

## *Retraction*

# **Retracted: An Intelligent Teaching Strategy of Cross-Cultural Business Communication Course Based on Big Data**

## **Security and Communication Networks**

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*Security and Communication Networks* has retracted the article titled “An Intelligent Teaching Strategy of Cross-Cultural Business Communication Course Based on Big Data” [1] due to concerns that the peer review process has been compromised.

Following an investigation conducted by the Hindawi Research Integrity team [2], significant concerns were identified with the peer reviewers assigned to this article; the investigation has concluded that the peer review process was compromised. We therefore can no longer trust the peer review process, and the article is being retracted with the agreement of the Editorial Board.

## **References**

- [1] Y. Gao and F. Latif, “An Intelligent Teaching Strategy of Cross-Cultural Business Communication Course Based on Big Data,” *Security and Communication Networks*, vol. 2022, Article ID 9809952, 9 pages, 2022.
- [2] L. Ferguson, “Advancing Research Integrity Collaboratively and with Vigour,” 2022, <https://www.hindawi.com/post/advancing-research-integrity-collaboratively-and-vigour/>.

## Research Article

# An Intelligent Teaching Strategy of Cross-Cultural Business Communication Course Based on Big Data

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The Internet's growth has opened up new avenues for educational reform, and educational informatization has shifted the traditional classroom-teaching model. Teachers' teaching techniques have changed dramatically because of the introduction of a variety of new mobile intelligent terminals to the campus and classroom. This paper examines the design content of intelligent teaching methods against the backdrop of big data, using a cross-cultural business communication course as an example to reform the classroom-teaching mode, with the goal of resolving the current classroom-teaching dilemma and improving teaching effectiveness through the new intelligent teaching mode.

## 1. Introduction

Communication is a process in which people convey information and meaning through systematic symbols and behaviors. It is one of the most basic practical activities of human beings. Having good communication skills is of great practical significance. First of all, in order to improve the competitiveness and make the operation of the enterprise more efficient, the enterprise will try its best to reduce the expenditure and reduce the scale and level of management, which requires employees to have various qualities, especially the ability to communicate well between colleagues and customers [1]. Secondly, the pace of globalization has strengthened international economic exchanges and cooperation. In order to better realize the optimal allocation of resources, many multinational companies have emerged, which requires employees to have the ability of teamwork and respect and understanding of multiculturalism, which is also the basic quality of qualified business communicators. Finally, due to the development of electronic information technology, communication channels have been further

expanded. For example, the popularity of fax, e-mail, network instant chat tools, and other technologies has higher requirements for the quality of business communicators [2]. Therefore, in the process of setting up relevant subjects in colleges and universities, the course of cross-cultural business communication is getting more and more attention. Although the teaching year is short and the range is too wide, there is not a good teaching system. But in the practical application, cross-cultural business communication course is involved in all aspects of the face of the actual business work after a very important guiding role [3].

Combined with the Internet, this paper proposes an intelligent teaching method of cross-cultural business communication course under the background of big data. Through the deep integration of Internet and education, this method forms a new architecture, so that  $1 + 1$  is no longer equal to 2. Through the sharing of resources and the superposition of advantages, we can promote the integrated development, collaborative development, and balanced development of teaching reform and seek the agglomeration efficiency of  $1 + 1 > 2$ .

## 2. Research on Intelligent Teaching Method of Intercultural Business Communication Course

Teaching mode is a favorable auxiliary teaching method for teachers in the process of teaching activities. Each teaching mode is a part of the teaching process, suitable for specific learning types, and the purpose is to achieve specific learning objectives and tasks [4]. The ability of teachers to use teaching mode determines the improvement of students' learning ability. There are many types of teaching models, and different teaching models are based on different learning theories and teaching value orientation [5]. Intelligent teaching is a new direction of classroom-teaching mode in school teaching under the extension of the concept of intelligent education. The value orientation of intelligent teaching mode is to improve the students' problem-solving ability and cultivate intelligent creative thinking by building personalized and digital classroom learning environment.

B. Joyce and M. Weil of the United States believe that the teaching mode consists of five elements, namely: theoretical basis, teaching activities, realization conditions, teaching objectives, and teaching evaluation. Teaching mode is the reflection of teaching theory and the norm of teaching behavior supported by certain theories. Teaching objectives restrict the process of teaching activities, and the realization conditions include personnel elements, information elements, material elements, and other elements that make the teaching mode work. The teaching activities stipulate different teaching process and sequence. Teaching evaluation is a measure of whether teaching objectives are achieved after the completion of teaching tasks [6]. The five elements are interrelated to form the teaching mode.

