

EXPLORATION AND PRACTICE OF HIGHER VOCATIONAL SOFTWARE ENGINEER TRAINING MODEL UNDER THE BACKGROUND OF NEW QUALITY PRODUCTIVE FORCES

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Abstract: Aiming at the prominent problems in the training of higher vocational software engineers, including insufficient connection between curriculum updating and technological iteration, disconnection between single skill training and complex project practice, and the difficulty of sustainable feedback of innovative practical achievements to teaching, the School of Artificial Intelligence of Wenzhou University of Vocational Technology has carried out teaching reform of software technology talent training relying on the Hongmeng Workshop. Guided by the talent training goal of "specialized and versatile, proficient in technology and morality", the reform constructs a hierarchical curriculum system featuring "literacy +, practice +, project +". It organizes practical teaching through school-enterprise collaboration, real industrial projects and the integration of three classrooms, and connects skill competitions, innovation and entrepreneurship activities, and teachers' scientific research projects with teaching resource construction. The practice has achieved positive results in improving students' professional skills and innovative abilities, strengthening post adaptation, and optimizing teaching resource construction. It provides a practical reference for the implementation of workshop-based education in higher vocational software technology majors.

Keywords: New quality productive forces; Higher vocational education; Software technology; Industry-education integration; Science and education integration

1 INTRODUCTION

The development of new quality productive forces emphasizes innovation-driven development and the optimal upgrading of workers, labor materials, labor objects and their combination modes. For higher vocational software technology majors, this requirement is reflected not only in the learning of new technologies and new tools, but also in the ability to apply software technology to solve practical industrial problems. With the increasingly close connection between software development and industrial businesses, talent training needs to extend from the teaching of theoretical knowledge and operational skills to demand understanding, engineering implementation, team collaboration and continuous improvement, enabling students to complete high-quality development tasks in specific workplace scenarios.

Opinions on Deepening the Reform of the Modern Vocational Education System Construction takes deepening industry-education integration and promoting science and education integration as important directions for vocational education reform. The *Implementation Plan for Empowering and Upgrading Vocational Education Industry-Education Integration (2023–2025)* further proposes to integrate industrial demands into the whole process of talent training and support enterprises to participate in textbook development, teaching design and internship training. These policies provide a basis for software technology majors to introduce industrial projects and integrate teaching and scientific research resources, and raise a specific teaching problem: how to transform enterprise projects and teachers' scientific research achievements into teachable tasks that students can participate in, complete and gain competency improvement from.

Researches on new quality productive forces and talent training provide enlightenment from two dimensions: industrial transformation and teaching organization. Zhou Wen and Ye Lei explained the role of the digital economy in the formation of new quality productive forces from the perspectives of data factors, digital industrialization and industrial digitalization, and put forward requirements for cultivating innovative talents [1]. Fang Min and Yang Hutao emphasized that the qualitative change of productive forces involves the optimization of factor combination and labor modes [2]. Liu Zhibiao et al. discussed industrial restructuring, enterprise linkage and supporting factor ecology based on industrial development in Jiangsu Province [3]. These studies indicate that the training of software engineers should focus on the relationship between technological application, industrial organization and business processes, rather than simply equating the requirements of new quality productive forces with the addition of new tool courses.

In terms of teaching organization, Lu Yingtao explored the optimization and reform path of vocational education structure from the perspective of industry-education integration [4]. He Bo and Tan Haizhong proposed the construction ideas of school-enterprise linked teaching teams and practical curriculum systems based on the "four-party linkage" studio model [5]. Yang Peizhe expanded the studio teaching model of industry-education integration to higher vocational visual communication design majors [6]. In addition, Yuan Qinqin studied the implementation of project-based teaching in higher vocational college studios [7]. Liu Dequn focused on the operation mechanism and practical effects of the "tutor-led studio" model [8]. Liu Ping discussed the incubation relationship between studio-based

