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# The Construction of the Practice Teaching System of Digital and Intelligent Integration under the Background of New Engineering Enables the Training of New Quality Productive Forces

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**Abstract:** In the context of new engineering education, digital-intelligent integration technology, as the core of next-generation information technology, plays a crucial role in promoting industrial upgrading and economic development. Focusing on the construction of a practical teaching system for digital-intelligent integration, this study aims to provide strong support for cultivating new-quality productive forces. Through systematic curriculum design, innovative teaching methods, practical teaching platform development, and faculty team building, this research has successfully established a practical teaching system for digital-intelligent integration. The curriculum system covers multiple levels, including foundational theory, core specialties, and practical application, aiming to cultivate students 'comprehensive qualities and innovative abilities. In terms of teaching methods, innovative approaches such as project-based learning and inquiry-based learning are widely applied, effectively stimulating students' interest in learning and their potential. Regarding the construction of practical teaching platforms, emphasis is placed on the platform's advancement, practicality, and scalability, providing students with a rich variety of practical opportunities. At the same time, by enhancing the training of faculty, the quality and effectiveness of teaching have been improved. Research findings show that this educational system has significantly enhanced students' digital intelligence skills and innovation capabilities, injecting new vitality into the development of new productive forces. This achievement not only enriches the theoretical framework of new engineering education but also provides valuable references for the reform of practical teaching systems.

**Keywords:** New Engineering Education, Digital and Intelligent Integration Technology, Practical Teaching System, New Quality Productivity Training.

## 1. Introduction

### 1.1. Research Background

With the rapid development of technology and the transformation and upgrading of industrial structures, new engineering education has gradually become an important trend in higher education reform. New engineering education emphasizes interdisciplinary integration, focusing on the close combination of theory and practice, aiming to cultivate high-quality talents with innovative spirit and practical skills to meet the demands of the new era's technological revolution and industrial transformation. In this context, digital-intelligent fusion technology is emerging as a key force driving industrial upgrading and economic development[1].

Digital intelligence integration technology, as the core of new-generation information technology, has achieved intelligent processing and application of data through advanced means such as big data and artificial intelligence. The rapid development of this technology not only provides strong technical support for various industries but also injects new vitality into social innovation. In the field of higher education, the introduction and application of digital intelligence integration technology have profound significance for promoting the development of new engineering education and cultivating talents with new qualities needed in the new era.

An increasing number of universities are beginning to emphasize the construction of practical teaching systems that integrate digital and intelligent technologies under the new engineering context. By establishing practical teaching platforms, introducing real projects from enterprises and advanced industry technologies, universities can provide students with a more realistic learning environment, thereby effectively enhancing their practical skills and innovative qualities. This practice-oriented teaching model not only helps students better understand and master the integration of digital and intelligent technologies but also lays a solid foundation for their future career development.

The construction of a practical teaching system that integrates digital intelligence also faces numerous challenges. How to effectively integrate resources both inside and outside the campus, build high-level practical teaching teams, and design scientifically sound and reasonable practical teaching course systems are all issues that universities need to deeply consider and address in the context of new engineering education. Only by continuously innovating and improving the practical teaching system can we truly cultivate high-quality talents who meet the demands of the new era, making greater contributions to social progress and development.

Under the new engineering context, building a practical teaching system that integrates digital and intelligent practices to empower the cultivation of high-quality talents with innovative spirit and practical skills is an important and urgent task. By delving into research and exploring new models and paths for practical teaching, we can hope to

nurture more high-caliber individuals who possess both an innovative mindset and practical abilities, providing strong talent support for the technological revolution and industrial transformation of the new era.

## 1.2. Research Significance

The practical teaching system holds a pivotal position in new engineering education. The establishment of this system aims to break down the barriers between theory and practice in traditional educational models, enabling students to transform abstract theoretical knowledge into concrete practical operations through hands-on participation. In this way, students not only deepen their understanding of professional knowledge but also hone their skills and enhance their problem-solving abilities[2].

In the context of new engineering, the rapid development of digital-intelligent integration technology presents new challenges and opportunities for talent cultivation. The construction of a digital-intelligent integration practical teaching system is precisely to respond to this era's demands, providing students with more advanced and practical learning resources. Through this system, students can access the latest digital-intelligent integration technologies and understand their application prospects across various fields, thereby broadening their horizons and enhancing their adaptability to the future.

