# Construction of Skill Training Model under the Background of "Internet Plus"

Ping Chen

Tianjin University of Technology and Education, Tianjin 300222, China.

1033592041@qq.com.

## Abstract

**With the rapid development of "Internet Plus" technology, new requirements are set for the skills training of current vocational colleges, which should adapt to the current development trend of the new era and use new technologies to improve traditional training methods. Analyze the skills training characteristics of practical training courses in the vocational education field, propose a skill training model under the Internet Plus background, create a training environment and training methods for new participants under the new technology, promote the mastery of skills, and practice the skills of the participants Training to new heights.**

## Keywords

**"Internet Plus"; Skills training; Practical training courses.**

## 1. Introduction

In July 2015, the State Council issued the "Guiding Opinions on Actively Promoting the" Internet Plus "Action Plan", which indicates that "Internet Plus" has been included in the height of the national strategic level and that we have entered a new social [1]. And in the era of Industry 4.0 characterized by the Internet of Things, big data, and cloud computing, we need to implement the national strategy of "Made in China 2025", accelerate the transition from a manufacturing country to a smart country, and realize the transformation of manufacturing in the context of information technology. To upgrade and manage innovation, we need to train new talents with innovative thinking and innovative capabilities, and effectively complete innovations in manufacturing technology, products, models, formats, organizations and other aspects [2].

Vocational colleges are important positions for cultivating high-quality, high-skilled application-oriented talents, shouldering the responsibility of cultivating skilled talents for enterprises, and will also vigorously promote China's economic and social progress and development [3]. The practical training courses in vocational colleges are specialized specialty courses, which are mainly based on skills training, supplemented by theoretical guidance. At present, skills training still has problems such as disconnected school education from social needs, relatively outdated training methods, and lack of training resources. It is difficult to keep up with the progress of the new era. We should combine the characteristics of skill training, integrate new technologies in the current "Internet Plus" background with current education, and explore traditional training models to improve skills training in vocational colleges.

## 2. Skill training

n terms of training strategies for practical training courses, some scholars have pointed out that in order to improve the efficiency and effectiveness of technical training in secondary vocational schools, methods for planning students' careers and helping students to implement skills training, arrange the content of training courses [4] . Some scholars have pointed out that during the skill training process, the teacher arranges all the training task time in the workshop training of the students. As the case of cut groove said, before the new topic, the training teacher analyzes the gaps for the students. The structural characteristics and applications of the groove, and then the specific analysis of the entire machining process of groove turning, so that learners have a certain understanding of the concept of

turning grooves, and then the prone problems and corresponding solutions and operations during the skill training process The safety matters needing attention in the explanation will be specifically explained. According to the previous explanation, the students will be organized to watch the teacher accurately demonstrate the turning of the grooves in accordance with the steps, and the matters needing attention in each step of the operation will be explained again during the demonstration. According to the implementation of this training process, there will still be some students' inattention problems. After watching the entire skill operation process, they will be in a state of ignorance and dare not really go to the operation. Trained teachers need to know the specific operation steps and precautions. Repeat the demonstration [5]. In the practical skills training of some professional courses in higher vocational colleges, due to the limited limitations of consumables during the project training process, the method of using multiple sets of equipment to increase the number of demonstrations and reduce the number of trainings will make many students The mastery of the goal cannot be truly achieved through repeated training; there will also be certain risks in the training program itself, coupled with the curiosity of higher vocational students, difficulty in concentration, and unwillingness to operate, which will increase the safety risk of training again Some projects are difficult to carry out [6].

To sum up, Chinese scholars have analyzed the skills training methods and methods of the current practical training courses from different angles and put forward their own opinions. Most of the current skills training still uses old-fashioned training. We should really combine the current information-based teaching Environment, integrate new technology into skills training, let students dare to do it, practice it, and improve the training effect.

## 3. Skill training model construction

Based on the three major elements of teachers, students, and materials in traditional classroom teaching, scholars have proposed a "four elements" teaching structure from the perspective of the widespread application of educational technology. The classroom teaching structure is not abstract and empty. It is the concrete manifestation of the interconnection and interaction of the four constituent elements of the classroom teaching system (that is, teachers, students, teaching content, and teaching media) [6]. In the current "Internet +" background, the technical operation characteristics of students in vocational colleges and the methods of instructing teachers in training should be used to effectively use new technologies in the networked teaching environment to transform traditional training methods and change skills The elements of the training model are summarized as trainers, trainees, training content, and training media. The elements are related to each other and determine the design of the training system for practical courses. This paper proposes a training system model for practical training courses, as shown in Figure 1.