teaching and innovation and entrepreneurship education [9]. These studies provide references for task organization, tutor guidance and innovative achievement cultivation in workshop practice. For software technology majors, it is necessary to further clarify the connection between basic courses, workshop projects and post tasks, as well as the path of transforming project experience into shared teaching resources, in combination with the characteristics of rapid technological iteration, diverse business scenarios and high dependence on team development in the software industry. Against this background, the School of Artificial Intelligence of Wenzhou University of Vocational Technology carries out teaching reform relying on the Hongmeng Workshop. Inheriting the foundation of studio-based education, school-enterprise cooperation and research feedback teaching in software technology majors, the reform targets the digitalization needs of regional industries. Taking more than 20 students of the 2023 grade as the research case, this study explores a talent training path featuring the connection between hierarchical courses and real projects, the linkage between competitions and innovative practice, and the feedback of teachers and students' research achievements to classroom teaching. Adopting the method of practical case summary, this paper analyzes the organizational logic, operation path and educational effectiveness of the reform based on the training plan and practical results, so as to provide a reference for the promotion of workshop-based teaching in similar majors.

2 PRACTICAL PROBLEMS AND REFORM ORIENTATION OF SOFTWARE TECHNOLOGY TALENT TRAINING

2.1 Insufficient Connection Between Curriculum Content Updating and Industrial Technology Application

Software technology courses need to ensure the systematicness of basic knowledge such as programming design, data organization and software engineering, while industrial projects usually combine development frameworks, platform tools and industry specifications around specific business scenarios. Long-term reliance on fixed teaching cases will make students proficient in established operational procedures but unable to cope with technological replacement and demand changes; excessive pursuit of tool updating will squeeze the space for basic skill training. The reform aims to balance the stability of basic capabilities and the adaptability of applied technologies, embed new technologies into intelligible task scenarios, and clarify the competency objectives of curriculum updating.

2.2 Competency Gap Between Single Skill Training and Complete Engineering Tasks

Classroom exercises are equipped with clear input, output and operational paths, while real industrial projects involve demand clarification, scheme selection, module collaboration, quality control, deployment and delivery. Students who can complete single functional modules may fail to understand business constraints, coordinate interface relationships or explain technical choices. Arranging complete project tasks for students with insufficient basic capabilities will lead to problems such as inability to keep up with tasks and over-reliance on tutor guidance; long-term isolation in fragmented exercises will hinder the development of comprehensive practical capabilities. Therefore, it is essential to build a progressive learning path from basic training to comprehensive application to support students' participation in complex engineering tasks.

2.3 Lack of Stable Transformation Mechanism Among Competitions, Scientific Research and Conventional Teaching

Skill competitions provide high-standard training tasks, and scientific research projects offer open-ended problems and real application scenarios. However, their connection with curriculum teaching requires targeted design. If skill competitions only serve a small number of participating students and scientific research projects are only completed by backbone students, the generated codes, cases and practical experience cannot benefit all students. Teaching reform should not only focus on students' practical achievements, but also explore the path of transforming practical experience into reusable teaching resources, so as to realize the sustainable value of practical investment.

2.4 Single Outcome Evaluation Fails to Fully Reflect Students' Practical Growth

Software development involves a large number of procedural work links including demand understanding, document writing, problem troubleshooting and team communication, which do not directly manifest as competition awards or final works but determine the smooth progress of projects. In addition, practical projects vary in difficulty and student division of labor. Evaluation based solely on the number of achievements or award levels cannot reflect students' actual contributions and growth. The reform integrates external achievement evaluation with daily learning performance evaluation, and examines students' task completion and progressive growth under unified competency standards.

3 OVERALL CONSTRUCTION OF HONGMENG WORKSHOP TALENT TRAINING MODEL

3.1 Clarifying Training Objectives of "Specialized and Versatile, Morality and Technology Integration"

The Hongmeng Workshop takes software development capability as the professional foundation, and incorporates innovative ability, industrial business understanding, practical problem-solving ability and team collaboration into the

talent training objectives. "Specialized" emphasizes solid programming and software engineering capabilities, while "versatile" highlights technical application, cross-domain communication and scheme optimization around practical tasks. The model avoids the problem of superficial tool learning and insufficient engineering foundation by expanding the application scope of professional capabilities on the basis of core software development competencies, rather than simply increasing learning contents.

