

# On the Current Situation of International Logistics Curriculum Construction and Reform

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## Abstract

**This paper analyzes the main problems existing in the teaching content design, teaching mode, practical links and the infiltration between related courses of international logistics course, and puts forward some suggestions for the teaching reform and innovation of international logistics course in order to cultivate applied logistics talents. International logistics is the basic course of logistics engineering specialty and the core of cultivating logistics management talents. For a long time, the teaching of international logistics in undergraduate colleges has paid too much attention to theoretical knowledge and ignored the cultivation of practical skills, which makes it difficult for the trained talents to meet the job requirements. Practical teaching is the key to cultivating excellent talents. Conventional practical teaching highlights the construction of practical training base in the school and lacks the combination with practical projects. Building a practical teaching model guided by the project library, innovating practical teaching methods, integrating industry standards and increasing practical teaching hours, and building corresponding teaching models for students can effectively improve the teaching quality of international logistics.**

## Keywords

**International logistics; Curriculum reform; Higher Education.**

## 1. Introduction

With the advent of economic globalization, countries are increasingly frequent in international trade. As the internal driving force to promote international development, the form of international logistics has greatly promoted the development of China's foreign trade. At present, although China's international logistics industry has great development potential, it still faces many difficulties to be solved in the expansion of international trade scale. For China's international logistics industry, whether it is its system design and construction, its operation and management, or even the coordinated development between international trade and it, the long-term demand for international logistics talents will not change. The training of talents in this field in China should focus on comprehensively improving their practical ability and innovation ability, so as to adapt to the development and changes of economy and society and the needs of actual jobs in the future. With the rapid development of China's e-commerce economy, cultivating high-quality international logistics management talents has become an important task for colleges and universities.

For a long time, the course of international logistics in undergraduate colleges has been restricted by the traditional teaching concept. In the course setting, it focuses on the teaching of students' theoretical knowledge literacy, and lacks the introduction of practical project cases, resulting in the difficulty of students' knowledge to meet the requirements of employment posts. Therefore, combined with years of practical investigation, the curriculum is reformed based on the principle of combining theory, practice and case projects, so as to build an international logistics curriculum that highlights students' practical ability. As one of the core

courses of logistics management, the international logistics course needs to re-optimize the allocation of teaching contents and realize the diversification of teaching resources through the construction of teaching theory system, teaching methods, participation in practical teaching, updating of assessment methods, the use of "Internet plus" technology and ideas, invitation of entrepreneurs to enter classroom and enterprise field teaching practice. Promote the in-depth development of the application of logistics specialty, improve students' ability to apply theory, participate in practice, solve international logistics operation problems and innovate and entrepreneurship, and improve students' international logistics application level, so as to adapt to the development of international logistics industry and talent demand in the new era.

## **2. Analysis of Enterprises' Demand for International Logistics Talents**

### **2.1. Requirements for Knowledge Structure**

For students majoring in logistics management, in addition to learning the professional knowledge of this discipline, they should also focus on mastering the knowledge and skills of relevant disciplines of international trade, such as international settlement, international procurement negotiation, international customs declaration and the laws, regulations and policies involved, as well as the goods declaration and inspection, which are indispensable in the actual operation of international logistics Tariff calculation and payment. This is necessary for designing and formulating an efficient international logistics operation scheme and understanding the procedures of international logistics in an all-round way, especially in the knowledge fields of international trade-related terms, international customs declaration and inspection, international payment and so on.

### **2.2. Demand for Professional Ability as International Logistics Talents Engaged in International Trade Related Work, They Must Have the Following Abilities to Meet the Needs of the Market**

- (1) Ability to process documents. In the whole process of international trade, only the international logistics link involves a considerable number of various documents. These documents need to be strictly reviewed by professional international logistics personnel. The efficiency of the review determines whether the international trade can be promoted smoothly.
- (2) Ability to apply professional English. International trade is inseparable from the communication between people. This ability is mainly reflected in the daily international business negotiation, the signing of international trade contracts, and the production and transmission of international documents.
- (3) Ability of cooperation and communication. There are many participants and operation links in international logistics services. Its employees are cooperating with the staff in other links all the time, and are ready for information transmission and feedback at any time. Therefore, strong cooperation and communication skills are indispensable for international logistics practitioners.

