

Analysis of Research Hotspots in Logistics Specialty Course Ideological and Political Education Based on CiteSpace

Jialing Li, Kunxiang Yi, Yini Liu*

School of Management, Hunan University of Technology and Business, No. 569 Yuelu Avenue, Changsha, China

**Corresponding author*

Abstract: *To summarize the current research hotspots of ideology and politics in logistics courses and provide reference for the follow-up research. Based on the database of China Knowledge Network, CiteSpace software was used to visually analyze the literature in the field of ideological and political research of logistics management courses from 2012 to 2024, and the knowledge maps such as keyword co-occurrence and keyword clustering were drawn respectively, and the maps were interpreted and analyzed. The research focus included the deep digging and integration of ideological and political elements, the exploration of teaching reform methods, and the innovative development of ideological and political education mode. The future research is expected to further expand and deepen in the innovative integration of ideological and political elements, the diversified application of teaching methods and the scientific construction of teaching evaluation system, so as to provide support for training logistics talents with social responsibility and professional ethics.*

Keywords: *Logistics course, Ideological and political research, CiteSpace*

1. Introduction

With the promulgation of such policies as the Guiding Outline of Ideological and Political Construction in Colleges and Universities, the Work Plan for Comprehensively promoting the Construction of "Major Ideological and Political Courses", the Implementation Outline of the Project to improve the quality of Ideological and Political Work in Colleges and Universities, and the Opinions on Accelerating the Construction of a system of Ideological and Political Work in Colleges and Universities, the importance of ideological and political work in colleges and universities has become increasingly prominent. Logistics management, as a discipline integrating management, economy and information technology, its ideological and political construction is very important to train logistics talents with social responsibility and professional ethics. How to cultivate students' sense of social responsibility, innovative spirit and artisan spirit, as well as correct values and professional ethics while teaching professional knowledge is a great challenge for ideological and political education of logistics professional courses. This paper uses CiteSpace literature analysis tool to visually analyze the research status of ideological and political research in logistics management courses, aiming to explore the research hotspots and frontiers in this field.

2. Data Sources and Research Methodology

2.1 Research Methodology

CiteSpace is a literature visualization software developed based on Java programming language. It relies on co-citation analysis theory, pathfinding network algorithm and other methods to conduct quantitative analysis of literature collections in selected fields, aiming at identifying key moments of discipline development and critical paths of evolution. By generating a variety of visual charts, the potential driving force of discipline development is analyzed and the frontier trend of discipline is detected[1]. The keyword co-occurrence map and cluster map generated by the software are helpful to find the core issues and related research directions in this field. The keyword emergence map can analyze the research hotspot and frontier dynamics of a certain academic or research field in a specific period of time. These visualizations can visually present research dynamics and their evolution patterns, thus fully

revealing research hotspots and trends.

2.2 Data sources and processing

This paper makes use of the advanced search function of CNKI, and sets "logistics specialty" and "ideological and political" as keywords to conduct a detailed literature search. The search and download time was September 12, 2024, and 339 relevant literatures were obtained by excluding irrelevant literatures, distributed from 2012 to 2024.