The construction of this system not only signifies the enrichment of learning resources but also represents an innovation in learning methods. In the practice teaching system that integrates digital intelligence, students will no longer be confined to traditional classroom lectures. Instead, they can participate in the application and development of digital intelligence technologies through various means such as project practice, case analysis, and simulation exercises. This learner-centered teaching approach not only stimulates students' interest and initiative in learning but also cultivates their innovative awareness and critical thinking skills.

The construction of a practical teaching system that integrates digital intelligence also provides students with more opportunities to connect with enterprises and industries. Through deep collaboration with companies, schools can introduce more real business scenarios and practical cases, enabling students to accumulate valuable practical experience during their time at school. This model of school-enterprise cooperation not only enhances students' employability but also shortens their adaptation period to the workplace, delivering high-quality talents ready for immediate use to employers.

More importantly, the construction of a practical teaching system for the integration of digital and intelligent technologies holds profound significance for promoting the development of new productive forces. With the widespread adoption and application of these technologies, industries across the board are undergoing unprecedented transformations. Talents equipped with digital and intelligent skills and innovative capabilities will be the key force driving this transformation. By establishing a comprehensive practical teaching system for the integration of digital and intelligent technologies, we can cultivate more such talents for society, injecting a continuous stream of momentum into the development of new productive forces.

The construction of a practical teaching system that integrates digital intelligence holds an irreplaceable and significant position in new engineering education. It not only enhances students' practical skills and innovative awareness but also cultivates more high-quality talents who can meet the demands of the new era, providing strong support for industrial upgrading and economic development.

## 1.3. Research Status at Home and Abroad

With the rapid development of technology and continuous advancement of industrial upgrading, the construction of a practical teaching system for the integration of digital intelligence has become an important issue in the field of education. Research on this system both domestically and internationally has achieved significant results, but it also faces some problems and challenges[3].

In terms of domestic research, many scholars have combined the characteristics of new engineering education to actively explore construction plans and implementation strategies for the integration of digital and intelligent practices in teaching. These plans generally emphasize the close combination of theory and practice, highlighting the central role of students in practical teaching. For example, through innovative teaching methods such as project-based learning and inquiry-based learning, they aim to stimulate students' interest in learning and their innovative potential, while fostering their practical skills and teamwork spirit. At the same time, domestic universities are also actively seeking cooperation with enterprises to jointly build practical teaching platforms, providing students with more realistic and real-world work environments and project opportunities, thereby enhancing their professional competence and employability.

Research on the integration of digital and intelligent practices in teaching systems abroad also boasts rich practical experience. In areas such as curriculum integration and innovative teaching methods, foreign educational institutions and scholars have made numerous beneficial attempts and achieved significant results. They emphasize interdisciplinary learning, encouraging students to apply their knowledge through practical projects, thereby enhancing their ability to solve real-world problems. Moreover, there is a strong emphasis on the application of educational technology, with advanced techniques like artificial intelligence and big data being widely used in the teaching process. This has greatly enriched teaching methods and resources, improving both teaching effectiveness and learning experiences[4].

Despite certain achievements in the integration of digital and intelligent practices in teaching systems both domestically and internationally, there are still some issues and shortcomings. First, the curriculum design is not yet systematic or comprehensive enough to meet the demands for all-round talent development in the new era. Second, innovation in teaching methods remains insufficient, requiring further exploration and practice of more diverse and personalized teaching approaches. Finally, the construction of practical teaching platforms lags behind, necessitating deeper collaboration with enterprises and industries to jointly create a more advanced and practical practical teaching environment.

To address the aforementioned issues, this study aims to draw on advanced practices both domestically and internationally, constructing a more comprehensive and effective digital-intelligent integration practical teaching system. By optimizing course design, innovating teaching methods, and enhancing the construction of practical teaching platforms, we aim to provide students with richer and more diverse learning resources and practical opportunities. This not only helps improve students' overall qualities and

employability but also cultivates more outstanding talents with digital-intelligent skills and innovative capabilities for society, thereby promoting the development of new productive forces. At the same time, the research will offer valuable references and insights for related fields both domestically and internationally.