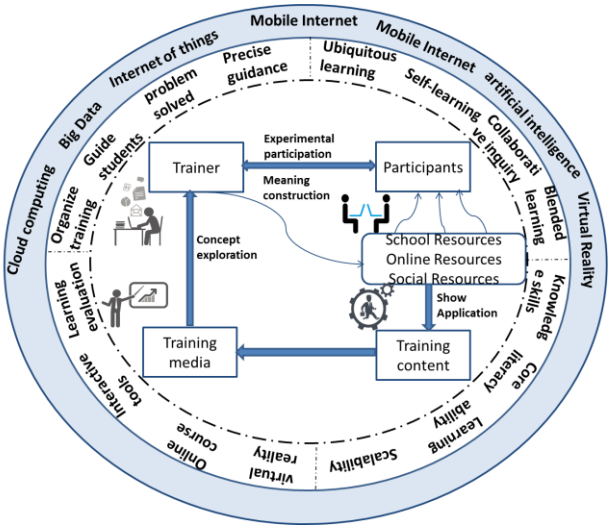

Figure 1. Diagram of the training system model

## 4. Factor analysis

### 4.1 The first layer: the relationship between the elements

In this skill training model, there is a relationship between experimental participation and meaning construction between trainers and trainees. Trainers help trainees to realize the exploration of conceptual knowledge, mastery and construction of skills through various methods of training media. To better develop the problem-solving ability and cooperative inquiry ability of participants, both participants and trainers can use the school resources, online resources, and social resources in the networked teaching environment to conduct skills training and learning. Through display applications, such as the training content displayed by creative and personalized projects, participants can achieve deep learning. The training content is presented through the training media. The four elements are linked together to promote teacher teaching and student learning. .

### 4.2 The second layer: the function corresponding to each element

The trainer is the role of a mentor in skill training. It mainly organizes training, guides students to actively participate in training during the training, stimulates students' learning initiative, and can solve corresponding problems when they encounter problems. To enable students to identify the problem. Participants can achieve ubiquitous learning and autonomous learning through the guidance of trainers and learning of resources during training. Collaborative exploration between groups during the training process, blended learning through online and offline learning, and promotion of skills acquisition . The training content refers to the practical training courses in vocational colleges that are mainly based on skills operation. To cultivate high-quality and highly-skilled application-oriented talents, they need to have certain knowledge skills, core literacy, and face the development of the society with the times. Need to have the ability to learn and expand the ability, step into the job can be flexible use of skills and innovate new methods. Training media refers to support for participants 'and trainers' learning needs by providing virtual simulation, online courses, interactive tools, learning evaluation, etc. Participants can view learning videos and learn about their training operations through online courses before training Steps, when encountering problems, you can use the interactive tools to communicate between teachers and students, students can also imitate the learning content through virtual simulation software, have some contact with the training situation in advance, and enter the actual skill training process You can know what you have in mind, and you can upload the skill results in the training process to the platform, perform mutual evaluation and mutual testing, and perform real-time statistics on the data through technology.

### 4.3 The third layer: supporting technology

At the outermost layer of the skill training model, cloud computing, big data, the Internet of Things, mobile internet, learning analysis, artificial intelligence, virtual reality and other technologies under the "Internet +" background are used to support the entire training operation, creating a The intelligent training environment, the integration of online training and offline training will also promote the transformation of traditional teaching structure, and make education informationization enter an innovative stage. Through the technology to realize the entire process of data analysis, personalized recommendation, and adaptive training, Improve the teaching level of education, stimulate the enthusiasm of students for training, promote the acquisition of participants' skills, and improve the quality of training.

## 5. Conclusion

The construction of skill training models under the "Internet +" background will create a training environment suitable for the participants in the new situation, deepen students 'understanding and mastery of operational skills, mobilize students' initiative, collaboration and innovation, and cultivate The students' practical ability provides a rich theoretical basis. The study of this model is only part of

the research results of the subject. The next step will continue to continuously improve and optimize it, and conduct experiments in actual training to verify the validity and accuracy of the model.

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