Guided by outcome-based education, the training objectives are transformed into observable learning performances. Specifically, business understanding is reflected in the ability to clarify user demands and functional boundaries; engineering capabilities are reflected in module development, testing and delivery; collaboration capabilities are reflected in standardized division of labor and interface problem handling. Based on the outcome-based concept, the model aligns competency objectives with project tasks and achievement requirements to realize the integration of curriculum learning, practical activities and evaluation standards.

The integration of morality and technology runs through the whole competency training process. Standardized programming, truthful record keeping, quality responsibility and collaborative communication in software development are specific manifestations of professional literacy. Integrating craftsman spirit, labor spirit and responsibility awareness into problem analysis and work optimization is more conducive to cultivating students' professional literacy than indoctrinating empty value slogans. Finally, a talent training structure with mutual support between professional capabilities and professional literacy is formed. Figure 1 presents the multi-integrated talent training objective system, which relies on school-enterprise resource linkage, integrates ideological and political education, industry standards and evaluation mechanisms, and forms an organic system of innovative thinking, operational proficiency, process cognition, management awareness and collaborative capabilities.

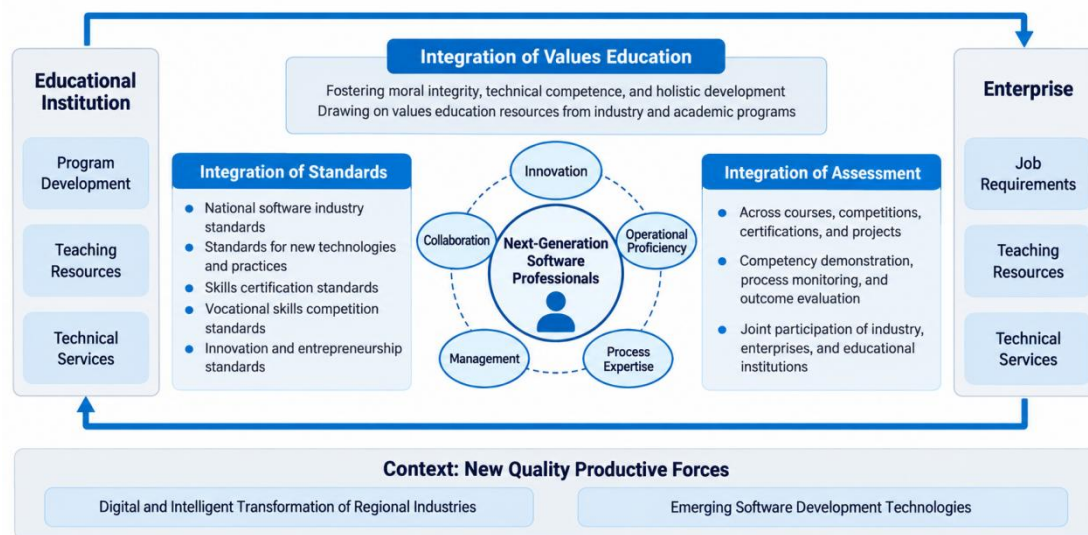


Figure 1 Multi-Integrated Talent Training Objectives

3.2 Building a Multi-level Adaptive System to Connect Basic Learning and Complex Practice

The workshop constructs a hierarchical curriculum framework of "literacy +, practice +, project +". The "literacy +" layer focuses on basic programming knowledge, engineering specifications and expressive communication, laying a foundation for students' participation in practical projects. The "practice +" layer centers on core software development tasks, integrates theoretical knowledge into operable and verifiable functional modules, and improves students' comprehensive technical application capabilities. The "project +" layer relies on teachers' scientific research and industrial application projects, guiding students to understand business backgrounds, participate in team development, and gradually adapt to post competency requirements.

The three hierarchical levels correspond to the progressive improvement of task complexity and student responsibility. The basic layer focuses on principle understanding and standardized implementation; the practice layer focuses on functional combination and problem troubleshooting; the project layer focuses on scheme selection and collaborative delivery under demand constraints. In terms of curriculum resource construction, relatively stable basic knowledge and methods are retained as universal public courses, while rapidly updated technical frameworks and business scenarios are built as updatable modular resources. Emerging technical directions such as low-code development and artificial intelligence are set as optional applied resources, whose teaching value depends on their ability to solve practical industrial problems. Figure 2 connects the three curriculum levels with professional standards, emerging software technologies and intelligent manufacturing application scenarios, realizing the adaptive matching between curriculum structure and industrial technical application.