## **3. Analysis on the Current Situation of Logistics Talent Training**

With the rapid development of China's foreign trade, more and more enterprises have increased the demand for logistics professionals. Although major universities have set up logistics majors, many of them have been unable to meet the needs of social development. Therefore, from the perspective of enterprise employment, how to cultivate high-quality application-oriented talents who can quickly adapt to the job requirements has become the primary problem to be solved by major universities, and the shortage of international logistics talents engaged in logistics has become one of the biggest bottlenecks in the development of

logistics industry. Under the current education mode, there is great room for improvement in how to arrange the international logistics curriculum, how to design the teaching content system and how to effectively allocate the teacher structure, such as the lack of flexibility in the international logistics curriculum arrangement, the teaching is only limited to the classroom in the classroom, and the students can not give full play to their subjective initiative actively and effectively. At the same time, the teaching content focuses on theory rather than practice, the market research is not deep enough or even lack, and the professional positioning is too vague, which seriously deviates from the actual demand of the market for the ability of international logistics talents, that is, excellent theoretical quality and practical ability. We found that many college teachers are not from logistics management or similar majors and have no relevant work experience. Therefore, they inevitably lack important practical experience materials in classroom teaching, so that such teaching method can not integrate theory with practice, which is not conducive to the further development of students.

## **4. Teaching Status of "International Logistics" Course**

### **4.1. The Teaching Content Is Rich and Extensive**

International logistics is developed on the basis of the emergence and development of international trade, and its efficient operation promotes the development of international trade. "International logistics" course mainly includes international logistics transportation business, international transportation agency business, cargo entry and exit customs declaration system and procedures, international freight insurance and international logistics operation management. It is a comprehensive subject integrating theory and application. The teaching content is very rich and extensive

### **4.2. The Teaching Application Is Updated Rapidly**

With the rapid development of economic globalization, the global demand for goods is growing rapidly, and the demand for international logistics development is also increasing day by day. The international logistics industry is developing very rapidly. The application of port enterprises, trade enterprises, customs brokers, shipping forwarders, international freight insurance and other business forms are integrated with industrial development and updated and iterated in the latest industry.

### **4.3. The Proportion of Practical Teaching Is Gradually Increasing.**

At present, the teaching of "international logistics" course is mainly based on theoretical knowledge, but more and more colleges and universities pay attention to the operational and practical ability and application ability of "international logistics", and gradually change the teaching of "knowledge-based" course, which is reflected in the combination of international logistics theory and practice, so as to promote the development of international logistics specialty towards the training of applied talents.

## **5. Problems in the Course of International Logistics**

At present, although the teaching of "international logistics" has achieved certain results, with the continuous renewal and development of the international logistics industry, there are some deficiencies in its curriculum content and teaching methods, which can not better meet the application of international logistics and promote the transformation of the discipline to application-oriented

### **5.1. The Content of the Teaching System Is Huge**

"International logistics" course involves many aspects of knowledge, such as logistics operation, international trade practice, import and export trade, shipping and freight forwarding customs declaration, international payment and so on. It is a course with a high combination of theory and practice. Any knowledge point extracted from international logistics can be a separate course, which needs a lot of practical education. At present, the teaching system of "international logistics" course offered by major universities is too large and broad. The teaching content is mainly theoretical and lack of practice, which can not meet the latest needs of international logistics talents.

### **5.2. The Teaching Form Is Too Old**

At present, the teaching form of "international logistics" course is too single and old. Most of the teaching modes are teachers teaching theories, or analyzing old cases and using international logistics teaching software to transfer knowledge to students in a limited time, and assess whether students master corresponding knowledge points through examinations. Under this teaching mode, students can not understand the latest trends of international logistics, master the operating procedures of "international logistics" course, solve international logistics practice independently, and meet the development needs of international logistics.

### **5.3. Insufficient Interaction Between School and Enterprise Teaching Practice**

In the existing "international logistics" curriculum, the practice interaction between schools and enterprises is insufficient, and the practice conditions of enterprises are seriously lacking. Most of the school enterprise practice teaching is explained by teachers. Students cannot participate in the enterprise operation environment, face the international logistics practice and operation directly, and combine the theoretical knowledge content of textbooks with the production and operation practice of enterprises.

