

Exploring the Diversified Mode of Training Room Construction in the Context of “Double-high Plan” Implementation

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Abstract : Teachers have placed a greater emphasis on cultivating students’ professional knowledge since the implementation of the “Double-high Plan,” and as a result, the training room has become an important venue for students’ learning, as well as a teaching configuration that is becoming increasingly important in various higher education institutions. The training room should be improved on a regular basis in order to effectively adapt to the diverse teaching professions. Based on this, this article primarily investigates the most effective strategies for diversifying training room construction as part of the “double-high plan,” with the goal of assisting the relevant departments.

Keywords : Double High Plan; Implementation Context; Training Room; Construction; Diversification

Practical training room instruction has become one of the required teaching methods at many colleges and universities as a result of the “Double High Plan.” Teaching in the practical training room can actually support balanced student development while also creating a better learning environment for students and allowing for experimental teaching. At this time, China’s education is gradually regionalizing, with teaching objectives shifting from traditional knowledge teaching to comprehensive quality teaching. Teachers are placing a greater emphasis on students’ hands-on training, and students must also demonstrate a high level of learning practice ability. As a result, the effective development of practical training rooms is critical. However, there are several inherent issues in the actual construction of practical training rooms.

1. Overview of “Double High Plan” and training room construction

The term “Double High Plan” refers to both high-level vocational institutes and professional construction programs. With the implementation of the “Double High Plan” in recent years, universities and colleges are now devoting a significant amount of time to practice teaching in addition to providing students with professional information in the classroom. The primary location for practical instruction is the training room, and schools place a high value on the introduction of the experimental equipment. The only way to successfully improve students’ hands-on competence and the overall quality level are to use professional experimental equipment. Furthermore, teachers should design various experimental teaching techniques for various student majors, including professional theoretical knowledge in the experiments to help students learn the knowledge points more effectively.

2. The problems with the current trend of diversifying training room construction

Colleges and universities should constantly improve the practical training room and truly realize the diversification of the practical training room’s construction, which primarily includes the diversification of the types of practical training rooms and the diversification of the practical teaching content. However, because some institutions lack significant financial resources, experimental equipment in the training room is not updated on a timely basis, resulting in a rudimentary practice environment. Simultaneously, as time passes, the number of professions increases, the variety of equipment in training rooms decreases, and certain professions are unable to conduct experimental training in the training room. However, market demand for professional and

technical staff is high, resulting in students' professional quality falling behind the times, which is also closely related to the training room's equipment and environment. If the training room's equipment and surroundings are not kept up to date, teaching efficiency suffers and students are unable to advance their professional skills.

2.1 Difficult to support professional construction requirements

Colleges and universities should develop an error-free teaching system in order to cultivate professional talents with skill levels that match job requirements. The primary teaching program, in particular, should include an effective mix of talent development planning, professional skill development, and teacher development. For example, in knitting training courses, the course content does not change with industrial updates, and there are far too many old training contents, while the training room does not realize the intensive construction of resources, which is the primary reason why the "Double High Plan" cannot be effectively implemented.

2.2 Difficult to support the construction of the practical training base for the integration of industry and education

With the rapid advancement of technology, there are still some inherent issues of educational technique in the coexistence of instruction and industry. For example, technological levels in some industries are constantly updated, and the school's practical training room equipment cannot keep up with the rate of industry upgrades. Simultaneously, some students are disinterested in classroom instruction, resulting in a lack of meaningful improvement in teaching quality. Furthermore, the school should have changed the training room equipment to meet the short cycle of renewal in the apparel industry, but it lacks the necessary funds. As a result, teachers' educational abilities are put to the test. As a result, in the context of the "Double High Plan", the school was unable to diversify the teaching in the training room efficiently.