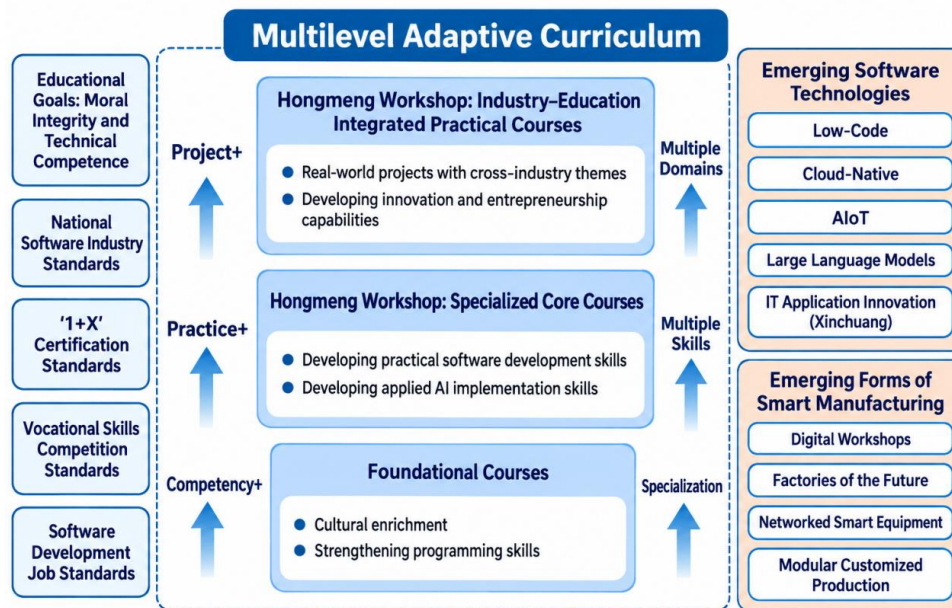


Figure 2 Multi-level Adaptive Curriculum System of Hongmeng Workshop

3.3 Constructing a "1+N+N" Collaborative Education Mechanism Connecting Majors, Enterprises and Industrial Scenarios

Taking software technology major as the main body of talent training, the workshop builds a "1+N+N" collaborative education model covering multiple software enterprises and regional industrial application scenarios. The major is responsible for the overall planning of training objectives, task stratification and learning evaluation. Enterprises and industrial projects provide real business demands, engineering constraints and practical training opportunities. Professional teachers undertake the task of transforming industrial production tasks into teachable learning contents, while enterprise tutors supplement professional business judgment and engineering practical experience, realizing collaborative talent training.

After being introduced into the workshop, enterprise projects are optimized through task splitting, difficulty adjustment and teaching objective mapping, enabling students to progress from local task practice to comprehensive project practice. The "1+N+N" collaborative model realizes the organic connection of talent training, technical services and industrial demand feedback through standardized learning task design.

4 PRACTICAL PATHS OF TEACHING REFORM

4.1 Implementing "5R" Practical Training Requirements Through Real Project Teaching

The reform proposes the "5R" practical training standard featuring real working environment, real working pressure, real project managers, real project cases and real employment opportunities, and organizes progressive practical training from cognitive improvement and skill training to post comprehensive competency development. Moderate task duration and quality assessment form real working pressure; professional project managers provide task coordination and process feedback; docking with employment opportunities links students' learning performance with career development, enabling students to fully understand the constraints of demand, progress, quality and collaboration in software development work.

Under this framework, the teaching transformation of industrial projects is carried out around demand analysis, scheme design, functional implementation, testing and deployment. For students with weak foundations, task design provides sufficient knowledge preparation, standard cases and operational guidance; for students with certain development capabilities, the requirements of independent analysis, module collaboration and scheme interpretation are gradually increased. Teachers focus on not only the completion of works, but also students' ability to clarify demands, locate problems and explain implementation logic, ensuring the synchronization of task practice and competency growth.