3. Analysis of research hotspots

3.1 High-frequency keyword co-occurrence and statistical analysis

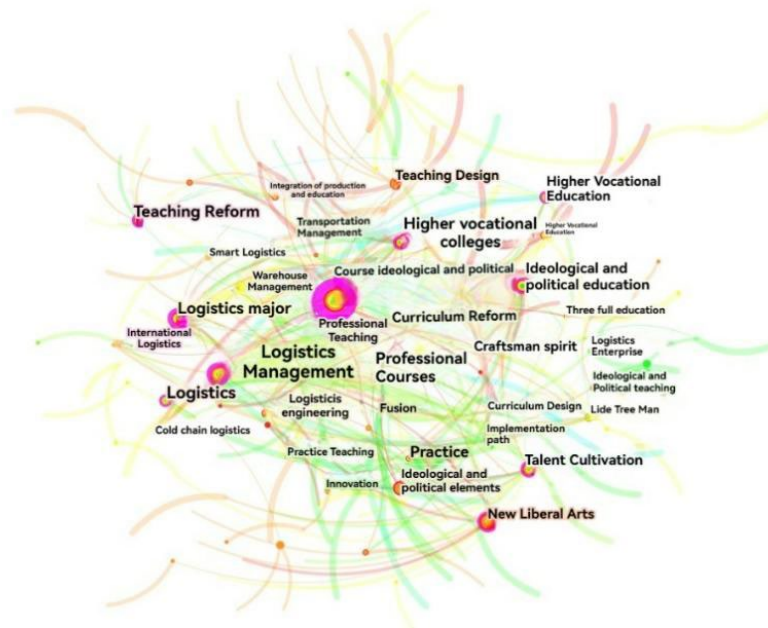


Figure 1: Co-occurrence map of keywords in ideological and political research field of logistics courses from 2012 to 2024

These keywords can be analyzed in depth by constructing a keyword co-occurrence network diagram, as shown in Figure 1. In the figure, each point represents a different keyword, and the size of the point is proportional to the frequency of the keyword, and the larger the point, the higher the frequency; The line between points symbolizes the correlation between keywords, and the line thickness reflects the correlation strength of keywords, and the thicker the line, the more significant the correlation. As can be seen from Figure 1, in the past 12 years, research in the ideological and political field of logistics courses has shown a high degree of internal connectivity and strong co-occurrence characteristics, during which multiple key nodes connect different research subgroups, and these key nodes should become the focus of our in-depth exploration. For example, the nodes of curriculum ideology and politics, logistics management, new liberal arts, ideological and political education and higher vocational colleges are connected with a number of nodes, from which the research branches of teaching design, integration of production and education, craftsman spirit, teaching reform and cold chain logistics continue to extend, showing the breadth and depth of research in this field.

Intermediate centrality can measure the importance of keywords, in which the higher the value, the stronger the relevance. When the value exceeds 0.1, it can be regarded as a research hotspot. After a detailed analysis of the keyword data, we selected the top ten keywords with the highest frequency, and compiled Table 1 according to these keywords, their frequency and centrality index. As shown in Table 1, the key words of curriculum ideology and politics (342 times, 0.94), logistics management (83 times, 0.39), teaching reform (72 times, 0.11), higher vocational colleges (36 times, 0.12), logistics major (35 times, 0.24), new liberal arts (31 times, 0.13), talent training (24 times, 0.12 times) 0.11 and ideological and political education (21 times, 0.14) have centrality greater than 0.1, which indicates that these keywords are not only the key meeting point connecting different research directions and issues, but also

constitute the cornerstone and core issues of the research field, which is of great significance for deepening and expanding the ideological and political education of logistics professional courses. At the same time, we note that ideological and political elements (30 times, 0.04) and curriculum design (26 times, 0.09) appear relatively late as research elements, which may mean that the current research on these two elements is still insufficient, and they are at the forefront of exploration and development, so they are regarded as elements with prospective analysis value.

Table 1: Keyword frequency and centrality (Top 10)

Serial number	Keywords	Frequency	Centrality	Year
1	Curriculum ideology and politics	342	0.94	2018
2	Logistics management	83	0.39	2018
3	Teaching reform	72	0.11	2013
4	Higher vocational college	36	0.12	2014
5	Logistics major	35	0.24	2012
6	New liberal arts	31	0.13	2022
7	Ideological and political elements	30	0.04	2022
8	Personnel training	24	0.11	2020
9	Instructional design	26	0.09	2021
10	Ideological and political education	21	0.14	2019

