

# Research on the Exploration of Teaching Reform of Automobile Marketing Course Under the Background of Intelligent Teaching

Liqiang Li, Yan Zhang, Tingjian Jia, Ping Zhu

*School of Electronic and Electrical Engineering, Shangqiu Normal University, Shangqiu, China*

**Abstract:** With the rapid development of Internet technology and the emphasis on cultivating applied talents at the national level, smart teaching is gradually becoming a new trend in the education sector. As a professional discipline that integrates practical operations with theoretical knowledge, traditional teaching methods for automotive marketing courses can no longer meet students' learning needs or the actual requirements of industry development. Therefore, this paper focuses on exploring teaching reforms for automotive marketing courses under the background of smart teaching. By innovating teaching content, optimizing teaching models, and renewing teaching methods, it aims to enhance students' overall qualities and professional skills, better meeting the diversified demands of the future automotive market.

**Keywords:** Smart Teaching; Automobile Marketing; Teaching Reform

Currently, the demand for highly skilled and innovative automotive sales professionals in our country is increasing. However, many students working in automotive sales often lack professional knowledge and practical experience, while undergraduate students generally have poor practical skills and overly high self-evaluations. The automotive marketing course is one of the key courses for automotive-related majors, aiming to cultivate students' theoretical knowledge and practical skills in automotive marketing, enabling them to adapt to the development needs of the automotive industry and possess actual marketing capabilities. However, traditional teaching methods in automotive marketing courses have some issues, such as monotonous teaching approaches that emphasize theory over practice [1], leading to poor teaching outcomes and insufficient practical marketing

skills among students. Therefore, it is imperative to reform the teaching of automotive marketing courses. The goal of this reform is to enhance students' practical marketing abilities and overall qualities, fostering outstanding automotive marketing talent that can meet industry development needs. To achieve this goal, it is necessary to optimize teaching content, improve teaching resource construction, change traditional teaching models, and innovate teaching methods, laying a solid foundation for cultivating high-quality automotive marketing talent. With the rapid development of internet technology, smart teaching has become increasingly feasible. Smart teaching refers to using information technology and internet platforms to implement personalized, intelligent, and efficient teaching methods [2]. This article aims to explore the reform of automotive marketing courses under the background of smart teaching, with the goal of enhancing students' comprehensive abilities and professional competence, thereby improving their employability.

## 1. Reform of Teaching Content of Automobile Marketing Course Under the Background of Intelligent Teaching.

### 1.1 Relying on the Internet, Develop online Course Resources.

By collecting and organizing videos on car brands, automotive companies, corporate celebrities, and classic marketing cases online, and uploading these videos to public learning platforms, students can learn the basic knowledge of courses, expand their online learning content, and broaden their knowledge base. For example, setting up a "Century of Automotive Industry History" section, integrating historical footage such as the Ford Model T assembly line documentary and the development history of the Volkswagen Beetle, allows students to understand the evolution of

classic models while narrating the history of automotive industry development; creating themes like brand strategy, product development, and supply chain management, each accompanied by three to five classic case videos for student study, enabling students to deepen their understanding of relevant content while watching the videos, thus enriching their knowledge base.

### **1.2 Deepen Theoretical Knowledge Learning Through Practice, and Integrate and Sort out Learning Content**

Through school-enterprise cooperation and other methods, introduce real projects or cases to help students master marketing skills through practical operations. At the same time, set up some practical components, such as market research and marketing planning, allowing students to gain a deeper understanding of theoretical knowledge through practice. Combine theoretical content with innovation and entrepreneurship training project tasks, conducting project practices corresponding to chapter content. Conduct sales skills training according to the professional standards of marketing personnel, for example, developing virtual training systems, simulating 4S store sales scenarios, crisis public relations handling, and other contextualized teaching methods.

## **2. The Reform of Teaching Mode of Automobile Marketing Course Under the Background of Intelligent Teaching**

### **2.1 Using Smart Teaching Methods, We Will Rearrange Online and Offline Teaching Plans to Achieve Accurate Teaching**

Online learning can include course videos, online tests, and other content. Offline teaching, on the other hand, can focus on real projects or case studies, emphasizing student participation and interaction. The deep integration of blended online and offline teaching with smart education is reshaping the classroom ecosystem in automotive marketing programs. In response to the widespread phenomenon of "phubbing" and low classroom engagement, the blended teaching model based on smart learning platforms has successfully transformed smartphones from "teaching distractions" into "intelligent learning

devices," serving as one approach to improve the classroom atmosphere. By installing smart learning apps like "Xuetong" and "Yuchangtang" on their phones, students can complete some learning tasks, making the teaching model more intelligent and flexible, thus stimulating their interest in learning. Relying on the Chaoxing Xuetong platform, various behavioral data such as video viewing frequency and test error distribution can be analyzed, dynamically generating personalized learning paths. During offline classes, teachers can distribute real project requirements from companies through Yuchangtang in advance, requiring students to use their online knowledge to complete the framework of the solution. Utilizing mobile devices for blended online and offline teaching encourages students to actively utilize online resources for pre-class preparation. Offline classes provide ample time for practical teaching, allowing for interaction with students and their active participation.