Scientific research projects provide high-fit practical carriers close to real post work. In the process of project promotion, teachers reserve sufficient space for knowledge analysis, skill training, practical feedback and reflective summary, helping students master professional theories and practical methods while completing project tasks.

4.2 Integrating Curriculum, Competition and Project Practice to Expand Students' Growth Paths

Based on the college's three-classroom integration system, the workshop connects curriculum learning, skill competitions, innovation and entrepreneurship activities and scientific research projects. Classroom teaching provides universal theoretical knowledge and basic technical methods; skill competitions provide intensive training and external

competency testing scenarios; scientific research and industrial projects offer comprehensive application opportunities for solving practical problems. All practical activities focus on the improvement of software technology capabilities, realizing the migration and consolidation of students' knowledge and skills in multiple scenarios.

Skill competitions undertake dual functions of professional training and competency testing. Competition preparation drives students to carry out technical integration, work optimization and collaborative training according to standardized requirements, and competition results objectively reflect students' professional competencies. The teaching design further extracts core knowledge points and typical problems from competitions, transforms competition training experience into universal practical tasks, and extends the educational value of competition investment to all students.

The three-classroom integration adheres to the principle of competency equivalence. The recognition of independent practical experience is based on corresponding curriculum objectives, task difficulty and personal contribution, ensuring the consistency between independent practice and talent training standards. The personalized training advantage of the workshop is reflected in allowing students to undertake differentiated tasks according to their learning foundation and development direction while maintaining unified professional competency requirements.

4.3 Integrating Innovation, Entrepreneurship and Scientific Research to Diversify Achievement Outputs

The workshop extends professional skill training to innovation and entrepreneurship practice, guiding students to sort out practical problems, summarize scheme characteristics and output innovative achievements in the forms of intellectual property rights and academic papers on the basis of technical implementation.

In terms of training mechanism, innovation and entrepreneurship activities urge students to focus on practical problem-solving and scenario application of works; participation in teachers' scientific research projects helps students clarify research backgrounds and technical implementation logic. The integration of innovation and entrepreneurship with scientific research realizes the effective connection between creative thinking and engineering practice. Intellectual property rights and academic papers serve as objective records of students' innovative practice, whose educational value is evaluated based on students' actual development, research and writing work.

Scientific research education adapts to the competency foundation of higher vocational students. Teachers decompose complex research topics into phased learning tasks, guiding students to accumulate engineering experience and research cognition in the process of participation. Achievement evaluation focuses on students' practical work content, avoiding equating nominal achievements with industrialization value or comprehensive technical capabilities.

4.4 Transforming Productive Projects into Teaching Materials and Practical Training Resources

The workshop transforms teachers and students' project development experience and industrial case accumulation into standardized textbooks, practical training projects and guidance books, building a sustainable connection between workshop practice and conventional classroom teaching.

The transformation from productive projects to practical training resources retains core competency training points matching post requirements while reducing industrial business complexity. Teaching resources are standardized in the form of background introduction, learning objectives, task requirements, implementation steps and achievement inspection, splitting complete industrial business into progressive hierarchical tasks. Practical guidance books provide sufficient technical support while reserving independent analysis and scheme selection space for students, avoiding rigid formulaic training.

Textbooks systematically sort out professional theories and basic methods, while practical guidance books carry updated project cases and technical content. The two types of resources jointly promote the transformation of workshop practical experience into curriculum resources. Resource construction follows two paths: extracting industrial digitalization cases to build "project +" practical curriculum resources; updating technical frameworks, business components and teaching modes of core courses to build "practice +" characteristic curriculum resources, realizing the effective docking of new practical cases and the original curriculum system.

4.5 Constructing a Multi-dimensional Evaluation System Integrating Process Performance and Outcome Output

The reform builds a four-dimensional evaluation framework covering cultural foundation, technical skills, professional literacy and innovation efficiency, including communication expression, engineering implementation, collaborative responsibility and active improvement into the evaluation scope. For diverse practical activities such as competitions, innovation and entrepreneurship, and scientific research projects, the evaluation is carried out around three stages: initiation, implementation and completion. The initiation stage focuses on demand understanding and task preparation; the implementation stage focuses on work quality and collaborative performance; the completion stage focuses on achievement display, personal contribution and reflective summary.