In future research, we will continue to pay attention to the latest developments and trends in the practice teaching system of digital intelligence integration. We will constantly explore and innovate practical teaching methods and means that better meet the needs of the new era. We believe that with the continuous deepening of research and the ongoing advancement of practice, the practice teaching system of digital intelligence integration will become more complete and mature, providing strong support and guarantees for the cultivation of new quality productive forces.

# 2. Construction of Teaching System for Integrating Digital Intelligence

## 2.1. Course System Design

In the curriculum design of the integrated digital and intelligent practice teaching system, foundational theory courses form the bedrock of the entire framework. These courses not only provide students with essential basic theoretical knowledge in mathematics, physics, chemistry, and other fields but also help them build a solid academic foundation, laying a strong groundwork for subsequent specialized studies. Through the study of these foundational theory courses, students can gain a deeper understanding of the principles and applications of digital and intelligent integration technologies, providing theoretical support for future practical and innovative activities[5].

Core professional courses are the cornerstone of the curriculum. These courses focus on the core principles and methods of digital intelligence integration technology, aiming to cultivate students' professional competence and skills in this field. In the study of these core courses, students will be exposed to the most advanced digital intelligence integration technologies, gaining an understanding of their application scenarios and prospects across various domains. Through learning, students will acquire the essential skills of digital intelligence integration technology, preparing them fully for future career development.

Practical application courses are the most practical and innovative part of the curriculum. These courses encourage students to apply theoretical knowledge to real-world scenarios, testing and reinforcing their learning through practice. In practical application courses, students will have the opportunity to participate in real digital-intelligence integration projects, engaging in deep exchanges and collaborations with industry experts and enterprises. This not only helps enhance students' practical skills and problem-solving abilities but also stimulates their innovative thinking and teamwork spirit.

In addition, the curriculum design should emphasize interdisciplinary integration and crossover. Encouraging students to take courses from different disciplines can help broaden their knowledge and horizons, fostering comprehensive qualities and innovative capabilities. This interdisciplinary integration and crossover not only provides more learning opportunities and resources for students but also promotes communication and collaboration between different fields, driving innovation and development in digital intelligence fusion technology.

Overall, the design of the curriculum system is a crucial component in building an integrated practice teaching system for digital intelligence. Through scientifically sound and reasonable curriculum design, we can provide students with richer and more diverse learning resources and practical opportunities. This helps them better grasp the core principles and application methods of digital intelligence technology, enhancing their overall quality and innovation capabilities, thus providing strong talent support for the development of new productive forces.

## 2.2. Innovation of Teaching Methods

The innovation of teaching methods plays an important role in the practice teaching system of digital intelligence integration. This innovation is not only reflected in the improvement of traditional teaching methods, but also reflected in the exploration and practice of new teaching methods [6].

Traditional teaching methods can be improved to better adapt to the characteristics of digital intelligence integration technology and meet students 'needs. For example, traditional classroom lectures can incorporate multimedia technology and online teaching resources, making them more vivid and engaging, thus stimulating students' interest in learning. At the same time, traditional experimental teaching can introduce virtual experiments and simulation technologies, allowing students to practice in more realistic and complex environments, thereby enhancing their practical skills and innovative abilities.

It is even more necessary to actively explore and practice new teaching methods. Project-based learning is a very worthwhile method to try. In this approach, teachers can divide students into several groups, each responsible for an actual project related to digital intelligence integration technology. Under the guidance of teachers, students need to independently complete the design, implementation, and evaluation of the projects. Through this method, students not only apply theoretical knowledge to real-world scenarios but also develop their teamwork skills and problem-solving abilities.

In addition to project-based learning, inquiry-based learning is also an extremely effective teaching method. In this approach, teachers need to guide students through the process of independent exploration and discovery to acquire knowledge. For example, teachers can provide students with a research topic related to digital intelligence integration technology, allowing them to search for information, design experimental plans, and conduct experiments. Through this method, students not only gain a deep understanding of the principles and applications of digital intelligence integration technology but also develop their self-learning skills and critical thinking abilities.

Using the integration of digital and intelligent technologies to build online learning platforms or virtual laboratories as teaching environments is also an important direction for innovation in teaching methods. These new types of teaching environments can provide students with more convenient and flexible learning methods and practical opportunities. For example, online learning platforms allow students to learn anytime and anywhere, without being restricted by time or location; virtual laboratories enable students to conduct experiments in a simulated environment, reducing experimental costs and risks.