The design of intelligent teaching method is based on the research of relevant scholars, referring to Joyce and Weil's point of view, and is designed from five elements. Figure 1 lists the design plan of intelligent teaching method under Internet plus thinking.

This chapter focuses on the teaching objectives, realization conditions, teaching activities, and teaching evaluation of intelligent teaching mode as Figure 1.

**2.1. Realization Conditions.** The realization conditions include the personnel, information, material, and other conditions involved in intelligent teaching to promote the effective occurrence of teaching. In the third chapter, the author analyzes the characteristics of the four components, namely, teachers, students, information, and material elements. This section mainly discusses the information and material elements of intelligent teaching [7].

**2.1.1. Intelligent Teaching Environment.** Intelligent teaching environment is the basis of intelligent education, which mainly refers to the intelligent classroom that meets the conditions of intelligent teaching. The traditional classroom environment is mainly composed of teachers, students, blackboard, and chalk. With the development of education

informatization, the traditional classroom environment has evolved into teachers, students, blackboard, chalk, and multimedia equipment [8]. In the traditional classroom, humanistic environment is the main factor to promote intelligent teaching. Teachers affect students' cognition, emotion, and will. The simplicity of physical environment does not affect the production of humanistic intelligence.

With the development of big data, rich media, and other technologies, the teaching environment in line with the development requirements of the times has been replaced by the intelligent classroom jointly built by electronic whiteboard, multiscreen display equipment, computer terminal equipment, etc. Visually, the intelligent classroom is convenient for students to learn knowledge better, and students can draw mind maps and take notes at any time by using the equipment at hand. From the auditory effect, the noise reduction of the intelligent classroom creates a good interaction space for teachers and students. In terms of equipment layout, the mobile table and chair equipment can meet various teaching organization forms. According to different organizational forms, timely setting of classroom seat layout, wireless network coverage, teacher-student interaction system, situational awareness, and other devices make it easier to obtain learning resources, make learning behavior more intelligent, and make intelligence produce simultaneously in intelligent environment and humanistic environment [9].

**2.1.2. Teaching Resource Base.** High-quality teaching resource database is the key factor of intelligent teaching. The teaching resource database includes curriculum standards, online courses, digital teaching materials, exercise database, etc., and it also includes teaching dynamic data and teaching management information. A perfect teaching resource database is the basic support condition for intelligent teaching and learning [10]. High-quality learning resources are the guarantee of the implementation of intelligent teaching. What kind of learning resources are high-quality resources, or what are intelligent learning resources? This study believes that intelligent learning resources should have the characteristics of compatibility, easy access, generation, interest, etc. in the intelligent environment; this kind of resources can be intelligently pushed and contextaware. Compatibility means that the format of learning resources can adapt to the system of students' different electronic devices, and accessibility means that learners can easily meet their learning needs when they have needs. Generative learning resources refer to the resources that learning information can be shared, discussed, and recreated by learners. Interest is mainly for teaching videos. The presentation form of teaching videos should be as interesting and memorable as possible.

Interesting teaching videos can ensure the enthusiasm of teaching, and the content that can be remembered can reduce the cognitive complexity of students [11].

**2.1.3. Education Information Learning Platform and Electronic Terminal Equipment.** Learning platform is the support of intelligent teaching process and the carrier of

