10.70711/wef.v2i5.5059

Research on Training Strategy of Logistics Professional Undergraduate Talents

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Abstract: With the in-depth implementation of macroeconomic strategies such as the "Belt and Road" Initiative, the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, the new development pattern of domestic and international double cycle, and the improvement of high standards of cross-border e-commerce, and the rapid development of frontier technology fields such as big data, artificial intelligence, blockchain technology, and the Internet of Things, professionals in the traditional logistics industry have been unable to meet the needs of the industry under the new situation. Logistics vocational college needs to deeply understand the current situation of the urgent demand of the logistics talent market, and strengthen the education and training of applied logistics talents. The construction of a sound logistics teaching system is the basis of talent training strategies and approaches. With the optimization of economic layout and the upgrading and transformation of the industry, the demand for high-end logistics talents is growing day by day. Therefore, it is necessary to accelerate the training of high-quality and high-end logistics professionals that adapt to the development trend of regional economy and logistics industry.

Keywords: Logistics; Vocational undergraduate; Personnel training

Introduction

As our country's economy continues to march to a new normal stage of development, the demand for talent continues to grow. In recent years, many vocational colleges have sent a large number of logistics graduates to all walks of life. However, the training quality of logistics professionals has not yet met the actual demand of enterprises for talents, resulting in employment problems for logistics management graduates, and it is difficult for enterprises to recruit suitable talents, forming a contradiction between supply and demand. As a comprehensive subject involving management, economy, operation research and other disciplines, logistics management plays an important role in national economic construction.

1. Comparison between vocational education undergraduate and ordinary undergraduate personnel training in logistics management

There are fundamental differences between vocational undergraduate education and general undergraduate education in training objectives, educational methods and development approaches. The general undergraduate education usually takes applied science as the core, focusing on cultivating students' inheritance of scientific and technological knowledge, enabling students to participate in applied research, and promoting social progress through scientific and technological innovation. Vocational undergraduate education pays more attention to improving students' practical skills and application ability, and its teaching methods tend to field operation guidance and practical work training, so as to cultivate students' vocational adaptability and career planning. Compared with traditional general undergraduate education, vocational undergraduate education puts more emphasis on the cultivation of vocational skills, attaches importance to the deepening of practical skills and technical knowledge in specific vocational fields, and cultivates students' strong technical practical ability and significant industry adaptability [1].

Logistics general undergraduate education focuses on cultivating students' vocational skills. Through the combination of theoretical teaching and sufficient practical operation, it constructs an education system, builds students' knowledge structure, ability development and accomplishment improvement, and improves technology application ability as the core. It adheres to the concept of "high skills" and cultivates professionals who master high-end technologies through curriculum setting and teaching plans.

Through education, logistics professional undergraduate management education cultivates logistics management talents who have theoretical basis, comprehensive ability, innovative spirit and are familiar with the actual operation and process control of logistics, and can

hold logistics related positions such as transportation, warehousing and distribution in the production and circulation industry, government departments and other related fields to meet the demand for high-end applied talents. Logistics management vocational undergraduate education needs to adhere to the dual characteristics of "advanced research" and "professional practice", according to the training standards of application-oriented human resources at the undergraduate level and the needs of high-skilled personnel planning, to build a teaching system integrating theoretical knowledge and practical skills. Based on the educational concept of "ability first", we plan teaching activities and learning methods, emphasizing the integration of industry and education, the combination of theory and practice, and the unification of knowledge and action, so as to cultivate applied technical talents in the logistics industry who can adapt to the needs of local economic development and industrial change.

