paper proposes a multi-dimensional practical teaching platform to provide some suggestions for the cultivation of innovative entrepreneurship of College students.

1. Research background

1.1 Literature review

For a long time, some colleges and universities in China still use traditional teaching methods, and mainly focus on theoretical knowledge, little attention to the innovative consciousness of College students. Innovative entrepreneurship is an important national policy put forward by the state in recent years, and it is also an important basis for college students to engage in innovative entrepreneurship. However, at this stage, many schools do not pay enough attention to this, and always pay attention to students'academic performance. In view of this, many literatures have carried out a detailed discussion on it. Some scholars point out that the training of innovative talents is mainly accomplished through higher education. At present, in the process of building an innovative country in China, universities play an important role (Wang, et al, 2015). Under the new situation, the cultivation of College Students'innovation and entrepreneurship ability has received extensive social attention. Therefore, some scholars take the international business major as an example, put forward multi-dimensional practice platform, such as practice, production, learning, off-campus practice, etc., so as to take students as the main body, combine theory and practice in and out of class, and fully study the relevant countermeasures, so as to enhance the innovation and entrepreneurship ability of college students (Xiao, 2017). Based on the development and construction of science and technology innovation and entrepreneurship base, some scholars have comprehensively explored specific methods to promote the innovation and entrepreneurship ability of college students from the aspects of management system, innovation platform, science and technology innovation team and incentive mechanism, with a view to improving the employment and entrepreneurship ability of college students (Yang, 2018). Some scholars point out that the social and economic development urgently needs innovative talents in science and technology. At present, many science students need multi-dimensional practice platform to cultivate their innovation and entrepreneurship ability. For this reason, the author puts forward the relevant content of innovation and entrepreneurship practice platform in the literature, so as to analyze the current development situation, further draw lessons from foreign innovation and entrepreneurship development experience, and put forward the construction concept of innovation and entrepreneurship practice platform for science students (Chen, et al, 2017). By means of questionnaire survey, some scholars understand the current situation of cultivating undergraduate students'innovation and entrepreneurship ability from the aspects of entrepreneurial motivation,

attitude, policy and participation in innovation and entrepreneurship activities. On this basis, the paper puts forward the plan of building the teaching practice platform of logistics management specialty.

1.2 Purposes of research

In order to build a multi-dimensional practice platform for college students' innovation and entrepreneurship ability, it is necessary to take specific majors as examples. Among them, logistics management specialty has strong practicality. It has a positive effect to analyze the cultivation of College Students' innovative and entrepreneurial ability from the construction of multi-dimensional practice platform. Therefore, this paper will take logistics management as an example, and build a new idea of multi-dimensional practical teaching platform from the perspective of Cultivating College Students' innovation and entrepreneurship ability. From the perspective of Application-oriented Undergraduate colleges, their own colleges need to fully build students' innovation and entrepreneurship ability. In addition, through the cultivation of College Students' innovative and entrepreneurial ability, and through the multi-dimensional practice platform to improve, students' innovative and entrepreneurial ability can be effectively improved. From the existing research literature, innovation and entrepreneurship education has become a hot spot of current research. In this context, colleges and universities have set off a wave of training talents. Among them, as a practical discipline, logistics management has been regarded as a pilot discipline by many universities in the specific teaching reform. Therefore, from the logistics management specialty to analyze, and through the cultivation of College Students' innovation and entrepreneurship ability to explore, in order to improve the practical operation ability of the specialty, can improve the society's application-oriented talents of higher quality. In the existing research, many colleges and universities seldom build innovation and entrepreneurship practice platform for logistics management specialty. At the same time, few literatures have carried out a detailed study on it. For this reason, this paper will take logistics management as an example to fully explore the multi-dimensional practice platform of College Students' innovation and entrepreneurship ability training, so as to provide some reference for building the platform of innovation and entrepreneurship ability.

