

Research on the Quality of Logistics Management Courses

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Abstract

based on the requirements of creating high-quality courses, this paper explores the countermeasures and Suggestions to improve the quality of logistics management curriculum construction from the understanding of logistics management high-quality courses and the definition of creating high-quality courses.

Keywords

logistics management; Professional; Optimization; course.

1. Introduction

Curriculum is the core element of talent training; It is the curriculum that most directly, centrally, and effectively benefits students from a university, The basic characteristics of a quality curriculum are teacher-student interaction, process focus, and strict requirements, Today's college students enjoy a better learning environment and richer teaching resources than ever before, and there is no reason not to devote themselves to learning. Learn true knowledge, practice true skills, is responsible for their own, is responsible for the family, is responsible for The Times.

2. To Create the Essence of Logistics Management Quality Courses

The quality course of logistics management should be innovative, advanced and challenging. The higher order points out that the course of logistics management is an organic combination of knowledge, quality and ability. Innovation refers to the use of advanced technology in teaching form as far as possible, and teaching content to keep up with the pace of The Times; Challenge refers to the difficulty of logistics management course, which requires teachers and students to do a lot of supplementary learning after class. On the basis of careful lesson preparation, teachers should give a good lecture. Students should spend time to think about the lesson after class and try to use it. Teachers and students should work together to give full play to the bilateral harvest.

3. The Problem of Creating a Quality Course in Logistics Management

3.1. The Orientation of the Course is Unclear, and Some Courses Overlap with other Courses

At present, the orientation of logistics management courses is not clear. The organic integration of knowledge, ability and quality needs to be improved, and the cohesion of courses is not high. Unclear positioning also manifests itself in standard uncertainty. Everyone is consciously creating online and offline classes.

3.2. There are Few Gold Courses for Logistics Professionals and Lack of Local Flavor

First of all, due to the input of educational resources and the geographical limitations of input, the construction of logistics management major gold course is not obvious. With the vigorous

promotion of online open courses, in 2018, the number of online moocs reached more than 8,000, the number of college students and social learners exceeded 140 million, and the number of moocs available for universities in western China exceeded 65,000. Open online courses, fewer courses on logistics management.

Second, from textbooks to education, local tastes are scarce. The teaching content is limited to a single textbook, and it is rarely based on students' vocational needs to rearrange chapters, sections and knowledge points. The overall design of course teaching is less based on students' vocational needs, highlighting procedural knowledge and strategic knowledge, and cultivating students' comprehensive ability to solve complex problems.

4. Make the Process of Logistics Management Professional Quality Course.

4.1. Excellent Courses in Logistics Management are Inseparable from Academic Understanding of Excellent Courses.

Requires to reform the system of talent evaluation and teaching evaluation in colleges and universities to change in the talent evaluation in colleges and universities to provide scientific research, the thesis, the tendency of heavy scientific research is not teaching, through the teaching professor promotion channels, really attaches great importance to the teaching guide college teachers from the deep heart's core, delights in teaching, textbook education teachers deserve respect and affirmation.

4.2. The Creation of High-Quality Courses is Inseparable from Students' Correct Understanding of it.

The first batch of students born in 2000 have entered college campuses and will become the majority of college students. College students with their own network genes and personality needs pay attention to their emotional experience and value realization. They are eager to integrate into the process of minority interest circle, and they also hope to manifest their personality and seek for the process of existence, identity and belonging. However, college education still belongs to the mass education, which cannot be excessively personalized. The two are contradictory and unified.

4.3. The Foundation of Quality Curriculum should Return to Curriculum Construction.

The curriculum is the "last mile" which embodies the idea of "student development as the center", and it should solve the fundamental problem of training people in education.

5. Countermeasures to Optimize the Curriculum Construction of Logistics Management Major

5.1. The Course Aims to Cultivate Integrity Logistics as an Action Guide

The construction of logistics management courses in the new era is a major and complicated system engineering, we must adhere to the "market demand to determine the professional, industry demand to determine the standard, enterprise demand to determine the curriculum, student demand to determine teaching methods, social demand to cultivate talent" curriculum construction guidelines, adhere to the training of integrity logistics talent.

5.2. Promote the Construction of High-Quality Logistics Courses to Maintain the Local Flavor

Colleges and universities should earnestly find out the prominent problems and weak links in classroom construction and management, strictly control and grasp the teaching order, formulate rectification measures, make clear the time node, implement the responsibility to

the person, set up the rules of strict management, strengthen classroom teaching construction, and raise the quality of classroom teaching.

"Local education". Education should be conducted in accordance with local characteristics, local conditions and schools. Although it can learn from foreign practices and reflect the knowledge accumulation and innovative achievements of human culture, it must be rooted locally. Relying on the school-enterprise cooperation development platform and under the guidance of the professional construction steering committee and enterprises, the school-enterprise cooperation in running schools is actively promoted, so that enterprises can participate in the whole process of talent training, jointly formulate talent training plans, and jointly develop the curriculum system combining work with study. We will improve the talent training model of "school-enterprise cooperation, progressive ability and integration of multiple certificates" based on the ability demands of various posts in the logistics industry.

5.3. Adhere to Steady and Progressive, Set an Example, Vigorously Promote.

We should adhere to the principle of putting curriculum quality first and optimizing curriculum quantity, deepen curriculum reform, gradually accumulate reform experience, and constantly form new concepts, standards and mechanisms for constructing high-level undergraduate education. Actively select trees for advanced models. We will carry out various forms of promotion and exchanges, strengthen publicity, and give full play to the role of demonstration and promotion. We will promote the formation of a number of open empirical models that can be used for reference and promoted, and actively promote them at a certain level to drive the formation of overall reform results.

5.4. Construction of School-Enterprise Cooperation Courses and Project Courses

Build high-quality core courses and project courses integrated with school and enterprise, develop self-learning core courses of logistics management teaching resources, strive to promote the professional development of logistics management to a new level.

On the one hand, invite enterprise engineering and technical personnel and industry experts to participate in the construction of high-quality core courses for logistics management. Sort out the professional competence required by the post (group), Referring to the needs of relevant national vocational technical standards for various types of logistics industry, and considering the development direction of modern logistics industry, the core of the work task should be focused on the construction of major courses to meet the needs of cultivating students' good employability.

On the other hand, a teaching resource database of core courses should be established, including course standards, courseware, teaching plans, test questions, etc., to expand students' study space. And with the digital campus network of the college as the supporting platform, the department allocates specially-assigned personnel to manage the core curriculum teaching resources.

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