2. Logistics undergraduate talent training strategy

2.1 Introduction and construction should be carried out simultaneously, and curriculum system construction should be carried out

Vocational undergraduate schools should put the concept of information technology in the first place, with the help of modern network and big data technology, actively promote the sharing and opening of logistics education resources, continue to update educational content, integrate educational methods with diversified means, and rapidly improve the teaching effect. Through the introduction of high-quality network teaching content, the problem of the shortage of course teachers is effectively solved; The SPOC network courses of the three basic disciplines of economics and management for undergraduate students of logistics careers have been built, which promotes the innovative teaching mode of classroom flip and hybrid education, and creates practical teaching resources such as "ERP and Enterprise Management simulation" with the characteristics of business virtual simulation training. In terms of the architecture of the digital education platform, logistics management online courses from Harvard, MIT, Stanford and other world universities are selected to realize the effective integration of external course resources and internal self-developed courses. The logistics vocational undergraduate course takes the integration of engineering technology as the core, strengthens the cultivation of technology application ability, and embodies the course design concept built on the basis of real work scenarios and tasks; The main points of the course are planned based on vocational tasks and are consistent with national skills qualification standards, using representative products and services as teaching tools and teaching in scenarios that simulate real work environments. In the educational activities, teachers integrate the on-site visits and internship opportunities of professional posts, so that students can have a deeper understanding of their major and its related industries, and more accurately meet the training needs of undergraduate students in logistics occupation through teaching design [2].

2.2 Formation of "collaborative education, integration of production and education" innovation and entrepreneurship personnel training model

In order to promote the sustainable development of the field of logistics management and further improve the quality of logistics vocational undergraduate education, schools should pay attention to the training of students' practical skills to ensure that significant results are achieved in practice. Vocational undergraduate schools can establish close cooperative relations with enterprises, carry out targeted personnel training work, cooperate with well-known logistics enterprises, jointly implement "industry-university-research" projects, establish innovation and entrepreneurship platforms and other strategies. Through cooperative enterprises, they can deeply participate in the construction of majors, the formulation of teaching syllabuses, the development of course content and practice teaching, so as to ensure that the talents cultivated by the school can meet the needs of enterprises [3]. The school-enterprise cooperation model not only helps students accumulate valuable experience in practical work, but also makes students more competitive in their future career, realizes the effective docking of enterprise needs and talent training, and promotes the progress and development of the entire logistics industry. In today's society, innovation and entrepreneurship education has become an important part of education on and off campus. In order to cultivate students' innovation and entrepreneurship ability, we build an innovation and entrepreneurship education platform based on both inside and outside the campus, integrating various resources such as policy support, supply chain management, and well-known enterprises to provide students with a comprehensive learning environment. The school constructs a professional curriculum system consisting of four modules, including four areas of general education, professional skills, core technology and entrepreneurial practice. In the general education module, students can learn the basic ideas and methods of innovation and entrepreneurship, and improve their humanistic literacy and comprehensive quality; In the professional skills module, students will master professional skills related to innovation and entrepreneurship, such as marketing, financial management, etc. In the core science and technology module, students will be exposed to the latest science and technology trends and research results, stimulate students' innovative thinking and technology application ability; In the Entrepreneurship Practice module, students will enhance their entrepreneurial ability and teamwork ability through practical operation and project practice.

3. Conclusion

All in all, under the background of the new era, China's education concept is gradually developing to a more advanced stage. In order to ensure the best results of education reform, it is necessary to improve the current vocational undergraduate education system, optimize and adjust vocational undergraduate education schools based on this, and gradually update and reform the teaching methods of logistics major. Therefore, in the training of logistics professional undergraduate talents, it is necessary to evaluate the social demand for talents, take the actual social demand for employment as the starting point, enhance the practical operation skills and core vocational skills of students in logistics, and reduce the vocational conflict and opposition of students in the job market after graduation. In the process of updating the teaching plan and promoting the reform of the discipline, logistics vocational undergraduate schools need to pay attention to the practicality of personnel training to ensure that theoretical knowledge can be applied in practice on campus, so as to cultivate logistics professionals who truly meet the needs of social progress.

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Project name: Research on the evolution logic and driving mechanism of undergraduate logistics career from the perspective of adaptation JZW2024181

Project name: Research on safety improvement mechanism of food industry chain and Supply chain from double cycle perspective JZW2024228