### **5.4. The Teaching Assessment Method Is Too Single**

At present, the assessment method of "international logistics" course is too single, paying too much attention to students' examination results, rather than assessing students' understanding and practical work of international logistics knowledge system, and there is no combination of "knowledge training work".

## **6. Main Features of Teaching Reform of "International Logistics"**

### **6.1. Start from the Talent Needs of Enterprises and the Development Needs of Students.**

Traditional classroom teaching focuses on the teaching of knowledge points, while the curriculum teaching reform under the school enterprise linkage mode is to reform the curriculum content design and teaching methods from the needs of enterprise talents and student development.

### **6.2. Participate in the Study of China's International Logistics Enterprises.**

One of the characteristics of the teaching reform of "international logistics" course is to fully rely on China's largest international logistics service provider - ports, shipping agents, freight forwarders, customs declaration enterprises under China's port group and international trade enterprises cooperating with them, and introduce the actual operation of enterprises into the classroom by participating in the study of international logistics enterprises with their own characteristics, so as to enhance the authenticity and applicability of the classroom.

### **6.3. Add New Elements to Enrich the Teaching Content**

With the continuous expansion of the connotation of international logistics, the curriculum teaching reform will introduce a large number of the latest real cases of international logistics to enrich the classroom teaching content. First, the knowledge of international trade, that is, the content and development trend of cross-border e-commerce, including the multi variety of trading products, multi frequency of trading, multi regional development of trading objects, and the requirements of cross-border e-commerce retail for payment methods and logistics services; The second is the form of cross-border logistics, including international postal parcels, international express, border warehouses, cross-border warehouses, etc.

### **6.4. The Teaching Reform of International Logistics Will Combine the Development Trend of Internet in the New Era, Make Full Use of the Advantages of Network Platform to Assist Teaching.**

By using WeChat group, official account, QQ group and SkyDrive, we can provide multimedia courseware, case, teaching video, exercise test database, course design, etc., through international logistics simulation software. Simulate the actual operation of enterprises and use scientific and technological means to make students feel the development of business.

### **6.5. Reform the Assessment and Evaluation System in Multiple Directions**

Another feature of the teaching reform of "international logistics" course is to adopt comprehensive assessment methods, such as "paper score + project task score + scenario simulation score", which gives more prominence to the evaluation of the teaching process, the examination of application ability, and the interaction between teachers and students in the teaching process, so as to improve students' interest in the course, And participate in the reorganization design of teaching content.

## **7. Curriculum Reform Direction of "International Logistics" under the School Enterprise Linkage Mode**

### **7.1. Connect with the Frontier Development of International Logistics**

First, we should reform the disadvantages of traditional teaching mode that curriculum knowledge is mostly taught through textbooks, cases are relatively old and knowledge update is slow; Second, fully relying on the school enterprise cooperation mode, the "international logistics" course can fully rely on the resource advantages of China's port group, realize the relative connection with the cutting-edge information and cutting-edge development trend of international logistics, and train the course to serve the market demand.

### **7.2. Optimize the Course Knowledge Structure and Assessment System.**

The curriculum reform plan should comprehensively adjust the curriculum teaching knowledge structure of "international logistics", adjust the proportion of teachers' classroom teaching, increase the proportion of case analysis teaching, entrepreneur classroom teaching, enterprise on-site teaching and enterprise homework practice, and let students more participate in practical teaching and interactive classroom; At the same time, the assessment mechanism of teachers for students has also changed, changing the previous simple examination paper assessment method, increasing the assessment of students' mastery of international logistics operations, and promoting the integration of students' professional skills, subject knowledge and development ability.

### **7.3. Adopt Diversified Teaching Methods**

One is to invite entrepreneurs into the classroom. Carry out knowledge interaction, teaching interaction and industry university research interaction with students, so as to realize the