3.2 High-frequency keyword clustering analysis

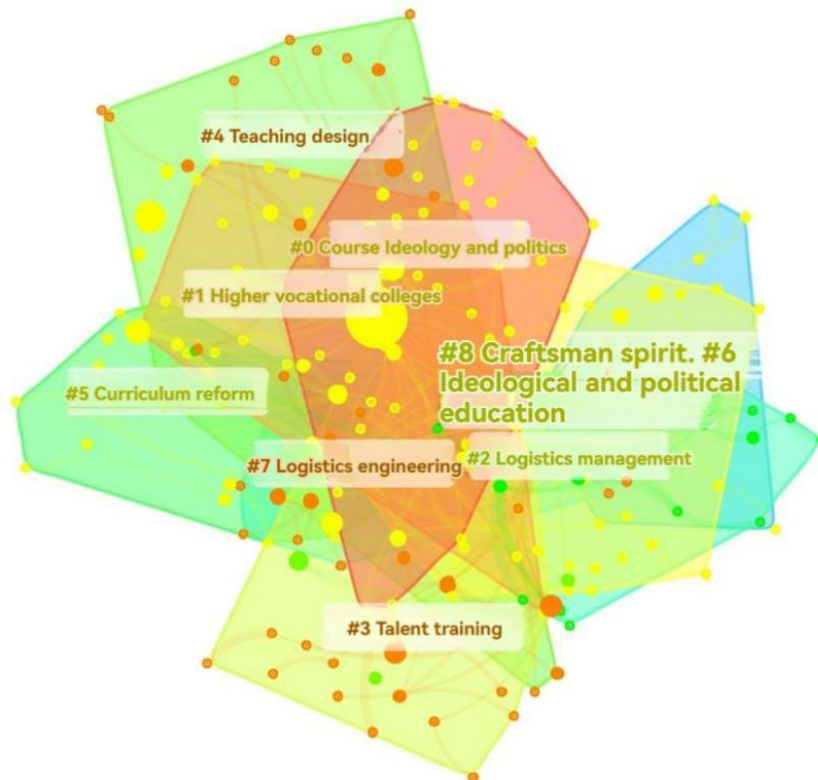


Figure 2: Keyword clustering diagram

The keyword clustering analysis was carried out to generate the keyword clustering map, as shown in Figure 2, in which a smaller number of clusters means a larger number of keyword nodes. In the keyword clustering map shown in Figure 2, Q value as high as 0.6518 (>0.3) indicates high significance, and S value as high as 0.9087 (>0.7) confirms high efficiency and reliability, indicating that the results are both significant and convincing[1]. There are a total of 9 key word groups related to logistics

professional curriculum ideology and politics, which are "curriculum ideology and politics", "Higher vocational colleges", "logistics management", "talent training", "Teaching design", "curriculum reform", "ideological and political education", "logistics engineering" and "craftsman spirit". Among them, based on the similarities between the clusters, we further take the way of manual intervention to carry out detailed classification. For example, #1 Higher vocational colleges, #2 logistics management and #7 logistics engineering are all regarded as key research objects in the research scope, and they can be uniformly classified into the broader and targeted category of "educational reform objects". #3 talent training and #8 craftsman Spirit both focus on the education and training of talents, and can be uniformly classified into the category of "talent training". #0 curriculum Ideological and Political Education and #6 Ideological and political education both focus on the core concepts and practical methods of ideological and political education, and can be uniformly classified as "ideological and political education". #4 Instructional Design and #5 Curriculum Reform both focus on the innovation and optimization of teaching methods, aiming to improve teaching effect and learning experience, and can be classified as "teaching reform and method".

