

"5 + 1" Modular Curriculum System Construction of the Logistics Management Specialty Group

-A Case Study of Xinhua College

Haijuan Yang, Zhenhua He
Xinhua College of Ningxia University
Yinchuan, China, 750021
yhj2061438@126.com

Abstract—The curriculum system construction is an important part of logistics management specialty group. Combined with talents training goal of logistics management specialty group construction project and the current situation of Xinhua college of Ningxia university, "5 + 1" modular curriculum system is put forward, which includes five dominant curriculum modules: humanities cultivated manners, operation management, professional intelligence, major EQ, certification-oriented, and one hidden curriculum module, that is entrepreneurship promotion. The modular curriculum system is consistent with the objectives of applied undergraduate talents training, and it is important for the applied talent training of logistics management specialty group.

Keywords—Logistics management specialty group; "5 + 1" modular curriculum system; Structural setting

I. INTRODUCTION

The construction of curriculum system is an important link in the construction of logistics management specialty group. At present, the reform of the curriculum system in many colleges and universities logistics specialty still stays in the reform and adjustment of a course or partial course according to the professional and academic needs, ignoring the demand of employment and professional ability from the perspective of professional group training objectives of the overall modular curriculum design[1]. Taking the Xinhua College in Ningxia University for example, the logistics management professional group of Xinhua College in Ningxia University was officially approved by the Ningxia Department of Education in 2015, which included four majors: logistics management, e-commerce, information management and information systems, as well as business administration. The current course system of the logistics management professional group in our college at present is still relatively fragmented, lacking of systematicness and flexibility, and fails to reasonably arrange the curriculum modules from the perspective of occupational ability requirements. So, based on the current situation of the current curriculum system of the logistics management major group in Xinhua University and the research of the advanced design ideas and methods of domestic and foreign curriculums, the construction of "5 + 1" modular curriculum system is put forward.

II. DESIGN IDEAS OF "5 + 1" MODULAR CURRICULUM SYSTEM

The "5+1" modular curriculum system proposed in this paper adopts the general idea of "Combining evidence-based teaching, situational teaching, research with production, teaching and research", aims at cultivating students' general ability, professional ability and comprehensive ability. Based on post requirements and job skills requirement, using the teaching mode of "integrating the university with the enterprise", the dissertation breaks down the curriculum system into the following modules: the general education curriculum, the professional group platform course, Professional group elective courses, vocational ability courses, occupation ability to expand the curriculum and other five dominant modules, as well as an implicit curriculum module to enhance students' entrepreneurial ability.

III. STRUCTURE SETTINGS OF "5 + 1" MODULAR CURRICULUM SYSTEM

Combining with the "5 + 1" module, the paper correspondingly points out the curriculum system of logistics management specialty groups as the curriculum module of "humanistic quality, professional temperament, professional intelligence, major EQ, certificate oriented, as well as one hidden module: entrepreneurial promotion" The construction contents are as follows.

A. Humanities curriculum module development

Humanities curriculum module is mainly for the "general education courses", which refers to keep the current general compulsory course (37 credits) and general courses (12 credits). General compulsory courses include the types of education, tools, and the professional navigation, aimed at training the humanistic spirit, scientific knowledge, thinking, and basic skills of the students. General elective course mainly takes the "subject through, study of classic, broaden knowledge, and improve quality" for the idea, sets up some psychological health guidance, innovative thinking, social and professional etiquette and music appreciation course, and aims to cultivate the good psychological quality, innovative

Fund program: Sub-project of "the Thirteenth Five-year Plan" Logistics Management Key Major Group Construction in the Autonomous Region of School of Xinhua Of Ningxia University —"Exploration for Logistics Management Major Group Modular Course System Construction" (Ning Jiao Gao (2016) No.98).

consciousness, as well as the cultural and art appreciation ability of students.

B. Construction of Management temperament curriculum module

Management temperament refers to the platform courses construction of specialty group. There are 13 courses in four majors, such as: Business Management, E-commerce, Logistics Management, Information management and systems professional set as the platform courses, which aims to cultivate the basic specialized knowledge and professional basic literacy of the students in Xinhua College.

C. The construction of "professional intelligence" course modules

"Professional intelligence" course module is mainly based on demand and main characteristic of each position, set the

corresponding professional direction, and according to the professional direction should have jobs skills, select three to five major compulsory courses for direction, to cultivate the students' professional theoretical knowledge and specific professional practice ability. At present, In the Department of Economic Management of School of Xinhua, the majors that have been set with major directions are: business administration, e-commerce management, and logistics management, and the compulsory course of specific major directions are constructed as shown in Table 1.

D. The construction of "Major EQ" course modules

The courses of "Major EQ" are designed to develop students' social skills and workplace adaptability. In recent

TABLE I. MAJOR DIRECTION SETTING OF THE MAJOR GROUP OF LOGISTICS MANAGEMENT

| Major Name | Major Direction | Construction time |
|--|--|-------------------|
| Business Administration | Human Resources Management | August, 2016 |
| | Entrepreneurship Management | August, 2016 |
| E-commerce | Cross-border e-commerce | August, 2016 |
| Logistics Management | Supply Chain Management | August, 2016 |
| | Logistics Management Pilot Class (Logistics Management + Arabic) | August, 2016 |
| Information Management and Information Systems | Information Systems Development and Design | August, 2017 |

years, EQ has been used more and more in business management, so training students in the college in the "Major EQ" has become even more important[2]. A certain number of optional courses in different major directions should be established according to the set characteristics of each major direction and the actual situation each year; these optional courses are established to cultivate students' quality in major emotion and intelligence, resistance to setbacks and other aspects, and improve students' social skills and workplace adaptability.