integration of industry demand and university training. Building a link between universities, society and enterprises through entrepreneurs entering the classroom can not only bring students the latest industry information and management information, but also let universities understand the needs of entrepreneurs for talents. Second, the organic combination of online and offline classes. Change the traditional teaching methods, improve classroom efficiency, reduce cramming theory teaching, combine the cross-border learning of network education platform and other courses such as e-commerce, port logistics and bonded port area, and Study on the spot in international logistics, so as to realize the integration of online and offline education and achieve the integration of theory and practice. The third is the "game" classroom teaching based on students. Students make course speeches, and adopt the methods of joint evaluation between teachers and students, students' self-evaluation and mutual evaluation to deepen students' understanding of knowledge; Through role-playing and teacher guidance, students can understand the essence of international logistics, further explore what they have learned in practical problems, take the initiative to acquire and consolidate knowledge points, promote students to solve problems, and achieve the purpose of deepening curriculum teaching reform. The fourth is the teaching mode based on the work tasks of logistics enterprises. The reform of teaching content should be carried out in combination with the typical work of international logistics enterprises, and can not imagine making a car behind closed doors. Therefore, the teaching content after the reform should be combined with the knowledge modules of ocean bill of lading, international air transportation, customs declaration and inspection, shipping agent and freight forwarding in international logistics, so as to give students tasks, let students make relevant documents, analyze and summarize in practice.

#### **7.4. Participate in the Practice of International Logistics Enterprises**

The course of "international logistics" is mainly divided into two parts: International Trade and logistics operation. International trade includes the production of trade documents, customs declaration and inspection, shipping agency and freight forwarding, while logistics operation includes loading and unloading, warehousing, transportation and processing. All links are specific affairs completed under the cooperation and guidance of customs, maritime affairs, border inspection and other customs inspection institutions, It has strong operability and applicability. Through the curriculum reform plan, let students participate in specific practical operation, improve students' practical ability through practical training links, and meet the talent needs of the international logistics industry.

#### **7.5. Build A Network Platform for Hybrid Teaching.**

In the era of "Internet plus", the reform of curriculum teaching should also be adequate. Relying on the Internet to acquire value information from the Internet, universities should comply with the trend of the times and assist teaching by using the network platform. Through the WeChat group, official account, QQ group and SkyDrive Internet platform, multimedia courseware, case, teaching video, exercise database, simulated examination questions bank, course design and other contents can be provided, so as to enhance communication channels and improve the effectiveness of the classroom. Utilization rate. With the development of social economy and international logistics, new formats and models are emerging in the field of international logistics. Only by following the dynamic development of the industry, cultivating students' professional knowledge and improving students' practical ability, can the teaching of "international logistics" meet the social demand for talents, and then feed back and improve the knowledge of international logistics courses.

## 8. Teaching Reform and Innovative Ideas of International Logistics

Referring to the above problems, combined with the actual situation of talent training of logistics management specialty in our college, the author suggests that we should reform and innovate from the following three aspects.

### 8.1. Reform and Innovation of Teaching System and Content

Revise the teaching plan and outline of the course and select teaching materials. The reform of teaching content of international logistics course should teach students according to their aptitude rather than "cramming" theoretical teaching. In addition to establishing a reasonable curriculum theory system, we should also increase the proportion of highly practical case teaching, and pay attention to the frontier and timeliness of the knowledge system, so that students can master new knowledge, learn new skills and deeply understand the latest trends of the operation of the international logistics industry in the heated case discussion. According to the main work direction of previous students after graduation, we should improve the design of teaching content, focus on cultivating students' theoretical knowledge and practical skills, and realize the internationalization of knowledge structure and thinking mode.

### 8.2. Reform and Innovation of Teaching Methods and Means

The characteristic of international logistics curriculum is that it pays more attention to theory and practice. At present, most of its curriculum forms are teachers' classroom teaching, and the degree of students' active participation is not high. If you want to mobilize students' subjective initiative in learning, it is far from enough to rely on classroom questions and case discussion. In addition to the conventional methods, classroom teaching can also adopt video learning, group discussion, practical simulation exercise and other methods, and arrange certain practical class hours after classroom teaching, so that students can enter logistics enterprises and experience real and specific international logistics business operations. While reforming teaching methods, we can use the modern information platform to realize the whole process management before, during and after class, and realize the student-centered teaching classroom.

### 8.3. Reform and Innovation of Practical Teaching

International logistics course organically combines the two fields of international trade and logistics management. The difficulty of practical teaching lies in how to carry out practical training in all links of international trade business. Therefore, in the teaching process, it is necessary to strengthen the cooperation between colleges and enterprises, establish a special training and practice base, and promote the textual research with practical training, such as international trade documents, customs declaration level test certificates, etc. At the same time, the training operation must not be divorced from the real work post. The cited cases should be objective and true and have high contact frequency. The logical relationship of each link should not be ignored. The operation should be carried out in strict accordance with the procedures, and the theoretical knowledge, training operation and work post should be formed into a scientific and rigorous unity, so as to truly let students learn knowledge and practical operation skills, Not for training.