3.3 High-frequency keywords popping up

Top 14 Keywords with the Strongest Citation Bursts

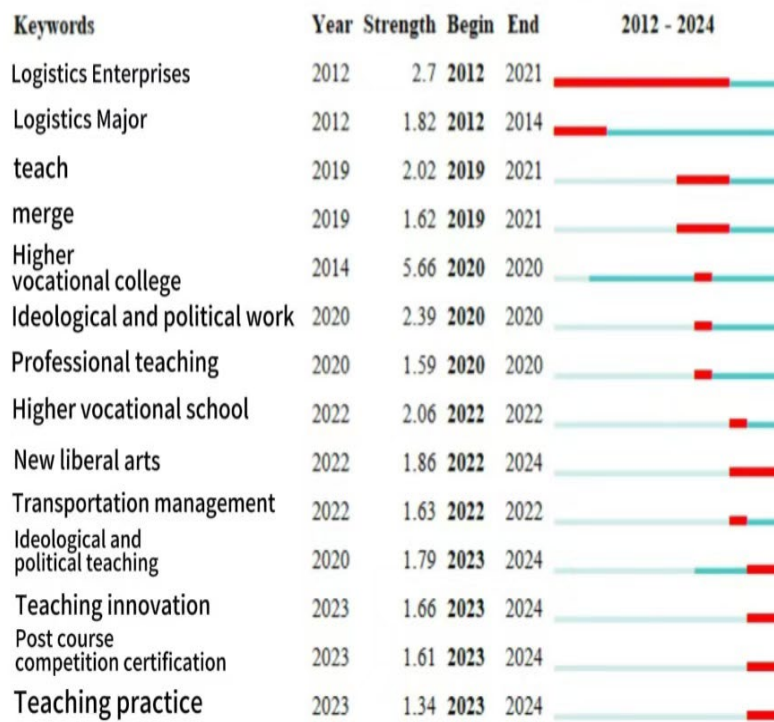


Figure 3: Keyword emergence map

CiteSpace can accurately extract and detect emergent words, which helps to reveal the research hot spots and cutting-edge trends in a specific academic or research field during the period. In order to better analyze the frontier hot spots of ideological and political research of logistics major courses, the keyword emergence map is made. According to Figure 3, the top five keywords in terms of prominence are: "higher vocational colleges", "logistics enterprises", "ideological and political work", "higher vocational colleges" and "teaching". From the perspective of time series, it can be roughly divided into three stages of development: before 2019, 2019 to 2022, and 2022 to 2024

Before 2019, during this period, "logistics enterprise" and "logistics major" are prominent keywords, which directly reflects that with the implementation of the "Implementation Plan of Vocational Education Reform" and the launch of the "Double first-class" construction talent training plan in 2015, education and talent training in the logistics industry have become the focus of social attention. It reflects the industry's demand and expectation for high-quality and professional talents.

From 2019 to 2022, the emergence of words such as "teaching", "integration", "higher vocational colleges", "ideological and political work" and "professional teaching" marks a profound change in the education model. In particular, the promulgation of the Opinions on Strengthening and Improving the Ideological and Political Work in Colleges and Universities under the New Situation has promoted the ideological and political education in higher vocational colleges to be significantly strengthened. At the same time, the in-depth implementation of the Action Plan for the Innovation and Development of Higher Vocational Education not only promotes the vigorous development of higher vocational colleges, but also shows the trend toward diversification and integration in the field of education. It is worth noting that although the keyword "higher vocational colleges" has appeared as early as 2014, its related research will not usher in explosive growth until 2020, highlighting the depth and rapid development of research in this field.

From 2022 to 2024, entering this period, "higher vocational education", "new liberal arts", "transportation management", "ideological and political teaching", "teaching innovation", "post class competition certificate" and "teaching practice" and other keywords emerge, indicating another major shift in the field of education. In particular, with the release of the "Guidance on the Construction of New Liberal Arts" in 2021, the ideological and political research of the logistics major has been given the background of The Times of "new liberal arts", which not only expands the research horizon, but also indicates the future development direction. It is worth noting that although "ideological and political teaching" appeared in the beginning of 2020, its research boom did not fully break out until 2023, becoming a high-intensity keyword second only to "higher vocational colleges", which further confirmed the core position of ideological and political teaching in higher education and the increasing research vitality. It can be seen that these themes are closely aligned with the relevant policies and guidelines issued by the state, which not only reflects the distinct characteristics of The Times, but also highlights certain policy guidance and directivity.

4. Hot Topics in curriculum ideology and politics research and review

Based on the above analysis, the research core of ideological and political education in logistics courses focuses on the in-depth mining and organic integration of ideological and political elements, the exploration and methods of teaching reform, and the innovation and development of ideological and political education models. Combined with the secondary literature search method, the three key dimensions of ideological and political elements, teaching methods and ideological and political teaching evaluation system are reviewed.

4.1 Ideological and political elements summary

Most scholars focus on the mining and integration of ideological and political elements, and are committed to cleverly embedding socialist core values, professional ethics, craftsmanship spirit and other ideological and political elements in the knowledge system of logistics, aiming to cultivate students' social responsibility, professional ethics and innovative thinking ability. This trend reflects that logistics education attaches great importance to the cultivation of talents with both ability and political integrity and comprehensive development. Zhang Ling [22] proposed that ideological and political elements should be integrated into the curriculum objectives, aiming to enable students to naturally establish positive values and solid moral concepts while deeply mastering professional knowledge. Jin Xiaoying [2] proposed that values education should be deeply integrated into the curriculum system under the background of the new era, and established a set of evaluation index system integrating qualitative evaluation and quantitative evaluation. Zhang Xiaojun [3] proposed to deeply integrate ideological and political education elements such as socialist core values with professional teaching content, and constructed a comprehensive ideological and political education mechanism that encompasses pre-class, in-class, and after-class teaching.