Innovations in teaching methods are a critical component of building an integrated digital and intelligent practical teaching system. By improving traditional teaching methods and exploring new ones, we can better stimulate students' interest in learning and their innovative potential, enhancing their practical skills and overall quality. At the same time, these innovative teaching methods also provide educators with more diverse and personalized teaching tools and strategies, promoting continuous improvement and enhancement in education.

## 2.3. Construction of Practical Teaching Platform

The construction of practical teaching platforms holds a pivotal position in the integration of digital and intelligent practices. This platform is not only a critical venue for students to conduct practical operations and experiments but also an essential tool for deepening theoretical knowledge and enhancing practical skills. When building this platform, we must focus on its advancement, practicality, and scalability to ensure it meets both educational and research needs.

The advancement of the platform is crucial. With the rapid development of digital and intelligent integration technologies, new devices and methods continue to emerge. To stay up-to-date, practical teaching platforms must adopt the latest digital and intelligent integration technologies and equipment. This not only ensures the smooth operation of teaching and research activities but also allows students to engage with cutting-edge technology during their learning process, thereby laying a solid foundation for their future career development.

Practicality is another key element of a practical teaching platform. An excellent practical teaching platform should closely align with real-world application scenarios and industry needs. By simulating real work environments, the platform can provide students with valuable hands-on opportunities, allowing them to deepen their understanding of theoretical knowledge through actual operations and enhance their problem-solving skills. This practice-oriented teaching approach will help students better adapt to future workplace challenges.

Scalability must not be overlooked. The pace of technological advancement is extremely fast, so practical teaching platforms must have excellent scalability. This means the platform should be able to easily upgrade and expand as technology continues to evolve. In this way, regardless of how technology changes, the practical teaching platform can always maintain its advanced and practical nature, thus meeting students' ever-changing learning needs.

In addition, collaboration with enterprises and industries is also a crucial part of building practical teaching platforms. By establishing a closely integrated platform for industry-academia-research-application practice, we can not only provide students with richer practical resources and career development opportunities but also promote in-depth cooperation between schools and enterprises, jointly advancing the development and application of digital intelligence integration technologies.

The construction of practical teaching platforms is the core component of the digital-intelligent integration practice teaching system. By ensuring the platform's advancement, practicality, and scalability, as well as close collaboration with enterprises and industries, we can create an excellent learning environment for students, helping them grow into outstanding talents with digital-intelligent skills and innovative capabilities in the context of new engineering.

## 2.4. Teacher Training Team

The cultivation of faculty plays a pivotal role in the construction of a digital-intelligent integrated practical teaching system. An excellent faculty not only provides high-quality teaching services to students but also leads the trend of academic research and promotes the continuous development of disciplines. Therefore, we must attach great importance to the cultivation of faculty, addressing multiple aspects to comprehensively enhance teachers' professional competence and practical skills[7].

We can help teachers update their educational concepts and master the latest teaching methods and technologies by organizing regular teacher training activities. For example, we can invite industry experts to give lectures or hold workshops, sharing the latest developments and practical applications of digital intelligence integration technology. Additionally, we can encourage teachers to attend academic conferences both domestically and internationally, engaging in in-depth exchanges and discussions with peers, thereby broadening their academic horizons and enhancing their research capabilities.

We should encourage teachers to actively participate in research projects and practical activities. Research is an important avenue for enhancing teachers' practical skills and innovative abilities. By engaging in research projects, teachers can gain deep insights into industry frontiers and acquire methods and skills to solve real-world problems. At the same time, research outcomes can be integrated into teaching content, enriching the substance of educational practices. Therefore, we should provide teachers with ample research resources and support, ignite their passion for research, and promote the production and transformation of research results.

We should also focus on recruiting teachers or experts with rich practical experience and industry background. These talents can not only provide valuable experience and guidance for practical teaching but also build a broader practical platform for students. When recruiting talent, we should emphasize their practical experience and industry influence to ensure they can offer strong support for the construction of the practical teaching system.

A sound teacher incentive mechanism should also be established to ignite teachers' enthusiasm and innovative potential. By setting up teaching awards, research awards, and other mechanisms, we can fully recognize the outstanding achievements and contributions of teachers, motivating them to continuously strive for excellence. At the same time, we should provide teachers with a good working environment and conditions to ensure that their teaching and research work proceed smoothly.