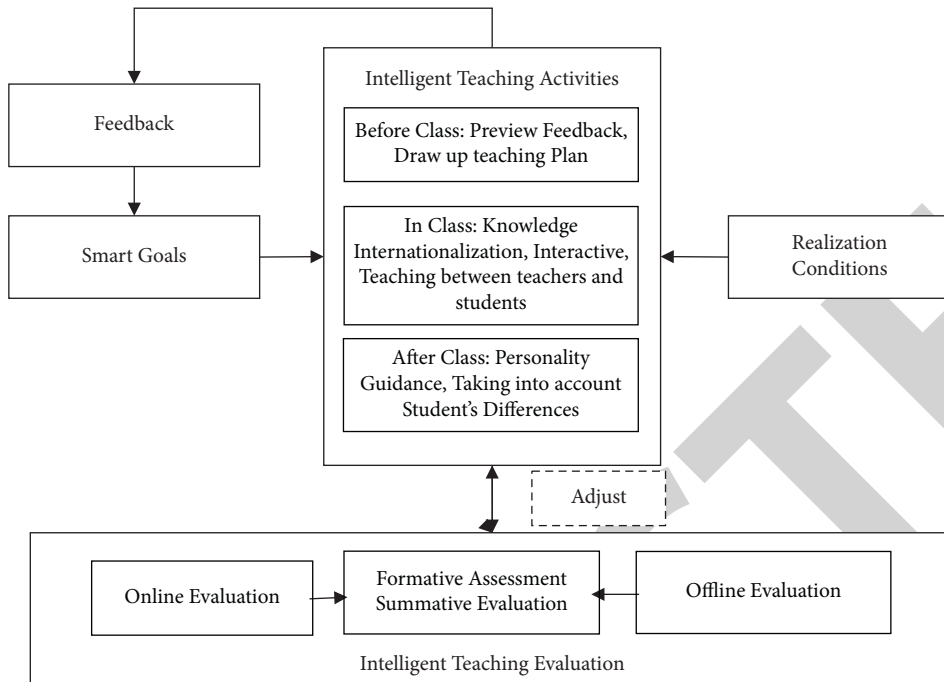


FIGURE 1: Design of intelligent teaching method.

teaching information. Connect the whole process of intelligent teaching, and assist in resource sharing, timely interaction, task publishing, collaborative learning, and other teaching activities. Rely on the software platform, through efficient interaction in the classroom, automatic sending and receiving and correcting homework, personalized hierarchical teaching, students' learning situation evaluation, growth track record, education big data analysis, profound changes in school teaching and learning methods, throughout all aspects of learning, covering the whole learning environment [12].

Common electronic terminal devices include PC, iPad, smart phone, etc. Compared with PC, mobile terminal integrates processor, memory, input, and output, so it has the advantage of lightweight and easy to carry. The application based on major operating systems involves education, entertainment, communication, and other aspects and can meet the needs of all parties. Mobile terminal devices, especially smart phones, are widely owned in the crowd, so the support of terminal devices in this mode is mainly mobile terminals.

**2.1.4. Intelligent Learning Technology.** In the traditional classroom, due to the lack of technology, teachers cannot track teaching data and can only rely on teaching experience to make judgments. In the intelligent teaching, intelligent learning technology is the guarantee of teaching activities, teaching decisions, and teaching management to achieve intellectualization and is also the inevitable choice of "Internet plus" thinking and education and teaching. At present, intelligent learning technology mainly includes big data, context awareness, artificial intelligence, learning analysis, and so on. A large amount of data is generated in

teaching, and big data realizes the capture, management, and processing of these data. Learning analysis technology aims at enhancing learning, providing personalized learning for learners by integrating learning data, and providing targeted teaching suggestions for teachers by integrating teaching data [13]. The higher the dependence of intelligent teaching on technology, the more it can support learners' autonomous learning and mass creative learning needs, so that intelligent teaching can change from digital to intelligent.

**2.2. Intelligent Teaching Objectives.** In real life, people are engaged in various activities, i.e., are purposeful. Before engaging in activities, we will imagine the possible situation and expected results in the mind, and in a sense, it has certain behavioral guidance function. This is also true in teaching activities. The teaching goal exists before teaching activities, and it is a kind of conception and expectation for the teaching workers for the results of teaching activities. The ultimate goal of intelligent teaching is to promote the generation of students' intelligence through intelligent teaching and train them to become intelligent talents. The discussion on intelligent teaching objectives is divided into three parts, the total goal, the three-dimensional goal, and the specific goal. The relationship between them is shown in Figure 2.

**2.2.1. General Goal.** The generation of students' intelligence is a long-term and implicit process. From the perspective of the relationship between the subject and the object, the growth of human intelligence includes three aspects: the subjective understanding and grasp of the external world by the subject (i.e., rational intelligence), the active

