

# Discussion of the Talent Training Mode of the Combination between Work and Study in Logistics Management Major of Higher Vocational Colleges

Tao Xin

*Shandong Transport Vocational College, Weifang, Shandong, China, 261000*

**Abstract:** *With the rapid development of logistics industry, it has become an important task and challenge to cultivate high-quality talents who can adapt to the market demand. Therefore, the talent training mode of integrating work and study in logistics management majors in higher vocational colleges has come into being. This novel education model aims to provide students with opportunities for all-round development by integrating work and study into talent training, so that they can gain rich experience in practice and have the ability to solve practical problems. This paper will discuss the implementations of the mode and propose several matters needing attention, aiming to provide useful ideas and practical experiences for educators.*

**Keywords:** *higher vocational college; logistics management; the combination between work and study*

## 1. Introduction

In today's rapidly developing global economy, logistics management is playing an increasingly important role as a key link in promoting the circulation of goods and supply chain operation. For logistics management majors in higher vocational colleges, how to innovate the cultivation mode and combine it with work and study to cultivate talents with more practical ability and innovation potential has become an urgent problem to be solved. The emergence of the talent training mode of integrating work and study provides students with a platform for comprehensive development through the organic combination of theory and practice, so that they can be comfortable in facing complex logistics challenges. However, how to effectively apply this mode in practice and continuously improve and refine it is a teaching task that all front-line educators should seriously consider.

## 2. A overview of the talent training mode of the combination between work and study

The combination between work and study emphasizes the combination of the knowledge about work and study and talent training, and cultivates students' practical operation ability, innovation ability and team cooperation ability through practical teaching and close cooperation with enterprises. This mode breaks through the traditional theoretical teaching and pays more attention to cultivating students' practical ability and professionalism so that they can adapt to the needs and challenges of the logistics industry. Through the cooperation with enterprises, students can be exposed to the real working environment, understand the latest development of the industry, and enhance their practical ability and professionalism through practical projects and internship experiences. The talent training mode of integrating work and study not only improves the effectiveness of teaching, but also promotes the overall development of students, laying a solid foundation for their future career development.

## 3. Practical value of the talent training mode of integrating work and study

### 3.1. Promoting national economic development

First of all, the mode focuses on cultivating students' practical ability and innovation spirit, so that they have the ability to solve practical problems. In the field of logistics management, students will master and apply various logistics management tools and techniques through practical operations, field trips and internship practice, so as to enhance their ability to solve practical logistics problems. The cultivation of these abilities not only meets the demand of enterprises for high-quality logistics

management talents, but also helps to promote the development of logistics industry, improve logistics efficiency and reduce costs.

Then, logistics management, as a comprehensive discipline, requires students to have certain engineering technology knowledge and management theory knowledge, as well as good communication and coordination ability and teamwork spirit. Through the talent training mode of integrating work and study, students will be exposed to various engineering technologies in the practice of logistics management and learn how to apply them to the optimization and improvement of logistics system. This interdisciplinary training helps to cultivate logistics management talents with comprehensive literacy, and they are able to deal with complex problems in practical work to promote the synergistic development of logistics industry.<sup>[1]</sup>

Finally, the talent training mode of integrating work and study can also promote the cooperation of producing, learning and researching, and strengthen the innovation ability of industry. By working on projects with real enterprises, students can gain an in-depth understanding of industry needs and real-life problems, interact closely with enterprise professionals, and propose innovative solutions by combining engineering knowledge. This mode of university-industry cooperation helps to promote the cultivation of innovative capabilities and the transformation of scientific and technological achievements, and injects new momentum into the development of the national economy.

