

Exploring online and offline connection strategies for enterprise training in the context of the Internet

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Abstract: This study aims to explore the integration strategy of online and offline enterprise training in the context of the Internet, in order to enhance the effectiveness of online enterprise training. Through the analysis and comparison of multiple online enterprise training cases, it was found that when combining online and offline training, the training process should be reasonably planned, the advantages of online and offline teaching resources should be fully utilized, and interactive platforms and feedback mechanisms should be established to achieve interaction and support between online and offline learning. Through the integration of these strategies, the effectiveness and satisfaction of enterprise training will be improved, and the continuous optimization and development of enterprise training will be promoted.

Keywords: Internet background; Enterprise training; Combining online and offline; Connection strategy

1. The Current Situation of Enterprise Training in the Context of the Internet

1.1 Fully grasp the characteristics of online and offline enterprise training

1.1.1 Online enterprise training has flexibility in both time and space

Students can participate in training activities at any location according to their own schedule, without being limited by time and location. This flexibility enables students to better balance the relationship between work and learning, improving learning efficiency.

1.1.2 Online enterprise training has the advantage of resource sharing

Through internet platforms, students can easily access rich teaching resources, including textbooks, courseware, teaching videos, etc. The sharing of these resources enables students to more conveniently obtain the required teaching materials and improve teaching effectiveness.

1.1.3 Online enterprise training has the characteristic of strong interactivity

Through internet platforms, students can communicate and interact with other students, share learning experiences and methods. Trainers can also engage in online interaction with students, answer their questions, and promote the improvement of learning effectiveness. This interactivity provides students with a broader learning and communication platform.

1.2 Fully grasp the characteristics of offline enterprise training

1.2.1 Strong interactivity

Offline training can allow students and trainers to have face-to-face communication, which can help students better understand the instructor's intentions and better understand their learning situation, thereby better adjusting teaching content and methods.

1.2.2 Strong practicality

Offline training usually involves practical sessions, where students can better understand and master knowledge. For example, in language training, students can improve their oral proficiency through dialogue with instructors; In skill training, students can master their skills through practical operations.

1.2.3 Timely feedback

Offline training can enable instructors to timely understand students' learning situation, provide feedback and guidance in a timely manner. For example, in language training, instructors can promptly correct students' pronunciation and grammar errors; In skill training, the instructor can promptly guide the trainees in their operations.

2. Analyze the problems in online and offline enterprise training

2.1 Insufficient emphasis on the connection and coherence of online and offline enterprise training

Due to the different forms of online and offline training, there are issues with the conversion and connection of teaching content. Online enterprise training often focuses on knowledge transfer and theoretical learning, while offline training places more emphasis on practical operation and teaching practice. Therefore, when connecting online and offline training, it is necessary to plan the training process reasonably to ensure the connection and coherence between the two forms of teaching content and learning objectives.

2.2 The advantages of online and offline training resources have not been fully utilized

Online platforms provide rich teaching resources and learning tools, while offline training is more closely related to practical scenarios. When combining online and offline training, trainers should fully utilize the advantages of online and offline teaching resources to achieve efficient connection between knowledge transfer and practical operations. For example, knowledge can be imparted through videos and textbooks provided by online platforms, followed by practical operations in offline training to enhance training effectiveness and practical ability cultivation.

2.3 Lack of interaction and feedback mechanisms for online and offline learning

In online enterprise training, the interaction between trainers and students is relatively difficult, and there is a lack of face-to-face communication and feedback mechanisms. Therefore, when connecting online and offline training, corresponding interactive platforms and feedback mechanisms should be established to promote interaction and support between trainers and students.

3. Optimization Strategy for Integrating Online and Offline Training in Enterprises

3.1 Reasonably plan the training process to ensure the connection and coherence between online and offline training

Before training, a detailed training plan should be developed to clarify the training objectives and content, and organically combine online and offline training. In the training process, the reasonable arrangement of training time and sequence should fully consider the characteristics and needs of students' learning, provide personalized learning support and guidance, and pay attention to the connection between online and offline training to ensure that students can smoothly transition and adapt to different learning environments. This can ensure a close connection between online and offline training, enabling trainers to learn and practice in an orderly manner.

3.2 Fully utilize the advantages of online and offline teaching resources to achieve efficient connection between knowledge transfer and practical operation

Fully utilize the advantages of online and offline teaching resources to achieve efficient connection between knowledge transfer and practical operations. Online enterprise training can provide rich learning resources through multimedia technology and interactive platforms, enabling students to easily acquire knowledge and skills. Offline training can help students apply their knowledge to practical operations through practical operations and teaching internships. It can also increase the interactivity and communication of training through offline training, which can better receive training feedback from students and further tap into their training needs. Therefore, when connecting online and offline teacher training, the advantages of both should be fully utilized, Enable students to seamlessly connect theoretical learning and practical operations.

3.3 Integrating online and offline for course teaching practice

3.3.1 Combining online classroom teaching with offline self-learning, two aspects of learning and assessment should be arranged

The main approach is to arrange for students to self-study some content outside of class, reduce the theoretical teaching time in classroom training, and provide training on key content in the classroom through a combination of video learning and on-site teaching to consolidate the theoretical foundation. In terms of assessment, add assessment links such as classroom discussions and practical operations, and combine them with attendance to form rewards or promotion opportunities based on completion. Through the improvement of teaching methods, the teaching time of trainers has been reduced, and the subjective initiative of students has been enhanced.

3.3.2 Reasonable and clear division of labor; achieving mutual cooperation and complementarity between online and offline

It is necessary to reasonably allocate online and offline training time and specific class hours, and the two should work together rather than run independently. Depending on the working hours and nature of the job, different forms can be taken during the training process. The theoretical knowledge content in the training is mainly stored in the online training section, and the training materials learned are also mainly stored on the online platform. This way, students can more freely arrange training time, use fragmented time to complete training tasks, and can also learn repeatedly.

3.3.3 Establish an interactive platform and feedback mechanism to achieve interaction and support between online and offline learning

Establish an interactive platform and feedback mechanism to achieve interaction and support between online and offline learning. Online enterprise training can promote interactive communication and experience sharing among students through online discussions, question answering, and other means. Offline training can promote cooperation and feedback among students through practical operations and group discussions. A feedback mechanism can also be established to collect feedback and opinions from trainees on training, and to adjust and improve training content and methods in a timely manner. In offline training, cooperation and mutual assistance among students can be used to promote interaction and learning support among them.

4. Conclusion

Based on the content and conclusions of this study, this article explores the importance of combining online and offline training strategies for enterprises in the context of the Internet. We found that when combining online and offline training, attention should be paid to reasonable planning of the training process, making full use of the advantages of network resources, establishing interactive platforms and feedback mechanisms, and other aspects. Through the integration of these strategies, the effectiveness and satisfaction of enterprise training can be improved, and the continuous optimization and development of enterprise training can be promoted.

References

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