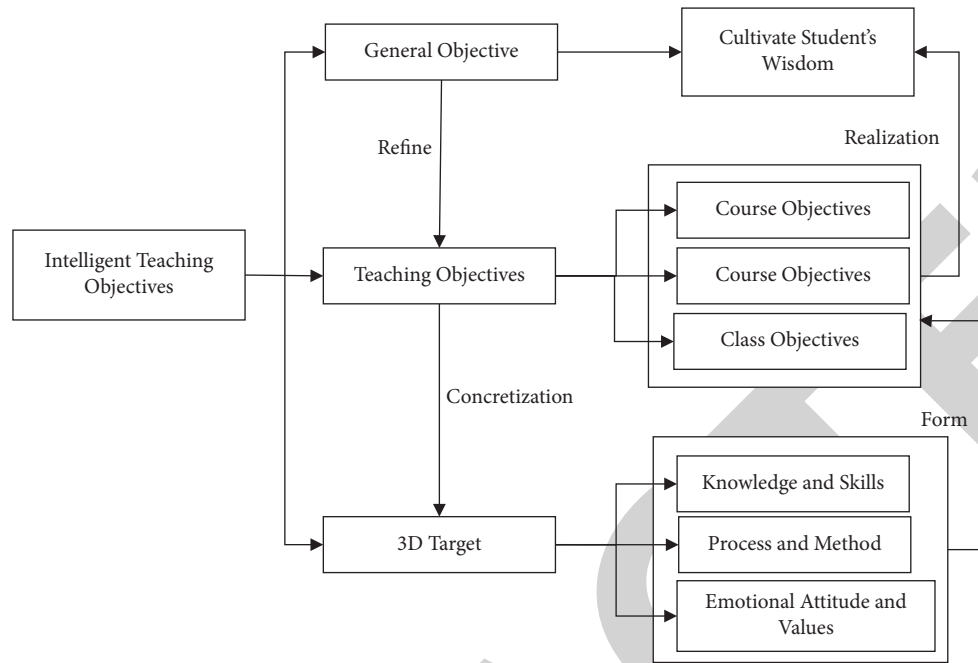


FIGURE 2: Relationship among general goal, three-dimensional goal, and specific goal.

transformation of the external world by the subject (i.e., practical intelligence), and the understanding and grasp of the external world and the relationship between the subject and the world (i.e., value intelligence). Intelligent teaching is different from the past classroom, its purpose is to guide students to learn from the simple to the deep and cultivate students' learning ability, and the most important thing is to promote students' creative learning and ultimately achieve the goal of enlightening students' mind and promoting students' intelligent growth. Intelligent teaching can be said to be a combination of multiple intelligences, including virtue intelligence, rational intelligence, practical intelligence, value intelligence, etc. In short, intelligent teaching is a kind of active classroom full of creative spirit, which is accompanied by intellectuality and rationality, science and humanities, theory and practice, and technology promoting intelligent generation [14].

**2.2.2. Teaching Goal.** Teaching goal, also known as learning goal, is the starting point and destination of students' learning, determines the direction of teaching, and guides students' learning behavior [15]. We should design learning activities and evaluate learning results based on learning objectives. Learning objectives, like learning content, have a hierarchical structure, including curriculum objectives, unit objectives, and class objectives [16]. Curriculum goal refers to the goal that students need to achieve after the end of the whole course, involving moral, intellectual, physical, aesthetic, and labor and other macroaspects. Unit goal is a subgoal after the subdivision of curriculum goal, which specifies what students should learn after the end of each unit, and specifically involves the level of learners' cognition, motor skills, and emotion. Class goal is the subgoal of the unit goal, detailed to the knowledge point of each class.

There are many ways to represent learning goals. At present, bloom and Gagne's classification theory of learning goals are widely accepted. Bloom classifies learning objectives mainly from the perspective of form, while Gagne classifies learning objectives mainly from the perspective of content. The purpose of this study is to show that different learning outcomes have different learning conditions. The learning outcomes are speech information, intelligent skills, cognitive strategies, attitudes, and motor skills. The first three belong to the cognitive field. In the field of cognition, verbal information refers to the knowledge that can be expressed by linguistic symbols, which can be divided into three categories: symbolic memory, factual knowledge, and organized knowledge. Intelligent skills refer to the ability to use symbols to interact with the outside world, which can be divided into four categories: identification, concept, rule, and advanced rule (problem-solving). Cognitive strategy refers to the various ways in which learners control the learning process. Movement skill refers to the ability to coordinate one's own movement according to certain rules acquired through practice. Attitude refers to the acquired emotional reactions to people, things, and so on. For college students, it mainly refers to the various emotional reactions to learning.

**2.2.3. Three-Dimensional Goal.** The presupposition of intelligent teaching objectives should conform to the Trinity curriculum objectives proposed by the new curriculum reform, namely, knowledge and skills, process and method, emotional attitude, and values. The specific meaning is shown in Table 1. When designing objectives, teaching implementers should be good at making use of the favorable environment of intelligent teaching, design specific learning objectives according to the characteristics of each class's

TABLE 1: Specific meaning of 3D target.