The multi-dimensional evaluation combines practical outcomes and procedural materials, and distinguishes between team achievements and personal contributions. Project management tools and objective key results management are used to standardize process records, while avoiding simply taking workload as the standard of learning quality. Figure 3 shows the evaluation scheme integrating multi-dimensional indicators, whole-process supervision and multi-subject participation. Technical skills and implementation process each account for 50% of the corresponding evaluation dimension, highlighting engineering practice quality and continuous participation. The joint evaluation by professional

teachers, enterprise tutors and senior student tutors realizes multi-angle feedback. The weights of each dimension are for structural design and not applicable for cross-dimensional weighted scoring.

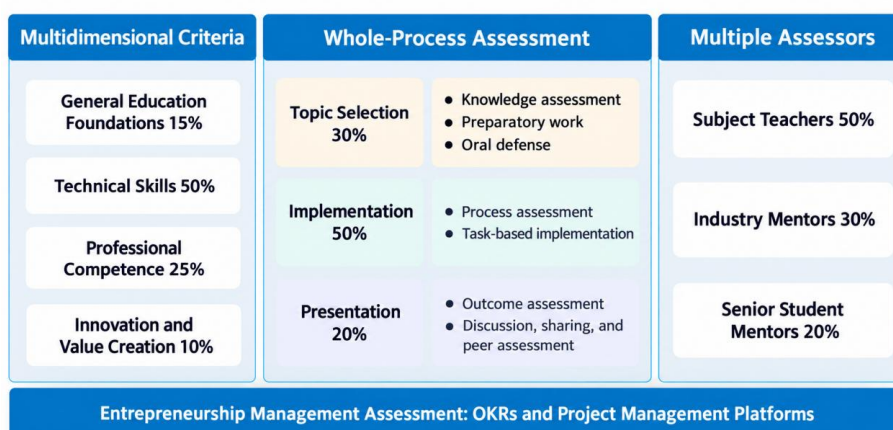


Figure 3 Multi-Dimensional, Whole-Process and Multi-Subject Evaluation Scheme

The weight coefficients in Figure 3 are the design values of the original evaluation scheme, which are used to explain the evaluation structure, rather than calculating students' comprehensive scores or competency improvement ranges. Subsequent research will calibrate weights according to actual task difficulty and curriculum objectives, and retain detailed scoring basis to improve the interpretability and rationality of evaluation results.

5 ANALYSIS OF REFORM IMPLEMENTATION EFFECTS

5.1 Excellent Performance in Skill Competitions Reflects Improved Comprehensive Practical Capabilities

More than 20 students of the 2023 grade software technology major participated in this teaching reform practice. Among them, 6 student teams participated in the Zhejiang Provincial Vocational Skills Competition, winning 2 provincial gold awards, 3 silver awards and 1 bronze award, with all participating teams winning prizes. In addition, 1 student won a silver award in the World Vocational College Skills Competition. These concentrated external achievements fully reflect the excellent comprehensive practical capabilities of participating students.

From the perspective of reform logic, hierarchical progressive training lays a solid foundation for students' competition participation, and team-based workshop practice improves students' technical integration and collaborative problem-solving capabilities. Competitions in turn provide clear learning objectives and targeted feedback for daily training. It is worth noting that competition results are affected by multiple factors such as students' basic ability, training investment and competition requirements, which can only reflect students' competitive performance rather than the overall competency improvement of all students.

5.2 Diversified Innovative Achievements Enrich Students' Learning Outputs

More than 10 students participated in innovation and entrepreneurship competitions such as the "Challenge Cup", obtaining utility model patents, software copyrights and publishing academic papers. Combined with competition awards, these diversified achievements indicate that workshop practice covers skill training, innovative application and achievement expression. Diverse practical activities provide personalized development space for students with different interests and strengths, and enrich the talent training outputs beyond curriculum scores and single competition awards.

There is overlapping participation in various practical activities, so it is inappropriate to simply sum up the number of participants. The educational value of practical activities should be evaluated based on the correlation between students' practical tasks and competency growth, so as to verify whether diversified activities form a continuous and progressive growth track for students.