The mining of ideological and political elements needs to keep the sensitivity to current affairs, and effectively excavates those elements that can be naturally integrated into the teaching of logistics courses by watching the news regularly and tracking the social dynamics. Table 2 summarizes the elements of ideological and political education deeply explored by many scholars in logistics courses. According to the information presented in the table, the current ideological and political education integrated into the logistics curriculum mainly focuses on the multi-dimensional value shaping, which specifically covers the deep understanding of the feelings of the country and the country, the positive cultivation of professionalism, the strengthening of cooperative innovation and team spirit, and the promotion of the

spirit of craftsmanship. It promotes the construction and development of the students' value management system in an all-round way.

Table 2: Summary of ideological and political elements

Document name	Course title	Ideological and political elements
Wu et al. [4]	Introduction to Modern Logistics	Study and implement the Party's 20 major spirit, pay tribute to the sages, inspire life, scientific and technological innovation
Wang [5]	Cold Chain Logistics	Cultural confidence, national pride, patriotic education, industry identity, food safety awareness, professional ethics, innovative spirit, artisan spirit
Liu [6]	Cold Chain Transportation Technology and Management	Professional identity, environmental protection awareness, artisan spirit, food security, rural revitalization, social responsibility awareness, the whole cold chain concept, teamwork, innovative spirit, the whole life cycle management concept
Li et al. [7]	Logistics System Simulation	Moral tree people, home and country feelings, craftsman spirit
Yang [8]	Transportation Management	Law-abiding, artisan spirit, collaborative innovation, harmony, seeking common ground, dedication, green environmental protection, patriotic spirit, hard work
Peng et al. [9]	Warehousing and Distribution Management	Chinese civilization, social responsibility, professional ethics, love and dedication, norms and order, security awareness, strategic thinking, forward-looking concept, legal awareness, contract spirit cost awareness, optimization awareness, resource conservation, patriotic feelings, cultural confidence
Lu et al. [10]	Logistics, Transportation, Distribution and Management	Win-win cooperation, scientific and technological progress, Chinese enterprises, boundless love, low-carbon environmental protection, anti-epidemic spirit, smart logistics, scientific spirit
Li [11]	Logistics Information Technology and Application	Innovative spirit, cultural confidence, patriotic feelings, awareness of property rights protection, entrepreneurial passion, self-improvement, sense of responsibility, dedication, courage to innovate, service overall situation, rigorous and realistic scientific attitude, perseverance spirit, excellence craftsman spirit
Feng et al. [12]	Systems Engineering	National pride and patriotism, family and country feelings, selfless dedication, fighting spirit, good observation, innovative spirit, steady, seeking truth from facts, scientific innovation, rigorous and realistic spirit, family and country feelings
Zheng et al. [13]	Purchasing and Supply Chain Management	National pride, patriotism, core values, professional ethics, professional quality, collective consciousness, scientific spirit, innovation consciousness, responsibility consciousness, credit consciousness, love and dedication

4.2 Summary of teaching methods

Secondly, in terms of teaching, researchers combine different teaching methods with ideology and politics. Some scholars suggest that the case teaching method should be integrated into the logistics major curriculum. According to the teaching objectives and difficulties, hot logistics cases should be selected to explore the ideological and political elements in them, such as social responsibility and professional ethics, and the case analysis should run through the ideological and political aspects of the course to promote the all-round development of students. Table 3 summarizes the teaching methods adopted by many scholars in ideological and political education of logistics major. It can be seen from the table that the current ideological and political teaching methods of logistics major are diverse, among which the most widely used is the mixed teaching method, which has become a widely used mainstream method with its unique advantages of online and offline integration. This method not only broadens the channels

for ideological and political content to be integrated into the classroom, but also greatly stimulates students' enthusiasm for participation and learning enthusiasm, effectively promoting the deep integration of ideological and political education and professional knowledge.