E. The construction of "Major EQ" course modules

The "Certificate-oriented" course module mainly means to

highlight the important guiding role of the "Professional Certificate" in the course system construction and to incorporate the courses related to the "Professional Qualification Certificate" which is closely combined with the professional knowledge, ability and characteristics in each professional field into the daily teaching, on the one hand it can help students successfully obtain the appropriate professional qualification certificate, on the other hand it is beneficial for students to correlate the theory and practice, thus improving students' practical skills and manual ability. The proposed courses in the major group "certificate-oriented" course module are as shown in Table 2.

TABLE II. COURSE LIST OF CERTIFICATE-ORIENTED COURSE MODULE CONSTRUCTION

| Major Name | Certificate Name | Certificate Level | Established Courses |
|--|-------------------------------|-------------------|--|
| Business Administration | Human Resources Managers | Level 3 | Theoretical Knowledge Exams, Professional Competence Assessment, Professional Ethics |
| E-commerce | Assistant E-commerce Engineer | Level 3 | Assistant E-commerce Engineer, Professional Ethics |
| Logistics Management | Logistics Manager | Level 3 | Theoretical Knowledge, Skills and Operation Assessment |
| Information Management and Information Systems | SYB/GYB SYB / GYB | No Level | Theoretical Knowledge, Professional Skills Assessment |

F. One hidden curriculum module "Entrepreneurship Improvement"

The course construction of "Entrepreneurship Improvement" means that in the above course module construction, to improve students' ability to capture business opportunities, project operation ability, market operation ability, team communication and coordination ability, integrated resource deployment and use ability, financial ability and so on by cultivating students' entrepreneurial thinking, basic entrepreneurship knowledge and accomplishment. The course system of "Entrepreneurship Improvement" should aim at the unity of entrepreneurship cultivation and entrepreneurship knowledge and skills training. The course system of entrepreneurship education should include three big parts: entrepreneurship, entrepreneurial knowledge and skills, and entrepreneurial practice.

IV. FOR THE CONSTRUCTION AND IMPLEMENTATION OF "5 + 1" MODULAR COURSE SYSTEM, IT IS NEEDED TO PAY ATTENTION TO SEVERAL ISSUES

A. Attach great importance to the top-level design of the "5 + 1" modular course system

The "5+1" modular course system not only provides a pluralistic integration course system framework, but also contains the educational concept of "All-round Development". Therefore, the top-level design of the course system is very crucial [3]. First of all, it is necessary to clarify the objectives of the course system, including the overall goal of personnel training, the teaching objectives of each course and the students' professional skill goals; secondly, to clarify the construction path of the course system, the construction of course system should be conducted on several levels: the job position analysis, course system objective design, course system structure design and course content design, etc; Thirdly, to clarify the construction method of course system, we should not only take into account the teaching of general education curriculum, but also pay attention to the development of professional module course, and also rely on resources both inside and outside the campus, do a good job in training

students' thinking and ability of innovation and entrepreneurship, and strive to achieve a pluralistic integration of the course system.

B. Practically strengthen the teaching staff construction and teaching method reform

In the "5 + 1" modular course system, job requirements and job skills act as the core. Therefore, more emphases should be laid on the training of "Dual-teacher" and "Dual-teacher and dual-ability" types of teachers. Actively carry out activities such as application skills training, background and degree education, teaching consultation, assessment of teaching quality and academic skill research, and train young teachers in a targeted manner. Establish special funds for temporary post training for teachers to build a platform for enhancing the application of teaching ability to. Strengthen teachers' "dual-ability" quality evaluation system. Combine teacher's education and teaching ability assessment with practical teaching ability assessment, and improve teachers' application ability and level assessment standards. In addition, on teaching contents and methods, based on the requirements of the "Docking between Major and Industry", "Docking between Course Contents and Professional Standards" and "Docking between Teaching Process and Production Process", flexibly use teaching methods such as task orientation and problem orientation with the work process as the core of logic, organize teaching activities and improve students' abilities of correlating theory with practice.

REFERENCES

- [1] Wang Haili. Ability-based Modular Course System Construction of the Major of Agricultural Economics of Higher Vocational School [J]. Higher Vocational Education, 2015 (6): 103-106.
- [2] Li Yuan. Modular Course System Construction of the Major of Logistics Management of Higher Vocational School Based on Job Requirements [J]. Journal of Henan Mechanical and Electrical College, 2012 (5): 43-45.
- [3] Zhou Maodong, Zhang Futang. The Exploration of "4 + 1" Modular Course System --- A Pluralistic Integration of Higher Vocational Education Course System Framework [J]. Journal of Liaoning Higher Vocational School, 2016 (6): 48-54.