5.3 Scientific Research Practice Optimizes Career Development and Post Adaptation

Many students have improved their professional skills and obtained employment opportunities by participating in teachers' scientific research projects, proving that scientific research practice can effectively supplement post practice opportunities outside classroom teaching. Students demonstrate their professional capabilities in real project tasks, and tutors can accurately grasp students' technical foundation, collaborative awareness and responsibility through long-term observation, building a reliable connection between students and enterprise posts.

Current practical results verify the positive role of scientific research participation in promoting post adaptation, but cannot support the quantitative analysis of employment rate, major matching rate and job stability. Subsequent follow-up surveys of graduates will be carried out to further explore the correlation between workshop practice experience and employment quality.

5.4 Synchronous Development of Teachers and Curriculum Construction Realizes Teaching Feedback

The teacher team has completed the compilation of 2 professional textbooks and realized the transformation from productive projects to standardized practical training projects and guidance books, achieving remarkable results in teaching resource construction. Teachers transform industrial technical service experience into teaching content, narrowing the gap between industrial practical application and classroom teaching cases. Students' practical difficulties and feedback also promote the continuous optimization and improvement of practical guidance resources.

The reform has formed a mutually beneficial achievement structure covering student competitions, innovative practice, scientific research participation and teaching resource construction, which fully reflects the practical value of workshop-based education in improving students' practical ability, optimizing post adaptation and sharing teaching experience.

6 PRACTICAL REFLECTION AND CONTINUOUS IMPROVEMENT

6.1 Expanding from Backbone Student Training to Hierarchical Universal Benefit

The current reform practice covers 20+ students, relying on sufficient tutor guidance and project resources. Students' learning foundation and subjective initiative will affect practical results. Therefore, the promotion focus of the model is to optimize task design, resource sharing and teaching support, rather than simply expanding the scale of competition participation. Universal practical contents suitable for all students will be transformed into compulsory classroom tasks, and high-difficulty extended contents will be reserved for excellent students, realizing hierarchical training for students with different foundations.

6.2 Deepening from Outcome Summary to Process Evidence Accumulation

This study adopts practical case summary and result analysis, lacking controlled comparison before and after the reform, which cannot verify the causal relationship between reform measures and ability improvement. Subsequent teaching practice will accumulate systematic learning evidence including student works, evaluation records and practical reflections around core competencies such as demand analysis, development and implementation, test delivery and collaborative communication. This can not only clarify the formation mechanism of excellent achievements, but also fully reflect the growth of non-award-winning students.

6.3 Improving from Phased Resource Transformation to Sustainable Updating Mechanism

The transformation of productive projects into textbooks and practical guidance books is a key link for practical achievements to feed back conventional teaching. Further promotion needs to clarify the responsibility system for case screening, teaching adaptation, classroom application and feedback revision, and incorporate teaching resource updating into the daily work of the teacher team. Meanwhile, task difficulty will be dynamically adjusted according to students' learning feedback to ensure the synchronous optimization of technical content and teaching support. The core of sustainable updating is to maintain the adaptive matching among teaching knowledge, practical tasks and students' competency level.

7 CONCLUSION

Centering on the talent training demands of software technology majors, the Hongmeng Workshop of Wenzhou University of Vocational Technology constructs a complete training path connecting hierarchical courses with real projects, skill competitions, innovation and entrepreneurship, and scientific research practice. It realizes continuous teaching optimization through the construction of textbooks and practical training resources, and has achieved remarkable results in student skill improvement, innovative talent cultivation, post adaptation and teaching resource construction, fully verifying the practical value of workshop-based education in promoting diversified student development.

The case enlightenment is that the core of workshop talent training is to transform industrial and scientific research resources into teachable tasks with appropriate difficulty and clear objectives, and convert students' practical experience and teachers' research achievements into shared curriculum resources. In the future, on the basis of maintaining the advantages of personalized training, the reform will expand the coverage of hierarchical high-quality education, improve the whole-process evaluation system and graduate follow-up mechanism, and provide sufficient practical evidence for the continuous improvement and large-scale promotion of the workshop-based talent training model.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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