Table 3: Summary of teaching methods

Document author	Teaching method
Lu et al. [10]	BOPPPS model is a professional teaching design method combining offline and offline
Li et al. [7]	"Constructivism theory + hybrid" teaching model reform design, implementation of pre-class preview → interaction in class → summary after class learning process
Liu et al. [6]	With "five sources driving" as the teaching support, it adopts three teaching methods: classroom teaching, experimental practice and practical training
Zheng et al. [13]	Build a three-in-one education model of "classroom education, practice education, network education", adhere to the combination of "theory + practice", "in-class + extracurricular", "online + offline" combination
Liu et al. [14]	It adopts a multi-level and multi-mode teaching method, which combines discussion teaching, case teaching and "online and offline"
Kong et al. [15]	In the "online + offline" mixed teaching mode, self-study method, teaching method, demonstration method, observation method, case analysis method, discussion method, inquiry method, experiment method, investigation and research method, cooperative learning method, etc
Wang [16]	Using case teaching, online and offline mixed teaching, task-driven teaching, situation teaching and other teaching methods; At the same time with discussion, inquiry, heuristic, participation and other learning methods
Zhou et al. [17]	It is led by the case introduction method, supplemented by the combination of knowledge and action, the promotion of learning by competition, the team operation method, the round table method, etc
Huang [18]	Case teaching method, flipped classroom teaching method, task-driven method
Zhang [19]	Logistics management course teaching based on OBE concept
Meng et al. [20]	Organic integration of case teaching method +3W teaching The rational use of online and offline mixed teaching and flipped classroom teaching mode

4.3 Summary of ideological and political teaching evaluation system

Table 4: Summary of teaching evaluation

Document name	Evaluation system
Zeng [21]	By integrating the scoring rules of skill competition and 1+X assessment indicators, the assessment indicators of each task are formulated
Zhang [22]	It adopts a five-in-one evaluation system of teacher rating, student mutual evaluation, platform points, enterprise expert rating and student self-evaluation
Jin [2]	Set "five in one" evaluation goals around knowledge, skills, emotion, value and practice; evaluate students' learning effect through practical activities and group discussions; determine evaluation criteria through classroom attendance, homework completion and learning effect; encourage students and the public to participate in the evaluation process
Meng et al.[20]	Both dynamic and dynamic evaluation methods and explicit and implicit evaluation methods
Wan et al. [23]	Adhere to the evaluation principle of "combining qualitative and quantitative as well as process assessment and final assessment", and build a diversified and multi-dimensional evaluation system for ideological and political teaching of professional courses
Gao [24]	The whole evaluation process uses the three-dimension evaluation mechanism, including the evaluation of teachers and students, the evaluation of students and enterprises

Finally, about the establishment of ideological and political teaching evaluation system. In the exploration of teaching evaluation, the research core of most scholars focuses on the dimensions of

evaluation subject, method and content. Table 4 summarizes the unique opinions of many scholars on innovative teaching evaluation. These methods not only set up guiding principles and directions for the construction of evaluation model, but also lay a solid foundation for subsequent evaluation practice. Through this kind of evaluation method, we can realize the objective and scientific evaluation of the effect of ideological and political teaching in professional courses of higher vocational colleges, so as to protect the quality of curriculum ideological and political teaching.

5. Conclusion

Based on CiteSpace literature analysis tool, this paper makes an in-depth visual analysis of the research status of ideological and political research in logistics courses. The research results show that in the past 12 years, the research in the ideological and political field of logistics professional curriculum has shown a high degree of internal connectivity and strong co-occurrence characteristics, forming a number of key research topics and core directions. These topics and directions mainly focus on the deep mining and integration of ideological and political elements, the exploration of teaching reform methods, and the innovative development of ideological and political education models. Through the comprehensive analysis of keyword co-occurrence graph, clustering graph and emergence graph, this paper reveals the hot spots and frontier trends of the logistics curriculum ideological and political field, including the strengthening of ideological and political education in higher vocational colleges, curriculum ideological and political construction under the background of new liberal arts, and the core position of ideological and political teaching in higher education. In the future, with the continuous guidance of education policies and the deepening of education reform, the research on ideological and political science of logistics courses is expected to further expand and deepen, especially in the innovative integration of ideological and political elements, the diversified application of teaching methods and the scientific construction of teaching evaluation system, and other aspects, new research results and practical experience will continue to emerge. It provides strong support for cultivating logistics talents with social responsibility and professional ethics.

Conflicts of Interest

The authors report no conflict of interest concerning the materials or methods used in this study or the findings presented in this paper

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