### 8.4. Improve Teachers' Professional Ability and Build A "Double Qualified" Teacher Team

Teachers are the main force of teaching. Based on the objectives and requirements of practical teaching reform, the problem of unreasonable teacher structure in applied undergraduate colleges is becoming more and more prominent. For example, professional teachers in Colleges and universities are generally postgraduates from colleges and universities. They have solid

theoretical knowledge, but lack practical operation ability. Such a team of teachers is difficult to improve the quality of practical teaching; Therefore, colleges and universities should start with the construction of teaching staff and improve the number of "double qualified" teachers. First, colleges and universities should strengthen the training of teachers' professional skills, improve teachers' professional promotion planning, and create a good learning atmosphere. For example, we should formulate a teacher development plan and take systematic measures to improve teachers' personal ability. Second, teachers should be encouraged to actively participate in various qualification examinations, so as to enhance their practical ability. For example, colleges and universities should take the qualification certificate as one of the important indicators for the evaluation of teachers' teaching ability. The third is to strengthen the active guidance of teachers to participate in practical training in enterprises, so that students can learn the latest knowledge and skills in front-line posts, so as to better strengthen practical teaching.

### **8.5. Deepen School Enterprise Cooperation and Increase the Construction of Training Infrastructure**

Practice platform is an important support for practice teaching. Based on the improvement of students' requirements for international logistics management posts, colleges and universities should deepen school enterprise cooperation and provide students with high-quality training platform: first, colleges and universities should take the initiative to strengthen communication with enterprises and strive for more practice posts for students. In particular, colleges and universities should establish their own workshops through cooperation to provide a place for students to start their own businesses. Second, we should strengthen capital investment and constantly improve the school training infrastructure. Third, strengthen the guidance of students' practice. Enterprises should provide students with the most real internship positions, and colleges and universities should guide students' employment in the whole process.

#### **7.6 change ideas and pay attention to the reform of practical teaching**

College administrators should attach great importance to the reform of practical teaching. First, in order to promote the improvement of students' practical ability and practical literacy, school managers should attach great importance to teaching reform and provide necessary policy support for teaching reform. Second, we should establish special funds to support teaching reform. For example, colleges and universities should set up funds for curriculum reform and encourage teachers to actively study teaching reform plans.

## **9. Content and Practice of Teaching Reform of International Logistics**

Teaching is a key link in the training of logistics engineering professionals and a bridge connecting knowledge and ability. According to the general idea and requirements of the practical teaching reform of international logistics, the practical teaching reform of international logistics for application-oriented undergraduates mainly includes:

### **9.1. Construction of Practical Teaching Project Database and Practical Teaching System**

Project practice teaching is an important way of practice teaching. The construction of project library is the premise of implementing the practice teaching of international logistics. For a long time, practical teaching in Colleges and universities is mainly implemented according to the requirements of teaching materials. Although it can improve students' practical ability, there is a certain gap with the requirements of future employment; Therefore, practical teaching should be integrated into practical cases, a practical project library should be built, and a three-stage progressive practical teaching system should be established according to the learning situation and employment characteristics of logistics engineering students: in the first stage, practical

cases involving the basic theoretical knowledge of logistics engineering should be introduced according to the requirements of students' basic skills training. So that students can master the most basic logistics management skills and enhance their ability to solve practical problems. For example, at this stage, teachers should introduce the operation cases of basic projects such as warehousing operations and bar code production into the classroom and implement the operation in the school training base to enhance students' basic skills. In the second stage, set up key skill cases. The key to evaluate students' professional ability is to assess students' post adaptability. After early training, students have basic skills, so teachers should appropriately introduce cases that can improve students' key abilities, that is, cases that can formulate skills such as procurement, warehousing and transportation, distribution operation plan, etc. In order to enhance the effect of practical teaching, teachers can lead students to go deep into Shunfeng, Shentong, Yuantong and other logistics enterprises to understand the logistics transportation process. The third stage is to cultivate students' post complex skills. Based on the development of logistics industry, the skills of logistics management posts are becoming more and more comprehensive. Therefore, such cases and logistics management schemes of logistics enterprises should be integrated into practical teaching. Students can obtain corresponding skills improvement by discussing logistics schemes.

