

The Reform of Logistics Education Based on "High-Quality Personnel Training" in Higher Vocational School*

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Abstract - Currently in China, the contradiction between the supply and demand of logistics personnel has protrude the shortcomings of the development of the logistics industry, which has made the task of training large numbers of logistics talent very imperative in China .Based on the background of reflecting both the logistics education and the prominent supply -demand contradiction of logistics personnel, the article come up with the new education conception that is guided by logistics demand, rooted in professional talents and with the aim to harvest comprehensive quality, the article also come up with measures to the logistics educational reform, with the aim to improve the logistics classroom-teaching, train high-quality logistics talent to satisfy the need of the society.

Index Terms - Logistics, Talent training, Curriculum teaching, Education reform.

1. Introduction

With the spring-up and spread of the idea of the global manufacturing, now in China logistics industry comes to become a new economic growth point. The world has attached great attention to the demand for the logistics talent. Now, the contradiction between the supply and demand of logistics personnel has protrude the shortcomings of the development of the logistics industry, which makes it necessary to train large amounts of high-quality logistics personnel. The higher vocational college should be the hinge for training professional logistics personnel. According to the policy, many colleges started to establish logistics professional subject. However, which also accompany with some problems. How to educate the professional efficiently to improve the logistics becomes the key mission of higher vocational education. However, varieties of problems can be found among the logistics curriculum in higher vocational schools now, such as unclear training goal, inappropriate curriculum-setting, the lack of improvement in teaching methods, the need for enhancement in putting teaching into practice and so on, which cannot adapt well to the development of the logistics industry [1,2,3]. So, it's imperative to find the way to booster the healthy and fast development of the logistics industry, to deepen the logistics education reform of the higher vocational schools.

2. Bringing Teaching Back into Meaning, Ideal Leads the Practice

The goal of these positions are higher, and the practical skills of the operator, and personnel training is vocational colleges, to cultivate a professional high quality skilled

logistics personnel. Because of the logistics professional positions require strong operational skills, strong foundation, heavy theory, the cultivation of wide caliber mode is still unable to meet the demand of the logistics enterprises lack the theoretical knowledge and practical skills has become a common problem in logistics management professional vocational colleges teaching. Many vocational school quality talents trained in accordance with traditional culture and enterprise requirements there is a big difference. To reform the existing training model thus seems imminent. The training of logistics personnel should change "classroom learning centers" into a "skills training center" that concrete action combining learning with emphasis on skills practice and production internship phase combined, enable schools to train qualified logistics professionals, so that students can do graduation will be able to posts [4, 5].

Bring teaching back into meaning that our education peruses is exactly the teaching means something. The meaning determines the goal and the main task. The reform of the teaching content is the core of the teaching reform while the reform of the teaching methods is the powerful support. Ideal leads the practice [6]. Totally new teaching conception is the necessary foundation of achieving the success of the reform both in teaching content and in teaching methods, and even more is the key to find the way out of the problem.

2.1 Set up the professional ideal guided by the demand of the logistics talent

Currently speaking, the competition between corporations around the world, in fact, is the competition for high-quality logistics talent. Logistics talent is a necessary backup for any businesses[7] survival and development. Aimed to train professional logistics personnel, keeping up with the basic principle of enhancing comprehensive quality of the personnel, the logistics education in higher vocational schools, certainly, will choose to root in the demand of modern logistics corporations, to set up clear professional goal in logistics; to train professional personnel with such talents: with the ability to confront front-line of the production, service and management, to undertake the basic management like the logistics transportation, storage, delivery and so on, with the ability to do better in management and coordination, and also, be fluent in both logistics management and marketing.

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2.2 Found the curriculum system based on the plan of the professional ability

As to turning the ideal into action to cultivate the high-quality professionals in logistics, an appropriate curriculum system is the important carrier. Because elements like the products, fund, information, technology, personnel are united together and can do some work through the whole process in logistics industry, and because of the systematic ness and integration of logistics industry and its dominant features which covers all kinds of region, Industries and apartments, with no doubt, the setting up of the curriculum contents of logistics should follow reasonable principles, focus on the professional and comprehensive ability demanded by the post, follow the plan of first professional ideal, then professional skills, finally enhance the ability of social practice step by step, to build up theoretical and applicatory curriculum systems well adapted to the career demand of high vocational school students reasonably.