### ***3.2. Testing the teaching quality of colleges***

First of all, under the talent training mode of integrating work and study, the education of the logistics major in higher vocational colleges is no longer limited to classroom teaching, but focuses on the links of practical operation and field practice. Students apply their learned theoretical knowledge in real situations and face practical challenges through participating in practical projects, simulation operations and enterprise internships, which effectively test students' professional practical ability and application ability.<sup>[2]</sup>

Then, higher vocational colleges and the cooperative partners in the logistics industry jointly design and implement teaching programs, introduce actual cases into the classroom, and provide practice platforms and internship opportunities. Through the cooperation with enterprises, teachers can keep abreast of industry demands and development trends, so as to adjust and improve teaching contents and methods and ensure close integration between teaching and practice.

Finally, under this mode, the education of the logistics major in higher vocational colleges not only focuses on students' professional knowledge and skills, but also on cultivating students' innovative thinking, communication skills and teamwork spirit. By carrying out team projects and interdisciplinary cooperation, students can exercise their problem-solving skills, interpersonal skills and organizational and coordination skills, thus improving their overall quality.

## **4. The implementations of the combination between work and study in logistics management majors**

### ***4.1. Keeping up with the times: developing modern curriculum system***

With the rapid development of economic globalization and information technology, logistics industry is in the era of rapid change. In order to cultivate professional talents who can adapt to the development of the industry, we need to constantly update the curriculum system and ensure that the teaching contents are closely matched with the industry needs. By introducing the latest theoretical research results, cutting-edge technologies and industry trends, we can help students master the latest logistics management knowledge and skills and lay a solid foundation for their future career development. Then, the mode focuses on interdisciplinary integration and practice orientation. Modern logistics management has gone beyond the scope of a single discipline, involving knowledge and skills from many fields such as engineering, management and information technology. Therefore, the talent training mode of the combination between work and study integrates the knowledge of different disciplines into the curriculum to help students build a comprehensive interdisciplinary literacy. At the same time, practice orientation is an important feature of this mode. Through practical case studies, simulations and field practice, students are able to apply what they have learned to solving practical problems and develop practical skills and innovative thinking.

In order to further improve the teaching level, the teaching reform of the course *Modern Logistics*

*Management* can be carried out with reference to the talent training mode of integrating work and study. Taking logistics companies, manufacturing enterprises and e-commerce enterprises as reference objects, we redesign the course syllabus and combine theoretical teaching with practical training teaching. By taking part in the actual cases of enterprises, students will personally feel and understand the actual operation and challenges of logistics management, deepen their understanding of course knowledge and cultivate their application ability. In addition, teachers in this mode also need to actively participate in enterprise research. Through regular enterprise research, submission of research reports and syllabus, teachers can keep abreast of the latest developments and needs of the industry and apply the information to improve and update the course.

For example, in the course *Modern Logistics Management* in a higher vocational college, the teacher organized a visit to a local logistics company for the students. By visiting the actual operation of warehouses, distribution centers and information systems, they gain an in-depth understanding of logistics processes and management strategies. Subsequently, group discussion is used to analyze the company's successful experience in supply chain optimization, cost control and service quality. Such practical teaching can combine theoretical knowledge with practical application and stimulate students' learning interest and innovation ability.

#### **4.2. Developing the characteristic item: creating on-campus practical training bases**

As an important platform for the cultivation of students' practical ability, the on-campus training base can not only provide a real logistics operation environment, but also cultivate students' practical application ability, teamwork spirit and innovative thinking.

First of all, the creation of on-campus training base can help the organic combination of theory and practice. Logistics management is a practical discipline, and it is difficult to fully meet the cultivation needs of students only through classroom teaching. Through the construction of on-campus training bases, students can participate in the logistics operation and management process, apply the theoretical knowledge they have learned to the actual situation, and improve their practical ability and problem-solving ability. Secondly, on-campus training bases can create space for students to actively participate in learning activities. In the practical training base, students can complete exploration and learning on their own, and develop the ability of problem identification and solution through independent design and operation. In addition, the practical training base can provide diverse practical tasks and scenarios to stimulate students' learning interests and creative potential. In order to developing characteristic items, the school can identify the system standards according to the image of the enterprise and launch the layout in the on-campus practical training base. The corporate image identification system is an effective system to identify specific business concepts (such as design, service, research, marketing, management, etc.). Apart from that, the school can also integrate the image and characteristics of the enterprise into the construction of the on-campus training base based on the learning needs of students to create a practice environment that meets industry standards and enterprise requirements.<sup>[3]</sup>