2. Difficulties in practical teaching of developing innovative and entrepreneurial ability in logistics management major

2.1 Lack of Attention to Practical Teaching Links in Cultivating Innovative and Entrepreneurial Ability

At present, innovation and entrepreneurship have become the main theme of the development of the times, and many colleges and universities have launched specific practical research on it. However, there are still some logistics management colleges and universities in a fixed self-proclaimed state, but also lack the ability to innovate. On the one hand, some logistics management colleges and universities have not invested enough in human, material and financial resources, and have not established links with related enterprises, resulting in the lack of a large number of practical paths for logistics management students (Xiao, et al, 2015). In this case, the cultivation of innovation and entrepreneurship ability of college students majoring in logistics management is always in a blank state. On the other hand, many colleges and universities are still mere formalities and have not formed large-scale teaching effect. Generally speaking, some managers in Colleges and universities do not start from the perspective of multi-dimensional practice platform, thus introducing it into the campus. In this case, students majoring in logistics management lack enough practical thinking and practical ability, so it is difficult to shape the thinking of innovation and entrepreneurship, which is still in a blank state in practical application (Yan et al, 2016).

2.2 Lack of professional logistics management facilities

At present, the cultivation of innovation and entrepreneurship ability of college students majoring in logistics management needs sufficient professional facilities to support it. In the specific teaching process, logistics management course should pay more attention to practical operation, so as to enhance students'operational ability. However, due to various constraints, some colleges and universities have not invested a lot of financial resources and sites to increase logistics management professional facilities (Zhai, 2018). Specifically, many logistics operation facilities and equipment lack sufficient capital investment, and due to site constraints, the development of logistics facilities and equipment lags behind the current needs of teaching. As a result, logistics management students lack professional facilities and equipment, which leads to their innovation and entrepreneurship ability has not been effectively improved, and curbs the course process. Logistics management teaching needs to invest a lot of management facilities. It has a positive effect on improving students'innovation and entrepreneurship ability from teaching practice (Wang, 2016). Therefore, in the future logistics management professional facilities investment process, need more personnel to invest in facilities, strengthen students'awareness and ability of innovation and entrepreneurship (Yue, 2018).

2.3 The faculty of logistics management is relatively weak.

Compared with the conventional teaching mode, the cultivation of innovation and entrepreneurship ability of logistics management specialty needs more demanding teachers. Among them, for the instructor, he not only needs to be familiar with the knowledge content of the syllabus, but also needs to master the basic essentials of practical operation (Guan and Li, 2014). In the specific application, teachers should also have the ability to operate the relevant facilities and equipment. Only in this way can students be fully provided with more grounding gas operation. However, according to the current situation of development, many colleges and universities in the development of innovation and entrepreneurship have bigger defects. In particular, most of the teachers of logistics management specialty are good at teaching books, but lack of practical operation ability. In addition, it is difficult to complete the basic equipment of teachers in schools. Therefore, the weakness of teachers has become an important bottleneck restricting the development of logistics management specialty.

3. Construction of multidimensional practice platform for cultivating innovation and entrepreneurship ability of logistics management major college students

3.1 Creating practical classroom teaching platform

For college students majoring in logistics management, most of their time is spent in the classroom. Therefore, if universities want to improve students'innovation and entrepreneurship ability, they should first create a practical classroom teaching platform. Firstly, teachers of logistics management specialty should give priority to students and create a lively and free classroom atmosphere. At the same time, students are encouraged to strengthen the discussion of problems, so as to cultivate their enthusiasm for innovation and entrepreneurship. Take the course “International Freight Forwarders” as an example. Teachers can divide students into four groups, representing freight forwarding companies, and set up marketing department, operation department, customer service department, and assign students to different departments. Set 10 daily tasks in combination with the classroom, and use the online and offline way to complete each problem. In the process of completion, the process of completing the task is shown to other groups, so that others can give some evaluation, so as to optimize the process of each task. In addition, teachers can introduce current hot issues into the classroom, asking each group to inquire about information, present it in the form of survey reports, and answer it through classroom discussions.