### **2.2 Smart Power Enables Cooperative Learning and Achieves the Optimal Teaching Effect**

Many students are unwilling to listen in class, thinking that teachers are "stuffing" them, and choose to sleep or play games, leading to relatively poor teaching outcomes. However, when group discussion-based teaching is adopted, students' initiative and enthusiasm are fully mobilized. Students are randomly divided into several groups, each assigned a practical project or case study. They complete tasks through group discussions and collaboration, with teachers providing guidance and assistance. The innovation of group discussion-based teaching under the background of smart education has achieved a qualitative leap in teaching models through deep integration of intelligent technologies. The "phubbing" phenomenon commonly found in traditional classrooms essentially stems from the structural contradiction between one-way knowledge transmission and the learning needs of digital natives. Under intelligent teaching systems, online platforms comprehensively consider students' knowledge levels, cognitive styles, and other characteristics to scientifically optimize group composition, rejuvenating collaborative learning. For example, in the "New Energy

Vehicle Marketing Strategy Design" project, the system automatically combines students with different traits—market analysis experts, data processing specialists, and creative planners—into complementary teams and delivers differentiated case resource packages. The discussion-based teaching empowered by intelligence has generated significant spillover effects. Research from Tsinghua University's Institute of Education shows that in classrooms using intelligent discussion systems, student participation increased from 47% in traditional models to 89%, and higher-order thinking skills improved by 63%. This teaching mode innovation not only reshapes the classroom ecology, improves students' teamwork ability and the ability to solve practical problems, effectively improves the effect of classroom teaching, but also builds an innovative channel of industry-education integration, injecting continuous momentum into the training of automobile marketing talents

### **3. The Reform of Teaching Methods of Automobile Marketing Course Under the Background of Intelligent Teaching**

Traditional teaching methods pay more attention to the explanation of theoretical knowledge and ignore students' ability and interest. In the context of intelligent teaching, we can adopt methods such as flipped classroom, task-driven teaching, case-based teaching and situational simulation teaching to reform teaching methods.

#### **3.1 Use Intelligent Analysis Means to Improve the Effectiveness of Classroom Teaching.**

Many teachers report that during class, most students are on their phones, and they don't want to listen to the key points emphasized. This reflects both the issue of students' learning attitudes and indicates that traditional teaching methods are no longer effective in stimulating students' interest in learning. With the development of network technology, teachers can adopt a flipped classroom approach, where they use student-led lectures to encourage active participation. By posting lecture content and related video materials on public learning platforms, students can learn independently before presenting their work to the entire class. At the same time, students can interact with teachers on these platforms and

ask questions about any unclear concepts[5]. Additionally, the online public learning platform, Chaoxing Learning Tong, can analyze students' language logic, knowledge understanding and analysis, emotional management, and generate personalized improvement suggestions. This new teaching method not only fully engages students but also frees up valuable class time for expanding knowledge and practicing foundational skills.

#### **3.2 Relying on the School-Enterprise Linkage Practice System, Improve the Quality of Talents in the Era of Smart Education**

In the context of the deep development of smart education, the practical shortcomings of traditional teaching models urgently need to be addressed. By building a digital practice platform that integrates school-enterprise collaboration, resources such as corporate job standards, industrial innovation projects, and classic business cases can be consolidated to create an intelligent educational scenario that combines theory, practice, and innovation[6]. On one hand, classroom teaching relies on the smart education platform for virtual simulation training, systematically explaining practical knowledge such as intelligent manufacturing and digital marketing; on the other hand, a dual-mentor system involving both school and enterprise is implemented, where enterprise engineers and professional teachers jointly guide students in completing practical projects like optimizing smart production lines and promoting new energy vehicles in the market. In the construction of the school-enterprise collaborative practice system, the School of Electronic and Electrical Engineering at Shangqiu Normal University has established a training base with Chery Automobile Co., Ltd., regularly organizing students to visit intelligent manufacturing workshops to observe industrial robot cluster operations. Most students participating in this project have gained a deep understanding of the collaborative operation logic of intelligent equipment, significantly improving their learning efficiency. This progressive practical training, from real-world perception to knowledge application, enables students to not only understand the principles of fully automated production lines but also to analyze equipment energy consumption data in

real-time through the smart education platform, achieving a qualitative leap from job cognition to innovation capability.