3D target	Specific meaning
Knowledge and skills	Declarative knowledge and procedural knowledge Information collection and processing ability, innovation ability, practical ability, lifelong learning ability
Process and method	Experience in the process of learning and teaching Autonomous learning, cooperative learning, and inquiry learning
Emotional attitude and values	Learning interest, learning attitude, scientific attitude, and life attitude Personal value and social value, scientific value, and humanistic value

teaching content, and properly integrate three-dimensional objectives into the process of intelligent learning in the intelligent teaching environment.

*2.3. Design of Intelligent Teaching Activities.* Teaching activities can be understood as the sum of teachers' and students' behaviors in order to achieve a certain teaching goal in a certain situation. In the construction of intelligent teaching, the design of teaching activities is the most important, which is the practice guide of intelligent teaching in practice. Intelligent teaching activity design integrates teachers' teaching and students' learning. With the support of information platform, intelligent teaching activities are designed from the whole process of before class, in class, and after class [17].

*2.3.1. Before Class: Preview Feedback and Draw Up Teaching Plan.* In the process of preclass preview, teachers can analyze the learning situation according to the students already mastered and check the master of the relevant basic knowledge of the students in the past. According to the results of student characteristics analysis, teachers make the preview content and choose the appropriate way to push the preview data. Students complete the preview task according to the resources pushed by the teachers and give feedback of the unsolved problems to the teachers. The teacher will draw up the teaching plan according to the students' preview results.

*2.3.2. In Class: Knowledge Internalization, Interactive Teaching between Teachers and Students.* In the traditional classroom, knowledge is a top-down indoctrination relationship. In this case, teachers' pay more attention to the progress of teaching, ignoring the development of students. Students are bound by the authority of teachers, they are in a state of depression in the development of thinking and expression of views, the classroom atmosphere is relatively indifferent, and there is a lack of effective communication between teachers and students. In intelligent teaching, teachers no longer appear as the authority of knowledge in the classroom, but as the learning partners of students. Students are the main body with their own learning views. Teachers and students explore knowledge together and develop their ability. The relationship between teachers and students is an interactive teaching relationship, and the students' main position and main role are respected. The words and thoughts between teachers and students, students and students communicate

with each other. The free atmosphere permeates every corner of the classroom. More inspiration and sparks of creation are collided out. The integration of life and the development of intelligence are achieved here. Teaching activities in intelligent teaching class mainly adopt the "5+5" teaching process structure, including five stages of teachers and students, namely, cooperation and mutual learning, difficult breakthrough, creating situation, assigning new tasks, cooperative exploration, classroom testing, practice consolidation, real-time comments, and self-reflection [18].

*2.3.3. After Class: Personality Guidance, Taking Into Account Students' Differences.* In the traditional classroom, the teacher will arrange the homework uniformly after class. The students finish the homework independently at home or school after class. The next class or the time specified by the teacher will give the homework to the class representative. The class representative will give the homework to the teacher after completing the task. The teacher will finish the homework after receiving the homework and then wait until the next class to give feedback about the homework correction results to the students. It takes at least two to three days for students to get feedback from receiving the assignment to completing the assignment. The feedback time is obviously too long, and there is no way to strengthen it in time. Traditional classroom is more of a model; it is difficult to take into account the differences between students, let alone personalized teaching. In intelligent teaching, teachers can design and implement personalized tutoring activities according to students' different levels and personalized characteristics by virtue of the strong technical advantages of intelligent teaching information platform, so that different students can get different guidance from teachers according to their learning level and learning basis. This increases the pertinence of students to consolidate their knowledge, increases their spare time, reduces the amount of homework, and improves the efficiency of personalized teaching guidance.