3.2 Design practical teaching platform for discipline competition

In the existing teaching platform, students'innovation and entrepreneurship ability can be

effectively trained through subject competition. Moreover, the subject competition platform is also an important carrier to improve students'comprehensive quality. In the aspect of students'desire for knowledge, it is of positive significance to create a good cultural atmosphere by means of subject competition. Therefore, logistics management specialty can build a “multi-step, multi-dimensional” competition system, which can attract students to participate actively in many ways. For example, starting from freshmen, more students are guided to participate in the related activities of logistics management specialty, emphasizing on optimizing basic skills. For sophomores, they can be guided to participate in comprehensive competitions through mathematical modeling, so as to cultivate their innovative and entrepreneurial abilities. In addition, junior and senior students can participate in more domestic competitions, close to the latest developments in the logistics management industry, thus forming a good atmosphere for innovation and entrepreneurship.

3.3 Shaping the support platform for entrepreneurship and enhancing the confidence of innovation and entrepreneurship

Generally speaking, the foundation of College Students'entrepreneurship is relatively weak, and the early stage should be supported by entrepreneurship in order to continue. The key direction of logistics management specialty lies in the construction of e-commerce websites or logistics express points. Therefore, the school of logistics management should set up entrepreneurship college to strengthen the education of innovation and entrepreneurship by employing professional teachers to open courses for entrepreneurship. At the same time, schools can also set up entrepreneurship guidance agencies to provide certain support for possible successful projects, such as free counseling, consultation, tracking and other services, to solve their entrepreneurship process of funds, management and other issues. Subsequently, schools can strengthen the publicity of students'entrepreneurship policies, so that interested students can fully understand the relevant entrepreneurship policies.

4. Implementation path

4.1 Improve the management mechanism of innovation and entrepreneurship in Logistics Management Specialty

First of all, the establishment of professional logistics management of College Students'innovative venture capital, to support students with prospects for business projects. Secondly, the credit of innovation and entrepreneurship should be established. The establishment of this system is mainly aimed at the award-winning students in academic competitions. When they accumulate certain points, they can get the support of relevant institutions. Through this program, we can support the prospects of innovative entrepreneurship students. Subsequently, the responsibilities of the relevant instructors are clarified, and teachers'work is sent through measurement, which is included in the assessment of teachers' teaching performance. Only in this way can teachers be actively encouraged to strengthen the guidance of students. In addition, colleges and universities can provide free laboratories for students, so that students have enough space for experiments. Finally, the key is to simplify the approval process of the above measures and provide more convenient conditions for innovative entrepreneurship students.

4.2 Strengthen the strategic cooperation among schools, administrative units, banks and enterprises

In the specific cooperation process, the personnel of the logistics management specialty of the school can connect with the logistics industry and strengthen the school-enterprise cooperation mode. In other words, enterprises provide certain places for school students to practice, while teachers or students provide effective solutions for enterprises to solve problems. In this process, we can strengthen the links between schools and regions, and strengthen communication channels. At the same time, schools can strengthen the opportunities of cooperation with the government, strive for social resources support as far as possible, and transform learning outcomes, so as to fully

stimulate students'enthusiasm for innovation and entrepreneurship, and at the same time, students' innovation and entrepreneurship activities can be put in place.

4.3 Creating an efficient teacher team with double teachers

In order to ensure students to carry out innovative and entrepreneurial activities smoothly, effective teachers should be strengthened to provide sufficient time and financial support for students, so as to enable students or teachers to obtain innovative and entrepreneurial education courses and opportunities to hang up in enterprises. At the same time, we can try the “teacher + student” and other efficient guidance mode. Under this model, teachers and students can guide students at different levels and help them realize the sustainable development process of innovation and entrepreneurship.

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