2.3 Difficult to support the cultivation of talents with compound technical skills

Basic operating equipment is commonly used in the training of knitting professionals to develop students' basic operating skills. However, the teaching of professional knowledge and theory, as well as the development of practical operation skills, are critical to the students' professional and technical level. In the traditional teaching paradigm, students' practical teaching is solely used as a teaching approach to assist students in learning theoretical knowledge. Teachers place a greater emphasis on theoretical knowledge instruction and assess students' theoretical knowledge mastery through practical operations. Because there is no practical training to adequately train students' hands-on skills and practical talents, students' professional potential cannot be stimulated. They cannot innovate the skills they have learned, so that they cannot produce designs for professional projects. Furthermore, the majority of operational equipment is purchased off-campus, and the equipment purchased is limited to students learning basic operations, which does not allow students to master new highlights of professional skills, and autonomous development of experimental equipment by teachers is uncommon. Students' ability to innovate cannot be boosted by the use of appropriate training equipment, particularly in a professional training room with a design concept. It can be seen that, in the aforementioned situation, achieving the goal of a diverse building based on the background of the double-high design is impossible. Students' imaginative abilities cannot be inspired by some relevant equipment, particularly in professional training rooms with design principles.

3. Measures to enhance the diversity of training room construction

3.1 Flexible mobilization of funds for the construction and operation of training rooms

To truly realize the diverse construction of practical training rooms, colleges and universities should increase fund mobilization for practical training rooms, invest sufficient funds to complete practical training room construction, and maintain the efficient application of practical training rooms, so that every student can receive experimental training in practical training rooms and improve their hands-on ability.

Colleges and universities, for example, can compile data on students of various majors, as well as statistics on the funds of equipment required in practical training rooms and the funds required for equipment operation and maintenance, and conduct scientific planning by combining the funds of practical training rooms that are divided in China.

3.2 Acquisition of a variety of training room teaching equipment in accordance with the "Double High Plan"

The primary goal of training room instruction based on the "Double High Plan" is to teach students how to apply what they have learned in order to improve their practical skill and overall quality. Colleges and universities, on the other hand, do not prioritize diverse training room instruction in the classroom, resulting in students' practical skill and hands-on ability not improving significantly. The training room is only used for hands-on training for students. As part of the "Double High Plan" execution,

colleges and universities should actively integrate modern experimental equipment and focus on developing students' hands-on skills.

3.3 Strengthen the construction of computer network training room

Schools and universities should have a thorough understanding of the school's computer majors as well as the students' professional computer skills when designing a computer network training room. Simultaneously, the school must establish a computer training room that meets the "Double High Plan" criterion. Finally, after establishing the training room, school administrators should create a training room management system to ensure that teachers can effectively teach in the training room, students can learn more knowledge and hands-on operation ability in the training room, and the computer training room can effectively be used to improve students' computer professional level.

3.4 Breakthrough the limitation of the concept of traditional professional training base construction

We can try to establish resource sharing practical training bases and form professional practical training base groups based on the firm's job requirements and the industrial technology requirements. Furthermore, a teaching system of basic sharing, professional analysis, and extended mutual selection can be created based on the same degree of basic experimental results and the difference of practical training results. The traditional construction concept of "industry chain-professional group-training base group" can be effectively adapted to implement the above-mentioned teaching system of sharing teaching resources to the greatest extent possible and the current training room situation. The modern building concept of "industrial chain-training base group-professional group" can be realized.

At the moment, the knitting profession's practical training room's purpose is limited to assisting students in mastering knitting professional information and performing practical operations for professional knowledge, rather than nurturing students' practical operation ability for innovation. Also, there is no effective combination of garment professional resources in the practical training room, and the professional resources practical training does not match the school resources practical training, resulting in the practical training room's teaching efficiency not being effectively improved. Based on students' majors and career requirements, schools can create shared training bases and professional training clusters.

4. Conclusion

In a word, higher vocational schools can increase the diversity of training rooms and cultivate students' comprehensive ability by flexibly mobilizing funds for the construction and operation of training rooms, enriching the contents of training rooms according to the requirements of professional courses, improving the efficiency of students' use of training rooms, and formulating different usage norms based on the characteristics of training rooms.

References

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