The cultivation of faculty is a critical component in building an integrated practice teaching system for digital intelligence. We should focus on multiple aspects such as teacher training, research participation, talent recruitment, and incentive mechanisms to comprehensively enhance the quality and level of our faculty, providing stronger support and guarantees for practical teaching. By continuously optimizing the structure of the faculty and improving teachers' teaching and research capabilities, we can nurture more high-quality talents with digital intelligence skills and an innovative spirit, injecting a continuous stream of vitality

into the development of new productive forces.

# 3. Challenges and Countermeasures

## 3.1. Challenges

In the process of building a practical teaching system for the integration of digital intelligence, we do face challenges from many aspects. These challenges not only involve technology, resources and teaching methods, but also involve deeper changes in educational concepts and systems[8].

Rapid technological updates pose a significant challenge for the integration of digital and intelligent practices in teaching. As cutting-edge technology, the pace of advancement in digital and intelligent fusion is extremely fast. This demands that educators and learners maintain sensitivity to new technologies and their learning capabilities, so they can promptly incorporate the latest technological achievements into teaching practices. However, this is no easy task, as the rapid development of technology not only brings learning pressure but also risks the waste of outdated technologies and teaching resources.

Resource allocation and integration also present a significant challenge. The construction of a digital-intelligent fusion practical teaching system requires substantial support from hardware and software resources, such as high-performance computers, big data analysis platforms, and AI algorithm libraries. However, the allocation and integration of these resources are often constrained by multiple factors including funding, technology, and management. How to achieve optimal resource allocation and utilization under limited conditions is a major challenge we face.

The integration of traditional teaching methods with digital intelligence fusion technology is also a challenging task. Although digital intelligence fusion technology offers more possibilities and conveniences for practical teaching, how to effectively combine traditional teaching methods with these technologies to enhance students' learning outcomes and practical skills still requires our in-depth exploration and practice.

The transformation of educational philosophy is also an indispensable challenge in the construction of a practice-oriented teaching system that integrates digital intelligence. In traditional educational concepts, teachers are seen as transmitters of knowledge, while students are passive recipients. However, in this integrated practice-oriented teaching system, we emphasize the subjectivity and practicality of students, which requires teachers to change their roles from mere transmitters of knowledge to guides and supporters. This shift in educational philosophy presents a challenge for both teachers and students, necessitating adaptation and adjustment.

The limitations of the education system are also issues that need to be addressed in the construction of a practical teaching system for the integration of digital and intelligent technologies. The current education system often places greater emphasis on the transmission of theoretical knowledge and the assessment of exam scores, with relatively less attention given to practical teaching. This system limitation may hinder the promotion and implementation of a practical teaching system for the integration of digital and intelligent technologies. Therefore, we need to reform and innovate at the institutional level to meet the demands of such a practical teaching system.

The challenges faced in the construction of a practical teaching system for the integration of digital intelligence are multifaceted, including technological updates, resource allocation and integration, innovation in teaching methods, transformation of educational philosophies, and limitations imposed by the education system. To overcome these challenges, we need to conduct in-depth exploration and practice to promote the continuous improvement and development of the practical teaching system for the integration of digital intelligence.

## 3.2. Response Strategies

In view of the above challenges, the following strategies are proposed.

Strengthen the update and improvement mechanisms of course system design. A dynamic mechanism for updating the course system should be established to regularly assess the timeliness and foresight of existing course content, and promptly incorporate the latest achievements and development trends in digital intelligence integration into teaching materials. At the same time, encourage faculty teams to maintain close ties with industry, developing new courses through school-enterprise cooperation to ensure the practicality and relevance of course content.

Deepen the innovation and practice of teaching methods. We can establish a teaching method innovation fund to support teachers in exploring and applying new teaching methods, such as blended learning and flipped classrooms, fully leveraging the advantages of digital intelligence integration technology to enhance teaching effectiveness. Additionally, regularly organize teaching observation and experience exchange activities to promote mutual learning and collective progress among teachers.

Increase resource investment and construction efforts for practical teaching platforms. Universities should actively seek support from the government, enterprises, and all sectors of society, raising funds through multiple channels to boost investment in practical teaching platforms. At the same time, focus on long-term planning and sustainable development of these platforms, ensuring they can continuously upgrade and improve with technological advancements.

