

Research on Modern Apprenticeship in Logistics Management Major of Higher Vocational Colleges

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Abstract: With the development of educational modernization, many higher vocational colleges have brought new challenges in the modern vocational education. In particular, the current talent training methods in many schools have gradually become out of line with the needs of enterprises. Therefore, the Education Bureau has proposed a teaching model of modern apprenticeship. This paper first analyzes the feasibility of the teaching mode of modern apprenticeship, and then puts forward the problems existing in the teaching mode of modern apprenticeship. Finally, this paper proposes some effective measures for the implementation of the modern apprenticeship in the logistics management major of higher vocational colleges.

1. Introduction

The teaching mode of modern apprenticeship in the logistics management major of higher vocational colleges is mainly based on the cooperation between schools and enterprises, so that the talents cultivated by the school can better meet the needs of enterprises, and enable the enterprises and schools to connect closely through the part-time of students, and the teachers and enterprises jointly carry out the training of logistics management talents ^[1]. When combining modern vocational education with apprenticeship education, the school will also focus on the cultivation of students' practical ability as well as the teaching of theoretical knowledge. In the limited school year, students must not only master relevant theoretical knowledge, but also obtain relevant professional qualification certificates, to lay a solid foundation for entering the work position in the future.

2. Feasibility Analysis of Implementing Modern Apprenticeship in Logistics Management Major of Higher Vocational Colleges

The main tasks involved in the logistics management industry include warehouse management, distribution, transportation, and information processing. Every link needs to have a fairly high technique, and each link is closely linked. Any problem in the link will affect the normal operation of logistics management. Logistics management personnel must have rich work experience and be able to propose effective logistics risk management solutions in time when risks arise, and accurately estimate the probability of occurrence of risks. The ability to deal with these problems in the logistics management process often requires a wealth of experience. However, at that time, many schools adopted a closed teaching mode. The teacher in the classroom simply taught the theoretical knowledge of logistics management, which is not only boring, but also difficult for students to understand, and can not be truly applied to actual work. Although the school has arranged students to internships in the enterprise, they rarely teach students the experience, and most of them introduce the company's rules and regulations, the scope of business involved and related work links ^[2]. The implementation of modern apprenticeship teaching can transform the student's identity into an apprentice, and the master conducts the apprenticeship to carry out all aspects of the operation. This teaching mode can effectively combine theoretical knowledge and practice, so that the school talent training mode is highly consistent with the talent demand of

enterprises.

3. Problems in the Implementation of Modern Apprenticeship Teaching in Logistics Management Major of Higher Vocational Colleges

With the continuous development of modern education, many schools have realized the problems existing in the learning and teaching mode, and constantly strengthened the cooperation between schools and enterprises. According to the needs of enterprises for talents, they have formulated talent training programs, and implemented the teaching mode of modern apprenticeship through the way of half-work and half-study. However, there are still many problems in the process of implementing the teaching mode of apprenticeship.

3.1 School's Deviation from Teaching Mode of Modern Apprenticeship

In our country, the teaching mode of modern apprenticeship is still in the primary stage, and the domestic universities have introduced apprenticeship teaching mode in a few years^[3]. However, the teaching mode of modern apprenticeship is still a new teaching mode in China. In the process of implementation, the school does not really understand the essence of apprenticeship teaching. First of all, some teachers do not really combine work and study, and they completely separate work and study. The teaching content of theoretical knowledge is not consistent with the content of practice or even has no essential connection. In addition, there are some deviations in students' understanding of the apprenticeship teaching. They think it's just a way of cooperation between schools and enterprises, which has nothing to do with their growth. They have not been able to consider problems from the aspects of talent cultivation and enterprises' demand for talents, which leads to students' misunderstanding of their own professional development.

3.2 Insufficient Participation of Enterprises

On one hand, most enterprises pay attention only to the immediate interests, and ignore the long-term development of the enterprise in the future. They prefer to have ready-made talents to join, but the training of apprentices often takes two or three years. On the other hand, student' professional and technical level is not competent for the relevant positions of the enterprise. The joining of students can not only improve the working efficiency of the enterprise, but also delay the work of the old employees of the enterprise^[4], which will have a certain impact on the economic benefits to the enterprise. Whether the trained talents can stay in the enterprise in the future is also a key consideration for the enterprise. Therefore, many enterprises do not participate in the way of apprenticeship training.

