

Teaching Reform of The Third Party Logistics Course Based on Applied Talent Training

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Abstract: Curriculum design is the main method and important way to achieve the goal of professional talent training. At present, the teaching of The Third Party Logistics is also facing the situation of emphasizing knowledge and neglecting practice, while actively promoting the development of applied undergraduate education. In this context, it is proposed that logistics services should be projected according to the operating characteristics of enterprises. The project-driven and task-oriented teaching should be applied to stimulate students' interest in learning, and continuously strengthen their vocational skills on the basis of consolidating knowledge.

Key words: Third-party logistics; Applied undergraduate; Curriculum reform

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1 Introduction

As a basic industry supporting the development of the national economy, the development level of modern logistics has become an important indicator of a country's modernization and overall national strength. At present, logistics and supply chain are heating important research points. Related new theories and new technological innovations are emerging in an endless stream, which have received extensive

attention and are incorporated into the development strategies of the country and enterprises. Under the stimulus of rapid economic development and the explosive growth of e-commerce, a large number of third-party logistics companies have been rapidly developed and grown, which has also driven the urgent demand for professional logistics management talents and logistics technical talents.

"Third Party Logistics" is a compulsory course for logistics management majors and a comprehensive career development course that cultivates students' practical ability. It is usually opened in the last two semesters. It help students understand the meaning, function and theoretical basis of third-party logistics. Students will grasp the basic business and value-added business of third-party logistics, and master the contents, such as basic business process, management of third-party logistics, system and service development and design, etc.

2 Analysis of the current status of course teaching for Third-party Logistics

After years of construction and development, the construction of third-party logistics courses has made considerable progress. A large number of excellent teaching materials have been published successively, and some excellent teachers have also made useful attempts in the practice. However, there is still a certain gap between the requirements of high-end logistics talents and the actual social needs. They are mainly reflected in following aspects.

2.1 Courses and teaching materials are more based on the analysis and sorting of knowledge content, ignoring their feasibility.

Most of the original textbooks are more about the analysis of third-party logistics knowledge, and the overall structure clearly reflects the knowledge and content. Of course, the newly published textbooks are slowly expanding some relevant practical content: enterprise cases, brief analysis of actual projects, etc. There is still a big gap between the effects of these expansions and the goals of applied undergraduate education. The course teaching also consists of three parts: basic knowledge, business operations and third-party logistics services. That means it mainly analyzes the basic concepts, basic theories, business process content and management, logistics strategy analysis and service design of third-party logistics.

2.2 The preliminary courses have been continuously integrated into the relevant knowledge and content of the Third Party Logistics courses.

"Third Party Logistics" is a comprehensive course established on the basis of "Modern Logistics Management", "Warehouse Management", "Transportation Management", "Distribution Management", "Logistics Information System" and other courses. Therefore, it also Generally opened in the last two semesters of the university. With the rapid development of our country's economy, especially the surging growth of the e-commerce industry in the past two decades, the number and quality of third-party logistics companies have been significantly improved, making the introductory courses continue to extend to third-party logistics enterprise operations and business operations. Most of the main lecturers of the course still follow the original mode of teaching, which makes classroom teaching lose a good learning atmosphere, and most students show lack of interest and enthusiasm, and disregard of teaching.

2.3 Course teaching focuses more on knowledge and case analysis, while its application is insufficient.

As a professional course focusing on professional development, "Third Party Logistics" is highly comprehensive and applicable, and it also puts forward higher requirements for teachers' abilities and levels. In the course teaching, the course content of "Third Party Logistics" mainly includes three parts: basic knowledge, third-party logistics

business operation and logistics service design. Due to the limited practical experience of teachers, most people still use the knowledge network of books in the classroom to explain and analyze in the class. Meanwhile, the actual case analysis of enterprises has also been included as an important teaching method early to help students apply their knowledge.

2.4 The practical content focuses on understanding the operation and management of the third-party logistics enterprise business.

The main content of the "Third Party Logistics" course is third-party logistics business operation and logistics service design. The business operation of third-party logistics companies is divided into basic business and value-added business. Most people believe that these should be the key analysis part of the course. The basic operations of third-party logistics include: "transportation", "warehouse", "handling and loading and unloading", and "distribution". Value-added services mainly include "circulation processing" and "personalized service". Therefore, in terms of knowledge content, there is nothing wrong with it. However, the introductory course has already conducted more in-depth analysis and discussion in this area, and forcibly helping to recall this knowledge will not only fail to increase students' enthusiasm for learning, but also dampen their motivation to learn. In addition, the goal of applied undergraduate education is to cultivate high-quality applied professionals who understand technology and management. It is necessary to strengthen the part of practice of courses in teaching and highlight the talent training to make a breakthrough in the "logistics service project design".