### **3.3 Paradigm Upgrading of Case Teaching in Smart Education**

By introducing real car marketing cases, students can analyze, discuss, and solve problems [7]. This teaching method helps students better understand theoretical knowledge and enhances their ability to analyze and solve problems. However, traditional case teaching is limited by static text and one-way lectures, while smart education technology can transform classic cases into dynamic learning environments. For example, the Tesla pricing strategy case can be enriched with real-time sales data, social media sentiment heat maps, and other data to form an evolving teaching case library. When teaching SWOT strategies, for instance, the strengths and weaknesses of Volkswagen, along with the opportunities and challenges it faces, can be analyzed through relevant data to help students deepen their understanding and application of the SWOT strategy.

### **3.4 Through Intelligent Teaching, the Real Scene is Simulated to Improve the Learning Experience**

By simulating car sales scenarios, students take on different roles to perform mock performances. This teaching method helps students gain a deeper understanding of the car sales process and customer needs, enhancing their communication skills and adaptability [8]. By integrating virtual simulation with scenario modeling, VR/AR technology is used to create a virtual 4S store environment. Students complete tasks such as customer reception, product display, and introduction through role-playing, with real-time feedback on communication effectiveness provided by the system.

## **4. Initial Results and Existing Problems of Curriculum Reform of Automobile Marketing Under the Background of Intelligent Teaching.**

### **4.1 Initial Results**

It has increased students' interest and enthusiasm in learning. The application of the smart teaching platform has significantly

enhanced the learning interest and enthusiasm of students majoring in automotive marketing. It has established a modern teaching model with "three-in-one" integration, creating a complete teaching loop of "resource cloud library—personalized learning—practical simulation." This innovative teaching model has brought about significant educational outcomes, changing students' learning motivation from "passive acceptance" to "active exploration." At the same time, through the use of the smart teaching platform, students can learn automotive marketing knowledge more flexibly. The rich online learning resources and personalized learning methods on the platform have stimulated students' interest and enthusiasm in learning. By increasing online learning and practical components, students have broadened their knowledge base and gained a deeper understanding of the automotive industry and market.

Enhanced students' ability to connect theory with practice. The deep application of intelligent teaching models has systematically improved the ability of automotive marketing students to link theory with practice. By integrating theoretical knowledge with practical production, students can better understand theoretical concepts. Through practical projects, they gain a deeper understanding of the actual operations in automotive marketing, thereby enhancing their ability to connect theory with practice. Methods such as group discussion and case-based teaching have also improved students' teamwork skills and their ability to solve practical problems.

Improved students' overall quality. By adopting flipped classrooms and task-driven teaching methods, students can more actively participate in class activities, fostering their self-learning abilities and teamwork skills. Their practical operational skills and innovation capabilities have also been enhanced. Students can better grasp and apply theoretical knowledge, and can flexibly apply it according to actual situations. At the same time, through school-enterprise cooperation, students can better understand the needs of enterprise development, further improving their overall quality.

### **4.2 Existing Problems**

Students' learning habits and abilities need improvement. Some students have become accustomed to traditional learning methods and require time to adapt to new smart teaching approaches. At the same time, some students have relatively weaker learning abilities and need more guidance and support. They need to gradually change their learning habits and adapt to new teaching methods. Additionally, teachers' information technology skills need further enhancement; smart teaching requires teachers to possess certain IT capabilities, such as creating online courses and using online platforms.

The quality and effectiveness of teaching practices need improvement. Although efforts have been made to integrate theoretical knowledge with practical production, the quality and effectiveness of practical projects still require further enhancement. Some practical projects are not closely aligned with real-world scenarios, leading to less than ideal outcomes for students.

The cooperation mode and depth between schools and enterprises need to be strengthened. Although the cooperation with enterprises has been tried out at present, the cooperation mode and content still need to be further strengthened. Some cooperation only stays at the surface level and does not go into the actual operation process of enterprises, resulting in less than ideal practical effect for students.

## **5. Conclusion**

Through the exploration and research of teaching reform in automotive marketing courses under the background of smart education, it has been found that smart teaching methods have significant advantages in enhancing students' overall qualities and abilities. However, there are also some issues that need further resolution. In the future, we will continue to strengthen research and practice of smart teaching methods, further improve teaching quality and effectiveness, cultivate students' comprehensive qualities and professional technical skills, and nurture more outstanding talents for the country's automotive industry. At the same time, we will

also increase cooperation with enterprises, delve into their production processes, and provide students with more practical opportunities and experiences.

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