Abstract. Our military has always attached great importance to improving the professional ability of the officers and officers, and has introduced corresponding policies and regulations in different historical periods. At present, with the constant change of the war form, the expansion of the field of military and civilian integration has exerted a profound influence on the construction of reserve talents. Therefore, it is of great significance to analyze the main problems existing in the education system of our military logistics profession and to study the countermeasures. At present, problems such as lack of scientific planning, imperfect management mechanism, malposition of training objectives and backward training methods still exist and hinder the development of logistics vocational education. To strengthen our military logistics vocational education is to scientifically plan the training system, to adhering to the integration of military and civilian development, to improve the educational management institutions, to strengthen the corresponding laws and regulations and to innovate the vocational education form.

1. Introduction

Remarkable achievements have been made in our army’s logistics vocational education in the past several decades. Educational systems such as complete level of “officers, noncommissioned officers and soldiers” and systems such as complete types of “military, industrial, medical, science and management” have been initially established. They integrate with the army logistics education and training for the troops by thousands of high-level logistics personnel, thus independently achieving the training of logistics personnel strategic objectives. But from the overall viewpoint, it is still in the initial stage of its exploration, and there are still some problems, for instance, the level and type structure not reasonable with the task allocation, the objective of personnel training not accurate for curriculum design, the training mode not scientific for resource allocation and the macro system and policy environment of personnel training quality still not yet formed. Such problems greatly affect the development of logistics vocational education [1-3].

2. Main problems affecting our Army's logistics vocational education system

2.1 Logistics vocational education system lagging behind leading to the lack of scientific teaching planning

First, it is the lack of systematic planning for logistics education and training and the lack of scientific and rational norms and design for path of talent cultivation. There is not enough regular research for the characteristics, the application level, and the training cycle of new logistics personnel. There is no overall design for the whole process, the whole system and the whole period of the logistics talent growth path.

Second, the military logistics vocational education has not yet formed an effective the personnel training system convergence with the college education, the troops training. The concept of logistics vocational education has not yet been set up at all levels of the army, and there are some problems such as the objective of logistics personnel training, the disjunction with the post needs of the troops, the overlapping of the contents of education and training, the low level of education and training, and the waste of education and training resources [4].
2.2 Imperfect logistics vocational education management mechanism leading to inadequate education development potential

As the logistics vocational education is a new thing, system mechanism, such as its curriculum content set, learning time allocation, faculty construction, education quality evaluation, organization and management system, incentive measures, technology platform development, the security system, have not yet been well institutional and it lacks supporting policy in the aspect of rewarding the diligent and punishing the lazy, in incentives to promote positive energy and other aspects. It has not highlight the role, and it has weak constraining force and less smooth process.

2.3 Narrow education level and lack of effective convergence hindering the development channel of logistics vocational education

(1) Unreasonable proportion of the structure between the levels. At present, there are more middle-level logistics vocational education than the normal, isolation among all the levels of vocational education still exists, and it is difficult to converge with the lack of proper entering a higher study channel. (2) Unscientific structure proportion among the specialty in all the arms of the services. There are more land force institutions than other military institutions, and there are low degrees of military integration. Besides, some corresponding vocational education concerning strong profession and special task in new logistics professional majors has not been set up. (3) Poor convergence among systems. There are inclusion and cross-relationship among different types of logistics vocational education tasks and problems of repeated construction still exist. Poor convergence within the logistics vocational education system results in the inconsistency of training objectives, curriculum system and teaching content.

2.4 Malposition of logistics vocational education training objectives with backwardness of training methods affecting the effect of logistics vocational education

The objective of vocational education personnel training in military colleges and universities is not closely linked enough with the actual needs of the cadets, the content of the course is not close to the needs of vocational education personnel training. It emphasizes academic, systematic and theoretical basis, and as to the cultivation of talents, it pays much attention on the spreading of knowledge, the result is that the talent quality cultivated are relatively simple. Personal self-study are generally called-for type, lacking effective regulation and management, learning the content of the system and learning objectives of the focus are not enough, with the result of learning difficult to check or judge. Class training is mainly for emergency and fragmented, lacking long-term design and system planning, it does not have a tight the demand of the development of individual officers and soldiers in enough personalized training\(^{[5]}\).

3. Countermeasures and suggestions on strengthening our Army's logistics vocational education

3.1 Scientifically the path of personnel training and establishing the echelon of the logistics vocational education and training system

First, planning our military logistics vocational education personnel training should focus on the following points by learning from the experience of foreign troops and through following the law of cultivating military logistics personnel: A unified, authoritative, and standardized logistics vocational education personnel training program should be formulated. The differences of logistics talent needs among different tasks, different services and different departments should be fully considered in formulating the overall planning and objectives for various types of post in logistics personnel training. As to “what kind of the status of the post and what kind of talent to cultivate and how to cultivate talent”, a mandatory criterion should be made.

Second, designing the road map of logistics personnel training. On the basis of taking into account the relevant factors such as age, position, arms and professional positions and training characteristics of military logistics personnel, the overall design of the growth track of military
logistics talents at all levels should be clearly described in the “road map”, the development of logistics vocational education path should be straightened out in order to build a new military logistics personnel training system.