3.3 Lack of the Propaganda of the School to the Students

Some college students do not agree that they are "apprentices". Considering their own interests in the future, some enterprises will require "apprentices" to sign an agreement when they enter into the enterprise, requiring "apprentices" to work in the enterprise for at least two to three years after finishing their studies. However, not all the students in the cooperation of school and enterprise will be interested in their work content, and they are not able to prematurely clarify their future development direction. In the internship business is not their favorite, and they are not willing to lose their employment option prematurely^[5]. On the other hand, during the period of "apprenticeship", it is difficult to guarantee the relevant treatment. For example, whether the enterprise purchase the work-related injury insurance for the "apprentice" and pay the corresponding salary. Finally, the work during the "apprenticeship" will be harder than the study at the school, and students may not be able to adapt to the study and life of the enterprise. In addition, students will question whether the content of corporate training can help them in the future. The main reason for these problems is that the school's propaganda on the teaching model of apprenticeship is not in place, which makes students' bias in the teaching model of apprenticeship, and many excellent students are reluctant to join the apprenticeship learning.

4. Teaching Measures for the Implementation of Modern Apprenticeship in Logistics Management Major of Higher Vocational Colleges

4.1 To Strengthen the Understanding of the Apprenticeship Training Mode

The logistics management major of higher vocational colleges can learn from the dual apprenticeship system in Germany, combine the apprenticeship teaching with the teaching of theoretical knowledge, and strengthen the understanding of teachers and students on the teaching mode of apprenticeship. Teachers should also be organized regularly to study the apprenticeship system, or other school experts with better apprenticeship teaching mode should be asked to give special lectures to the school to deepen the teacher's understanding of the apprenticeship teaching mode, and change the student's identity from the student to the apprentice. According to the demand of talents in the logistics management industry today, the training program of modern apprenticeship for high school logistics management is formulated. At the same time, when enrolling students, we will clarify the talent training form of the major with the students, enable students to understand the characteristics of the logistics management major, understand and accept the talent training methods of the school, so that students can more easily accept the change of their identities in the future, and they can make their own academic career planning earlier.

4.2 To Strengthen School-enterprise Cooperation and Cultivate High-quality Logistics Management Professionals

Logistics management major is not inclined to cultivate management talents, but to cultivate practical talents. Therefore, the school should strengthen the cooperation with logistics enterprises, and make a talent training plan that is consistent with the talent demand of logistics enterprises. First of all, when the school enrolls students, it is necessary to make clear the enterprises that the school cooperates with, so that students can understand that the logistics management major needs to have solid theoretical knowledge and practical experience. The school-enterprise cooperation apprenticeship training mode can enable students to be more competent in logistics management^[6]. At the same time, we should also give students full choice, so that students can accept the work of the enterprise more quickly after entering the enterprise. The school must work out a training plan with the selected cooperative enterprises to improve the practical ability of students, and closely link learning with work. Moreover, teachers should be organized to be trained in the enterprise to enrich the knowledge reserve, so that the theoretical knowledge will synchronize with the demand of logistics management enterprises for talent skills. And the teaching plan can be adjusted in time according to the problems that students have during the enterprise learning to reflect the flexibility of logistics management major. The close cooperation of school and enterprise can transport the high quality logistics management talents for the logistics enterprise.

4.3 To Strengthen the Construction of the Faculty of Logistics Management and Reform the Assessment Standards of Students

Logistics management requires teachers to have solid theoretical knowledge, rich experience and excellent operation skills. Therefore, the lecturers of logistics management are not only limited to the teachers of Normal University. They should invite the experts of the enterprise to teach in the school, so that students can recognize the work content of the logistics management early. As a qualified logistics management practitioner, teachers in the school should go to the enterprise to conduct logistics management technology research together with enterprise experts, and go to the forefront of industry development to complete and update their relevant theoretical knowledge. The school should also strictly enforce the teacher assessment system and adopt incentive mechanism to promote the improvement of teaching level of teachers^[7]. At the same time, the assessment standard of students should also be reformed accordingly, and students' learning level can no longer be measured by test results, and should be made a comprehensive assessment by combining the assessment of theoretical knowledge with the assessment of practical ability, which requires that students must pass both the assessment of theoretical knowledge and the assessment of practical ability. The form of assessment should also be changed from a single evaluation of teachers to a

combination of teacher evaluation, master evaluation and students' self-evaluation improve the students' adaptability to the enterprise fundamentally, so that students can recognize their own shortcomings and improve themselves in the future learning.

5. Conclusion

The teaching of modern apprenticeship in logistics management major of higher vocational colleges starts late in China. In the process of implementation, there are still some problems such as teachers' and students' understanding of apprenticeship teaching mode, lack of motivation to participate in school-enterprise cooperation, and students' disagreement with the teaching mode of apprenticeship. Therefore, the school must make timely adjustments, and define the teaching mode of the major with the students clearly before the students enter the school. The school-enterprise cooperation means that the school and the enterprise should jointly develop the talent training plan, rather than distinguish the contents of work and study. In addition, teachers should update their knowledge in a timely manner and go to the enterprise to study. At the same time, the student's assessment system should be reformed accordingly, and the students' theoretical knowledge and practical ability should be comprehensively evaluated, so that students can better adapt to the job of the company.

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