To comprehensively enhance the professional competence and practical skills of the faculty. We should develop detailed teacher training programs, regularly organize teachers to participate in professional training, academic seminars, and other activities, broadening their knowledge horizons and improving their professional qualities. At the same time, encourage teachers to engage in corporate practice projects, increasing their practical experience so they can better guide students in practical activities. Additionally, establish incentive mechanisms to reward and recognize teachers who excel in the practical teaching system, stimulating their enthusiasm and innovative spirit.

By continuously updating and improving the curriculum system, innovating teaching methods, increasing investment in practical teaching platforms and comprehensively improving the quality of teachers, we can effectively respond to the challenges faced in the construction of the practice teaching system of digital intelligence integration and provide strong support for the cultivation of new quality productive forces.

## 3.3. Case Analysis

In response to the above challenges, the following strategies are proposed:

Strengthen the updating and improvement of course system design. We should establish a dynamic mechanism for updating the course system, regularly assessing the timeliness and foresight of existing course content, and promptly introducing new knowledge and application cases in digital intelligence integration. At the same time, industry experts and educational experts can be invited to participate in course design, ensuring the practicality and industry recognition of the course content.

Continuously explore innovations in teaching methods. Encourage teachers to actively try new teaching approaches, such as flipped classrooms and blended learning, making full use of the teaching tools and platforms provided by digital intelligence integration technology to enhance students' learning experience and outcomes. At the same time, regular teaching seminars can be organized to share successful teaching cases and experiences, promoting communication and collaboration among teachers.

Increase investment and construction efforts in practical teaching platforms. Universities should actively seek support from the government, enterprises, and all sectors of society to raise more funds and resources for building and maintaining these platforms. At the same time, they can establish cooperative relationships with relevant industries and companies to jointly build integrated practice teaching bases that combine industry, academia, research, and application, providing students with more realistic professional environments and practical opportunities.

Comprehensively improve the quality and capabilities of the faculty. Establish a comprehensive teacher training and development system, regularly organizing teachers to participate in professional training, academic seminars, and other activities to enhance their professional competence and academic standards. At the same time, encourage teachers to actively engage in research projects and practical teaching activities, improving their practical skills and innovation abilities through hands-on experience. Additionally, introduce outstanding talents with rich practical experience and industry background into the faculty to boost the overall strength of the teaching staff.

By strengthening curriculum system design, continuously exploring teaching method innovation, increasing investment in practical teaching platform and comprehensively improving the quality of teachers, we can effectively deal with the challenges faced in the construction of digital-intelligent integrated practical teaching system, and provide more powerful support and guarantee for the cultivation of new quality productive forces.

# 4. Summary

In view of the above challenges, the following strategies are proposed:

Strengthen the updating and improvement of course system design. A dynamic mechanism for updating the course system needs to be established, with regular assessments and revisions of course content to ensure it stays in sync with the latest developments in digital intelligence integration technology. At the same time, the opinions and suggestions of industry experts and educational experts can be introduced to better meet the needs of the industry and student development.

Continue to explore and practice innovative teaching methods. A teaching method innovation fund can be established to encourage and support teachers in trying new teaching methods and means. In addition, regular teaching method exchange and seminar activities can be organized to promote experience sharing and mutual learning among teachers.

Increase investment in the construction of practical teaching platforms. Universities should actively seek support from the government, enterprises, and society to raise more funds and resources for the development of practical teaching platforms. At the same time, they can also consider collaborating with enterprises to jointly build practical teaching platforms, achieving resource sharing and complementary advantages.

To comprehensively enhance the professional competence and practical skills of the faculty. Regular professional training and practical exercises can be organized for teachers to improve their professional competence and practical abilities. At the same time, teachers or experts with rich practical experience and industry background can also be introduced to optimize the structure of the faculty.

In the process of implementing these strategies, we also need to pay attention to the following points: first, to ensure the implementation and enforcement of all strategies; second, to strengthen supervision and evaluation mechanisms to ensure the effectiveness of the strategies; third, to flexibly adjust strategies according to actual conditions to adapt to the constantly changing educational environment and technological development.

Through the implementation of these coping strategies, the challenges faced in the construction of the practice teaching system of digital and intelligent integration can be effectively solved, and the improvement and development of the practice teaching system of digital and intelligent integration under the background of new engineering can be promoted, providing strong support for the cultivation of talents with new quality productivity.

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