3 The goal of Third-Party Logistics course construction under application-oriented undergraduate education

Application-oriented universities train high-level specialists with comprehensive skills. Such elites are required to master various advanced skills related to modern production, local construction, local service and related management, and have the ability to transform high-tech into productivity. It is mentioned in the "Third Party Logistics" course, as shown in the following requirements.

3.1 Knowledge mastery

Students can systematically master the basic theories and knowledge of third-party logistics, and can use these theories and knowledge to analyze various on-site problems and phenomena in the business process of third-party logistics in society.

Skills training: Students can internalize the third-party logistics theory and knowledge they have learned into analysis and problem-solving methods, have the ability to develop and design third-party logistics business, and can apply them in daily business management.

3.2 Career development

Students can understand the frontier knowledge of fourth-party logistics and supply chain subjects, and can learn and use this knowledge to solve related problems encountered in corporate practice.

3.3 Comprehensive literacy

Through learning, students can cultivate the professional and physical and mental qualities of third-party logistics operations and management, exercise their independent working ability, and enhance the awareness of teamwork.

4 Content analysis of the Third Party Logistics curriculum reform in the application-oriented education

4.1 Effectively sorting out the knowledge of the course and insisting on comprehensive education

Application-oriented undergraduate education is to train comprehensive professionals who have both professional knowledge and practical skills. It has become an inevitable trend to make professional courses practical. But while strengthening the course applied in the reality, it also needs sufficient professional knowledge to support it. Therefore, in the teaching activities of the courses, we must first effectively integrate and refine the original tedious subject curriculum knowledge to eliminate the wasted part; The organization of the curriculum knowledge should fully integrate the development requirements of the society, the market and the enterprise. And also we should consider the specific requirements of work practices for the job. At the same time, in the analysis of curriculum knowledge, we must adhere to the education of people, continue to integrate ideological

and political education and professional ethics education, to ensure the combination of knowledge education and moral education and campus education.

4.2 According to the operating characteristics of Third Party Logistics enterprises, we should strengthen the analysis of the business content and services of logistics projects.

The development and design of third-party logistics services are difficult in the teaching of courses. Every cooperative project undertaken by a third-party logistics company is a individual logistics service for customers. In the teaching process, we should combine the characteristics of third-party logistics companies to transform each logistics cooperation into project to help students better realize the conversion of professional knowledge to practical operation. In details, it is necessary to combine customers' individual needs and logistics conditions by dividing them into two types of customers: production enterprises and commercial enterprises. And we design the corresponding logistics service content, and then arrange and sort out a reasonable logistics business operation process. In addition, in classroom training and homework, some course training projects that simulate practical tasks can also be arranged to help students better understand and master the corresponding knowledge.

4.3 Using project and task-based teaching more and focusing on cultivating students' learning and group cooperation

According to the business characteristics of third-party logistics companies, the company's logistics services can be transformed into specific projects. That said, the knowledge of the course can be integrated into the actual working process, especially in the key part of the curriculum-the development and design of logistics service projects. The teaching methods should be constantly changed: using online class, offline class, MOOC(Massive Online Opening Course), etc. That way, it can improve the teaching methods of the courses by increasing project-driven and task-oriented teaching. And it also can improve students' participation in the classroom, stimulate their enthusiasm and initiative in learning, and increase their sense of learning achievement.

In the teaching process, after reducing the traditional teaching model, and increasing the proportion of role-playing, project-based teaching

and task-oriented teaching, it allows students to freely form teams for learning. On the one hand, students can understand what do practitioners mean, grasp the relevant job responsibilities, and improve their professional quality; on the other hand, continuous brainstorming can also better exercise and cultivate students' sense of cooperation and coordination.

5 Conclusion

Curriculum is an important way and main channel to achieve the goal of professional talent training. Application-oriented education for college students requires students to focus on training and cultivating their basic practical skills on the basis of mastering basic knowledge. As a professional course of logistics management, third-party logistics is greatly comprehensive and general, especially the project-oriented business of enterprises, which requires higher ability of students. Through specific enterprise tasks and logistics projects, students can

fully experience the knowledge they have learned and perceive actual work in the active participation, which helps them to better understand and master knowledge of this course and practical vocational skills. Both teaching and learning provide a good practice mode for application-oriented undergraduate teaching.

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