## 9.2. Innovative Practical Teaching Methods

For a long time, the practical teaching of international logistics is to organize students to practice in school training rooms or enterprises, and the guidance of teachers is not strong. Therefore, the practical teaching of international logistics in Application-oriented Colleges and universities must innovate the practical teaching methods and break through the traditional fixed mode of "on campus + internship enterprise". School enterprise cooperation, college 192 practice teaching, usually organize students to exercise in the school training room, wait until the internship unit in winter and summer vacation. This way greatly enhances the effect of practical teaching; Therefore, colleges and universities should focus on the above two training methods to enrich the methods of practical teaching. For example, organize students to participate in social research, carry out special design and adopt situational teaching. Colleges and universities should use virtual technology to build a simulation environment to solve the problem of weak practical participation. According to the survey, many logistics enterprises only expose students to the most basic work, which makes it difficult for students to test their professional knowledge. Therefore, undergraduate colleges and universities should make full use of virtual technology, build a virtual simulation training system, and organize students to complete the test of professional knowledge through the practical operation of virtual environment.

## 9.3. Create A Post Environment and Integrate It Into Industry Standards

Practical teaching must be guided by the requirements of post and industry. In view of the problem that the practical training is divorced from the industry standard in the practical teaching of the applied undergraduate international logistics course, colleges and universities should integrate the industry qualification examination standard into the practical teaching: first, actively create a post industry environment. For a long time, practical teaching focuses on the cultivation of students' professional ability, but lacks the education of students' professional quality. For example, because the working environment of logistics management posts is relatively hard, the working hours are not fixed, and overtime is often required, students should be trained to have a strong professional quality of hard work. However, according to the survey, the proportion of logistics talents trained in Colleges and universities who change jobs or change careers due to environmental problems is relatively high; The main reason is the lack of professional quality education. Therefore, undergraduate colleges and universities should highlight the integration of professional quality and actively build an environment suitable for

quasi industry posts in the practical teaching environment, so as to make students adapt to posts. The second is to integrate the industry qualification examination standards into practical teaching. In the final analysis, the logistics talents trained by colleges and universities should enter enterprise posts. It is difficult for people without enterprise post qualifications to obtain employment. Qualification examination is a weight to improve students' employment success rate. Practice has proved that the process of students obtaining industry qualification certificate is the process of students' flexible application of comprehensive knowledge. Colleges and universities should deeply carry out the "1 + X" certificate system and organize practical teaching according to the standards of industry qualification examination in practical teaching. For example, the logistics engineering major can obtain the international qualification certificate and the logistics engineer qualification certificate. Therefore, the content corresponding to the industry qualification certificate examination should be actively introduced into the practical teaching.

#### 9.4. Increase Practical Teaching Hours

Based on the requirements of practical teaching of international logistics, in order to enhance students' practical ability, undergraduate colleges should appropriately increase the hours of practical teaching. On the basis of ensuring the teaching quality, appropriately reduce the theoretical teaching hours and increase the practical teaching hours. For example, in theory teaching, teachers integrate the course content in a modular way, integrate the theoretical knowledge according to the requirements of international logistics posts, and adopt a systematic teaching method to effectively reduce the class hours of theory teaching, so as to provide more practical training time for students. We should make full use of the existing practical training platform and find the time for practical training from the business. Teachers should actively build a network practice teaching platform, communicate with students through the network platform, and guide students to carry out practical exercise.

### 10. Conclusion

At present, one of the main objectives of international trade major in Colleges and universities is to cultivate international trade compound talents with solid business theoretical knowledge, agile international thinking and superb foreign language level. For one of the main courses to achieve this major goal - international logistics, we should earnestly study its teaching contents, teaching means Implement drastic reforms in practice, so as to promote it to meet the needs of China's international trade talent training, realize the sustainable development of China's international trade industry as soon as possible, and keep up with the tide of economic globalization. Based on the implementation of the "double first-class" university strategy, application-oriented undergraduate colleges and universities must constantly optimize the course of international logistics, rely on school enterprise cooperation, introduce project resource database, integrate industry qualification standards, and build a curriculum system suitable for practical teaching, so as to cultivate high-quality practical talents.

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