*2.4. Intelligent Teaching Evaluation.* Teaching evaluation refers to the process of collecting and analyzing the relevant data and information generated in the teaching process according to certain teaching objectives, so as to make value judgments on the teaching effect, learners' learning attitude, and behavior [19]. As the feedback mechanism of the whole learning system, teaching evaluation plays an important role in the learning process. The purpose of teaching evaluation, on the one hand, is to check the results of learning activities

and, on the other hand, is to motivate learners. As the last link of teaching mode, teaching evaluation is very important. Good teaching evaluation design can guide learners' learning activities. The results of data analysis remind learners to make relevant adjustments to make learning activities more efficient. Under the background of the new curriculum reform, teaching evaluation must reform the traditional teaching evaluation in order to truly reflect the dominant position of students and take students' all-round development as the foundation. The evaluation thought of intelligent teaching evaluation is to evaluate the teacher's "teaching" based on the students' "learning," that is, the thought of teaching based on learning. In the intelligent teaching mode, students' learning is divided into extra-curricular and in class, extracurricular learning is mainly online platform learning, and in class is mainly offline classroom learning. At present, the curriculum evaluation of college students is mainly a combination of formative evaluation and summative evaluation. Formative assessment mainly comes from students' homework and classroom attendance, which is lack of effectiveness and rationality, resulting in students' lack of attention to their usual learning, and students only review in the near term, which leads to poor learning effect. Compared with the single teaching evaluation, the intelligent teaching mode adopts the method of multiple evaluation, that is, multiple evaluation subjects, multiple evaluation methods, and multiple evaluation contents, so as to give full play to its incentive and guidance functions. The traditional evaluation method is single and one-sided, which cannot comprehensively evaluate the learning effect of students. The evaluation of intelligent teaching learning will be designed from online evaluation and offline evaluation [20].

**2.4.1. Online Evaluation.** In the process of online learning with smart phones, students will leave a lot of data about learning behavior, learning preferences, learning habits, and so on, which can be said to be the information assets of each student. The behavior data recorded by the learning platform is an important basis for online learning evaluation. The specific evaluation indexes are shown in Table 2.

**2.4.2. Offline Evaluation.** Offline evaluation refers to a series of evaluation of students' learning behavior in the physical classroom. Classroom teaching is based on the traditional classroom environment, including a series of learning activities, such as teacher teaching, problem exploration, group cooperation to solve problems, showing results, teacher comments, and so on. Offline evaluation is an important part of teaching evaluation based on intelligent teaching, which mainly includes students' classroom learning status, self-evaluation, and learning outcomes. Learning state is embodied in students' communication state, emotional state, attention state, thinking state, and result state in class. Self-evaluation refers to the objective evaluation of one's own learning process. Learning outcomes include students' works, assignments, and test results. The specific evaluation indexes are shown in Table 3.

TABLE 2: Online evaluation index system.

First-level indicators	Secondary indicators	Third-level indicators
Before class	Learning attitude	Preview
		Learning experience
In class	Learning engagement	Attendance
		Classroom test
After class	Learning effect	Teacher-student interaction
		Chapter assignment
		Final test

TABLE 3: Offline evaluation index system.

First-level indicators	Secondary indicators
Communication status	Communication between teachers and students
	Student exchange
Result status	Learning outcomes
Emotional state	Emotion in learning process
Attention state	Attention retention
Thinking state	Classroom thinking
Learning outcomes	Final exam, course assignment, or work
Self-evaluation	Evaluation scale

**2.4.3. Evaluation Method.** The entropy weight method is selected to calculate the index weight. According to the characteristics of information entropy, it can be used to measure the degree of dispersion of an index. The greater the degree of dispersion of an index, the greater the impact of the index on the comprehensive evaluation and the greater the weight. Entropy weight method is an objective assignment method which depends on the discreteness of the data itself. It is used to score the samples comprehensively in combination with a variety of indicators to realize the comparison between samples. The specific process is as follows:

When  $n$  samples and  $m$  indexes are determined,  $X_{ij}$  is the value of the  $j$ -th index of the  $i$ -th sample ( $i = 1, 2, \dots, n; j = 1, 2, \dots, m$ ).

*Step 1.* Normalization of indicators.

$$\begin{aligned} \text{Positive indicators } X'_{ij} &= \frac{X_{ij} - \min}{\max - \min}, \\ \text{Negative indicators } X'_{ij} &= \frac{\max - X_{ij}}{\max - \min}. \end{aligned} \quad (1)$$

In the formula,  $X'_{ij}$  is the normalized index;  $\max$  is the maximum value of the index set;  $\min$  is the minimum value of indicator set [21].

*Step 2.* Calculate the proportion of the  $i$ -th sample value under the  $j$ -th index in the index.

$$e_{ij} = \frac{X_{ij}}{\sum_{k=1}^n X_{kj}}. \quad (2)$$

Step 3. Determine the entropy value of index  $j$ .

$$f_j = -k \sum_{i=1}^n e_{ij} \ln(e_{ij}). \quad (3)$$

In the formula,  $k = 1/\ln(n) \bullet 0$ ,  $f_j \geq 0$ .