Then, a logistics culture showroom can be created in the on-campus training base to show the history, development and future trends of the logistics industry. The logistics culture showroom can convey the cultural connotation and spiritual value of the logistics industry to students through exhibitions, physical models and multimedia displays to stimulate their interest in and identification with the logistics industry. In addition, a shared teaching resource library can be created to integrate and share the special as well as excellent teaching resources. The resource library can include excellent case studies, simulation practice software, professional books and academic research results, providing students with diversified learning resources and learning platforms and broadening their knowledge horizons and academic communication channels.

Thus, by creating an on-campus training base, a logistics culture showroom and a shared teaching resource library, the talent training mode of integrating work and study in the logistics management major of higher vocational colleges can achieve more comprehensive and in-depth teaching objectives. Such innovative initiatives can not only improve students' practical ability and innovation ability, but also promote the development of the whole logistics management education and cultivate more excellent talents for the industry.

#### **4.3. School-enterprise alliance: creating a real workplace environment**

The core concept of school-enterprise alliance is to combine school education with enterprise

practice and build a bridge between students' learning and practice through cooperation and communication between schools and enterprises. This joint mode can not only meet students' needs for practical skills training, but also promote a close match between school education and actual work, and enhance students' employment competitiveness. Under the guidance of the idea of the combination between work and study, in order to better realize "employment-oriented and competence-based", the college can cooperate with many famous enterprises to establish off-campus logistics training bases. Such training bases can not only provide real logistics operation scenarios, but also enable students to get in touch with the latest logistics technology and equipment and understand the most cutting-edge development trend of the industry.

The joint cooperation with enterprises can be reflected in several aspects. First, a cooperation agreement is signed with logistics enterprises to establish the content and goals of cooperation between the two sides. In the practical training base, students can participate in the actual logistics work of enterprises, such as cargo transportation, warehouse management and supply chain coordination, so as to gain practical experience and skill enhancement. Second, corporate professionals are invited to campus to hold lectures and workshops to share the latest developments and practical cases in the logistics industry. Such activities not only increase students' knowledge and understanding of the industry, but also develop their professionalism and problem-solving skills.

By creating a real workplace environment through school-enterprise alliances, students are able to better integrate into the logistics industry, acquire practical skills, and understand industry trends. Such practical experience and improved professionalism will help them to be successfully employed and succeed in the workplace. At the same time, the cooperation between the college and enterprises also provides opportunities for mutual development and cooperation, promoting a virtuous cycle of logistics management education and practice.

#### ***4.4. Solid backup force: building a three-ability teacher team***

A "three-ability" teacher is one who has excellent academic knowledge, rich practical experience, and the ability to provide career and entrepreneurial guidance to students. Such a teacher team can provide students with comprehensive educational support and help them develop their knowledge, skills and career plans. In order to create a high-level "three-ability" teacher team, schools can take a series of measures. First, actively bring in professionals with extensive practical experience to teach. These individuals can be senior practitioners from the logistics industry or professionals with relevant industry experience. They will provide students with practical cases and experience sharing to help students better understand the relevance of course content to practical applications. Second, we focus on teachers' continuing education and professional development, and encourage them to participate in academic research, industry exchanges and practical projects. Through participation in practical projects, teachers can not only update their own practical knowledge, but also bring the latest industry dynamics and practical experience into the classroom, making teaching more relevant and practical. In addition, teachers are organized to participate in training and practice activities of enterprises, so that they can be closely connected with enterprises. Through cooperation with enterprises, teachers are able to gain a deeper understanding of the industry's development needs and talent requirements, incorporate the information into their teaching, and provide educational content and methods that keep up with the times.