2.3 Perfect the practical training and practical learning system rooted in enhancing comprehensive ability

Reform of the teaching methods and teaching ability is effective safeguard of enhancing teaching quality. Throw away the traditional teaching method of inculcating the whole class and "teacher-centered" teaching model, put elicitation method of teaching into practice, to set off students' dominant role in teaching actions, to arouse students' enthusiasm in learning sufficiently, help them to generate the ideology and excellent ability featured in initiative and creativeness, to help students to cultivate favorable personality and improve comprehensive quality. As a result, among all kinds of teaching models in logistics teaching, the mix and integration of different kinds of teaching methods is the best way we choose.

2.3.1 Mix the task-drive and traditional teaching, to cultivate students' favorable personality and ability of thinking

Mix with the traditional teaching to produce complementary advantage, the task-drive generally means a kind of teaching actions in training comprehensive practical ability, which covers imitating the practical training. It's a kind of "human practice-oriented" teaching methods which mix the traditional teaching and task-drive, and rooted in cultivate students' favorable personality and improve their comprehensive quality. The applicatory teaching method of project implementation in logistics major is quite excellent. It usually implicate logistics knowledge into one or some tasks, founded on the basis of analyzing, discussing the task put up by students, find out the problems, then find out related knowledge specific to the problem, to finish the task with the assistance of team members and guidance of teachers [8,9]. The final goal of the teaching model is to help students to enhance their comprehensive quality by putting theoretical knowledge into solving practical problems and mastering professional skills in logistics. For instance, in the logistics information technology class, students can be made to join a particular project to complete the task of choosing the best way for vehicles, through the task, students can learn how to

use GPS, GIS, which cannot be compared by the traditional teaching. To complete the task of choosing the best way for vehicles, firstly, taking the geographical location, destination, load capacity into account, the teacher set up a certain situation, then according to the current situation, the students choose the best way to finish the task. During the process, the students are permitted to use all kinds of mew methods, naturally the students will absorb feelings of freshness, sense of achievement, and cultivate confidence, generate the spirit of exploration, thereby their favorable personality, creativeness and comprehensive quality will be developed.

2.3.2 Integrate established case into traditional teaching, booster the harmonious& balanced development of teaching in a dilemma

Essentially the established case is a dilemma in teaching, there is no standard solution. The teacher play the role if designers and motivator can encourage students take active part in discussion, which is different from the image of passing on knowledge in traditional teaching activities. Integrate established case into traditional teaching; the teacher plays both the role of "traditional teacher" and "modern teacher". The organization and implement of the integrated teaching help to bring out the teaching to achieve harmonious and dynamic development of balance. The model of integrating established case into traditional teaching has distinct features: (1)help students to think independently and creatively, to make the learning process interesting, also each student should declare themselves as to their and other members' solution, to learn from each other. Through exchanging experience, students can comprehend and absorb the knowledge from different aspects, also improve interpersonal skills and ability to communicate, thus to attain harmonious interpersonal relationship.(2)Lead students to reverse their conception from "knowledge-emphasized" to "ability-emphasized", after get the established case, the students should first absorb the case carefully, then consult the related information, invisibly they deepen the understanding and structure of the knowledge; the most thought-provoking is the process during which students put up with the answer after careful thinking, the sense of achievement and proud will embody in the improvement of students' comprehensive quality. (3)Supervise teachers to improve their comprehensive quality. During the discussion about the case, students ask for teachers' guidance whenever necessary, which also urge teachers to reflect on how to introduce new knowledge according to different understandings of children. The bidirectional teaching model also expects much for teachers [10].

2.4 Application theory into practical teaching, to achieve the perfect combination of learning and practice

Practical activity is significant in developing students' ability in analyzing and solving practical problems. Whether a student is competent for a professional job in logistics is determined by the part of practical teaching' success or not. As a result, it's quite necessary for the higher vocational schools to build up practical training area in the model of business.

Inside the practical training area, there must exist facilities and related background soft wares in aspects of storage, delivery and handling, thus help students to get familiar with operation specification and work procedure, master the technical ability of the operation of logistics workflow. Meanwhile the higher vocational schools should also take active part in cooperation with enterprises, exploit practical training base outside school. Combine the practical training in school and internship experience outside school. At the same time, it's necessary to further invite expert in management and technical personnel from logistics business as part-time teachers, to guide students to enhance their operating ability in the authentic environment, which should be the most effective kind of practical learning.

3. Summary

Logistics teaching in higher vocational schools should follow such kind of conception in teaching reform: guided by the demand of the business, rooted in the professional ability, aimed at improving students' comprehensive quality. It should orientate itself accurately, design curriculum reasonably, perfect the class module emphasized on enhancing students' quality, thereby cultivate talents in logistics well adapted to the swift and good development of the logistics industry.

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