Step 4. Calculate the information entropy redundancy.

$$g_j = 1 - f_j. \quad (4)$$

Step 5. Calculate the weight of each index.

$$h_j = \frac{g_j}{\sum_{j=1}^n g_j}. \quad (5)$$

Step 6. Calculate the comprehensive score of each sample.

$$Q_i = \sum_{j=1}^m h_j e_{ij}. \quad (6)$$

### 3. Application of Intelligent Teaching Method

#### 3.1. Curriculum Analysis

**3.1.1. Problems Faced by Traditional Lecture Courses.** Cross-cultural business communication course is a professional elective course in many business colleges, and the teaching form in most colleges is still the traditional classroom-teaching mode. Of course, it has a certain relationship with the professional teachers, hardware conditions, and teachers' concept. At this stage, the emergence of mobile phones has become one of the biggest obstacles in classroom teaching. Students have changed from listening up to listening down in the past, and the teaching effect is difficult to guarantee. In this paper, with the help of the Internet, with the help of intelligent mobile terminals, applied to the intelligent teaching mode for teaching reform, we hope to achieve better teaching effect.

**3.1.2. Solutions.** In view of the problems of traditional teaching style classroom, the application of intelligent teaching mode is carried out in order to improve the current teaching situation and bring new choices to teachers and students. The subjects of this study are 38 foreign trade majors of a business college in 2018. The intercultural business communication course is an elective course for foreign trade majors in the first semester of their senior year, with 2 class hours per week and 15 weeks of teaching. The intelligent teaching mode is introduced into the course of cross-cultural business communication, which makes full use of the two stages before and after class to encourage students to change from passive learning to autonomous learning and from teachers' teaching to practical operation. The course of intercultural business communication tends to be practical, which encourages students to design the course by themselves.

#### 3.2. Curriculum Platform and Resources

**3.2.1. Introduction of Course Support Platform and Its Functions.** Due to the promotion of blue ink cloud class intelligent teaching platform in our college, it is applied to classroom teaching, so that teachers and students can have a new classroom experience. We should turn mobile phones into learning tools in class. The blue ink cloud class provides free auxiliary teaching platform for teachers and students. In the teacher port, the teacher will automatically generate the class number after creating the course, and the students can input the class number to join the class through the mobile phone. Teachers can insert ppt courseware, share links, assign assignments, and preview questions. At the same time, all the students' learning behavior data can be collected in time and be collected completely to help teachers quantify the students' learning effect. The course also introduces the communication simulation platform, through which teachers assign students transaction account numbers, login passwords, and communication topics. Students can log on their own student interface to conduct simulated business communication.

**3.2.2. Curriculum Learning Resources.** Through the blue ink cloud class platform course learning resources are mainly teachers' courseware and online courses. Students can preview before class and review and consolidate related courses at any time after class through the blue ink cloud class platform. The first chapter of cross-cultural business communication course recommends students to watch the movie "intimate enemy" involving "business negotiation." The teacher inserts a network video link into the teacher's port, and after the successful push, students can watch it on the mobile phone.

#### 3.3. Implementation Process

##### 3.3.1. Preparation for Teaching

(1) **Student Analysis.** The design of intelligent teaching mode is to change students' learning style and improve learning efficiency. Most of the students hope that teachers can add case teaching content in the teaching content, better understand the theoretical content in the case, and master the relevant operation steps. However, most students think that learning this course is the arrangement of the school syllabus and have to accept it. Their motivation is to get credits, so their motivation is weak. Therefore, the reform of teaching mode is imperative.

(2) **Learning Content Analysis.** The course name is cross-cultural business communication. The opening of domestic financial market, the continuous expansion of market scale, the growth of traditional business, and the expansion of innovative business have become the focus of the development of various industries in the new era. The cross-cultural business communication professional high-quality talents have a huge demand, due to the frequent flow of



talents, making the current type of talents highlight a huge gap. This course takes “cross-cultural business communication course” as the textbook, which is the “12th Five Year Plan” textbook for application-oriented universities, with the characteristics of wide application, strong applicability, and employment orientation.

There are 9 training projects in this book. The training items 1 and 2 are part of practice preparation, mainly including downloading and installing the software of cross-cultural business communication system. The training project 3 ~ 5 is part of software operation, mainly using communication software for business communication. The training project 6 ~ 9 is a part of comprehensive training. Students can simulate the actual combat of business negotiation through the analysis of communication topics and learning analysis methods.