It is important to emphasize here that teachers in the logistics major need to maintain an open and active learning attitude at all times, recognize the deficiencies that exist in themselves, and take the initiative to complete various learning tasks such as academic, practical, and entrepreneurial guidance to promote the smooth promotion of the talent training mode of integrating work and study.

## **5. Matters needing attention**

### ***5.1. Refining the assessment indexes***

The main purpose of refining assessment indicators is to get the learning situation of students in this major at any time, so as to make appropriate adjustments to the subsequent talent training program and ensure the efficient promotion of teaching and education.

First of all, to make sure the quality of training and to assess students' abilities, the refining assessment indexes need to be specific and clear. In terms of practical ability, the assessment indexes

can include students' mastery of logistics management theory, understanding of policies and regulations and familiarity with business processes. Written examinations, essay writing and project reports can assess students' understanding and application of logistics management knowledge.<sup>[4]</sup>

Second, students' practical skills are assessed through hands-on training and practical projects, such as simulated warehouse operations and logistics process design. The ability to innovate and the ability to cooperate are also important assessment indicators. Students' innovative projects, design works and research reports can assess their ability to think independently and innovate in solving logistics management problems. And team projects and organizational logistics activities can assess students' teamwork and problem-solving skills.

Finally, students' overall quality and professional ethics should also be assessed. The overall quality assessment can cover communication and expression skills, leadership, learning ability and innovative thinking. Professional ethics assessment can test students' integrity, sense of responsibility and cooperative spirit. Refining assessment indexes need to be developed with the actual situation and different assessment methods are used to ensure the accuracy and reliability of the assessment results.

### ***5.2. Application of incentive mechanism***

Through the reasonable design and implementation of incentive mechanism, students' learning interest and motivation can be stimulated and their professional development in the field of logistics management can be promoted.

First of all, the incentive mechanism should have personalized characteristics and fully consider the different needs of students. Students differ in their learning abilities, interests and goal pursuits, so incentives should be tailored to their individual characteristics and needs. It can include the mechanisms such as setting up scholarships, honorary titles and other forms of rewards, as well as providing research project funding or scientific research results evaluation awards, to meet students' diverse incentive needs.

Then, the incentive mechanism should focus on long-term effects and sustainability. Motivation should not only focus on students' short-term performance, but also encourage students to establish long-term learning motivation and career development plans. Schools can establish a separate academic mentor system and provide activities such as academic lectures and academic seminars to help students better understand themselves, develop themselves, and persist in their pursuit of excellence.<sup>[5]</sup>

Next, the incentive mechanism should encourage students to participate in practice and social service. Logistics management is a practice-oriented major, and students can exercise their practical skills and problem-solving abilities through practical operations and participation in social service projects. Therefore, schools can cooperate with enterprises to provide practical internship opportunities and incorporate the practice results into the incentive mechanism, such as selecting outstanding interns and publishing practice reports, in order to motivate students to actively participate in practice activities and improve their overall quality.

Finally, the implementation of the incentive mechanism needs to be transparent and fair. Students are highly concerned about the fairness and transparency of the incentive mechanism, and they want to get their due rewards for their efforts. Schools should ensure that the design and implementation process of the incentive mechanism is fair and objective, avoid the involvement of subjective factors, and adopt scientific evaluation methods and procedures to ensure the credibility and reliability of the incentive mechanism.

## **6. Conclusion**

To sum up, the talent training mode of the combination between work and study in the logistics management major of higher vocational colleges is a dynamic and innovative education pattern. By integrating work and study into talent cultivation, this mode can provide students with the dual cultivation of practical ability and professional knowledge, and promote the development of students' comprehensive ability in the field of logistics management. However, the talent training mode of the combination between work and study in the logistics management major of higher vocational colleges still faces some challenges and room for improvement. It is necessary to further study and explore, improve the training program, improve the teaching level and practical ability of teachers, and strengthen the cooperation with the industry in order to better train high-quality talents to meet the

needs of modern logistics.

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