Third, establishing the echelon of the logistics vocational education and training system. According to the requirements of links between the stage and continuity of the process of military logistics personnel development, and by linking the "expertise" and the skills of the military logistics. Personnel training path of different Levels and grades, of linking these levels and grades, and of implementation according the levels and grade should be built up. Logistics vocational education and training system of different levels and mutual convergence should be built and optimized so as to improve logistics personnel training and use efficiency.

3.2 Adhering to the path of military and civilian development integration, vitalizing and optimizing logistics educational resources

First, bringing in common professional resources. Ways should be as follows: In the field of communication, transportation, health and engineering, introducing high-quality education resources of all-purposed military-civilian logistics professional education; Relying on national education; jointly training military logistics personnel, and encouraging logistics staff to participate in all kinds of In-service education including local distance education, self-taught examination, correspondence and education by periodicals to improve logistics personnel training efficiency and to create an intensive and efficient, open and integrated military logistics personnel development path[6-7].

Second, building distance teaching platform of military and civilian integration. Ways should be as follows: Actively use the local rich network of teaching information resources, ushering in the national vocational education curriculum construction achievement, establishing vocational education network with logistical characteristics, increasing the open-typed course construction to provide support for improving the comprehensive quality of logistics staff and staff’s performance.

Third, establishing a mutual recognition system of qualification certificates. Professional qualification training and identification of utility category for military and civilian specialties should be incorporated into the national vocational qualification identification, and troops can rely on local training certification and don’t need alone to set up another form, the purpose of which is to promote the professional qualification development of military and civilian integration. Thus, it is not only formation of the national vocational qualification certificate system convergence, but also it takes into account the military characteristics of the vocational qualification certificate system.

3.3 Establishing vocational education management agencies, monitoring the operation process of standard system

Building up a trinity of the management agencies led by the institutions of the Military Commission and dominated by academies and assisted by troops to jointly study and solve a number of issues and implementation methods concerning the major policies and regulations.

First, the institutions of the Military Commission should establish a leading body of vocational education. Under it, there are collaboration agencies participated in and coordinated by related sections, academies and troops responsible for the development of logistics vocational education development planning and planning as a whole to guide the work of logistics vocational education.

Second, establishing joint meeting system of functional department between the Military Commission and military logistics professional education related to military logistics vocational education of all the arms and services, setting up advisory committee of military logistics vocational education to strengthen the overall design, the overall coordination and the overall advance by supervising the implementation.

Third, planning as a whole and taking into account logistics professional education with daily routine, training tasks, political education, military management through reasonable division of labor and close organization in order to form a supervision of the operating system of a “unified
leadership at all levels of party committees, the led taken by vocational education departments, participation from all levels of troops and organization and implementation” from all levels of the troops.

3.4 Strengthen the construction of supporting laws and regulations, ensuring the smooth implementation of vocational education

The experience of the construction of the military logistics vocational education system in the major developed countries shows that the perfect supporting educational regulations are an important guarantee for the smooth operation of the logistics vocational education.

First of all, education direction, educational thinking, education principles of logistics vocational education should be established to determine the status and function, operational mechanism of logistics vocational education so as to ensure the standard staffing, equipment provision, enrollment, school mode, curriculum construction, teachers staff.

Secondly, leadership and management system of logistics vocational education should be stipulated by a clear task at all levels of logistics vocational education management departments and by a clear commitment and responsibilities of local vocational schools, industrial enterprises and other subjects of the right.

Thirdly, establishing the basic framework of the logistics vocational education system according to law, clarifying the training tasks of the logistics vocational education and the logistics professional military education course set up by the institutions and the armed forces, and legalizing the fruits of the construction of the logistics vocational education system.

Fourthly, a series of supporting training rules and regulations of training, management, security, rewards and punishments should be established through the introduction of monitoring, rewards and punishments, accountability and other mechanisms to enhance the coordination of the logistics vocational education system to strengthen the construction and management of learning style. The purpose is to provide assurance for the implementation of logistics vocational education.

3.5 Innovating forms of vocational education, improving the quality of logistics personnel training

A “function flexible, mode advanced" logistics professional education form should expand in our army.

Firstly, in the value set, close attention should be paid around the extension and complement of the military logistics functions. The combination of professional and technical learning and basic knowledge learning should be made, and the new theory, new knowledge, new technology, new tactics of army building should be timely introduced.

Secondly, in the training content, the relevance and practicality should be highlighted in accordance with the idea of “combination of professional knowledge and comprehensive knowledge, improvement of the ability and enhancement of the quality, and the combination of system construction with personal interests”. Teaching content should be reasonably set.

Thirdly, in the training mode, a multi-purposed and unified network learning platform with network, information and personalized development direction should be strongly adhered to in the field of functions of online teaching and counseling, online Q&A, exchange of seminars, testing and information search in order to form a military service network covering the whole army.

Fourthly, in the use of resources, comprehensive integration, open and sharing resources should be formed. Military network universities should be set up and the construction of professional websites and digital library should be built. Only in this way, we can revitalize and optimize our military logistics vocational education resources.
4. Conclusion

At present, our mission, logistics construction is in the critical period of strategic transformation, to the ability quality of officers and soldiers of the logistics put forward new and higher requirements, must, in accordance with requirements of the army goal, is focused on the mission, focus on the protection to win, to carry out lifelong education idea, perfect logistics in the whole process of the vocational education training mechanism, accelerate the development of logistics professional education.

5. References