(3) *Analysis of Learning Objectives.* According to the hierarchical structure, learning objectives are divided into three levels: general objectives, unit chapter objectives, and class hour objectives. The goal of intercultural business communication course is as follows: through the study of this course, students can have strong oral communication ability and turn classroom teaching into practical preparation.

3.3.2. *Teaching Activities.* According to the innovative learning mode, this paper makes a detailed design of the innovative learning activities of the intercultural business communication course. The course implementation process should include three links: preclass preview, classroom interaction, and after class practice.

Preparation stage: First of all, teachers should recommend the use of blue ink cloud class app and Zhisheng cloud network platform to students, introduce the functions and operation of the platform to students, and be familiar with new learning methods. Secondly, the teacher creates a class named intercultural business communication in the blue ink cloud class and generates a class number after the class is created. After downloading the blue ink cloud app, students fill in their personal information and set the real name system to facilitate the management of teachers. After entering the class number and joining the course, students can see online resources such as preview content and after-school exercises published by teachers in their own app. On the teacher side of blue ink cloud platform, check the students who have joined the class, and carry out such operations as invitation, permission, management, and exit.

On the teacher side of Zhisheng cloud platform, teachers can create classes in student management, which will be given student accounts, passwords, and initial funds. Students log in to the student end, can query the market in real time, and conduct business negotiation simulation operation, and teachers can check the students' communication situation in real time and comment at any time.

The specific implementation stages: First, preview before class: In the preclass preview stage, teachers can make preview content through PC and can publish courseware regularly or in real time to students. In the preclass stage,

students can download the preview courseware or watch the teaching video to understand the learning content and focus on and record the content they do not understand, so that they can have a targeted learning in the classroom teaching and ask the teacher to discuss the key content at any time. For some small problems that can be solved online, you can ask the teacher for advice at any time, which is really not limited by the time and place. But it also increases the workload of teachers. Secondly, classroom interaction: In the process of classroom teaching, the teacher's teaching and the students' passive listening are the same as the traditional teaching mode. Intelligent teaching focuses on classroom interaction; especially in the cross-cultural business communication class, students' communication and expression can be timely pushed to the teacher's platform. Teachers can understand students' operation in time and make comments accordingly. Finally, practice after class: After class practice is to consolidate the learning effect. Practice is the only criterion to test truth, especially oral communication. Zhisheng cloud platform can be an online learning platform, an interactive platform in class, and also a platform for practice after class. Adjust at any time according to the actual situation. At the same time, blue ink cloud class is also the main place for after-school learning activities. After class exercises are made by the teacher through the PC terminal, and then the homework is released and tasks are arranged through the blue ink cloud class platform. After the release, the students will receive the homework reminder in real time and click to enter the question making process.

3.3.3. *Teaching Evaluation.* Teaching evaluation includes process evaluation and result evaluation. Process evaluation mainly includes the completion of preclass learning tasks, classroom performance, students' attendance, and the completion of small tests. The evaluation of learning results includes the final examination and the completion of communication. Of course, it also includes the learning effect obtained through big data. The background can regularly remind teachers of students' login and learning effect, so that teachers can change teaching methods and supervise students who fail to meet the standard at any time.

## 4. Conclusion

With the continuous development of the times and the continuous progress of information technology, it not only affects today's economic development and social life, but also profoundly affects our education and injects fresh blood into education. Education continues to absorb modern information technology, especially the new generation of information technology such as big data and mobile Internet, to make classroom teaching more intelligent. Intelligent teaching has become a new hot issue in the current school information teaching. Intelligent teaching is the inevitable development of the times. It is an irresistible trend to introduce intelligent teaching into the cross-cultural business communication course.

Although intelligent teaching is emerging in recent years, its teaching mode is not perfect, but there are still many problems that have not been solved. But it conforms to the trend of the call for education informatization and the requirement of talent training. This makes the author believe that intelligent classroom will have a great development space in the future, and its application in various disciplines teaching will be more and more popular.

Due to my limited ability and lack of teaching experience, there are many deficiencies in this paper. In the future study and teaching career, we will further explore the intelligent teaching mode, in order to provide reference for the development of various subjects teaching.

## Data Availability

Data are available on request.

## Conflicts of Interest

The authors declare that they have no conflicts of interest.

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