Analysis of the Function Mechanism of Incentive Education in the Class Management of Colleges and Universities

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\textbf{Abstract:} In the process of class management in Colleges and universities, the reasonable use of incentive education means can mobilize the enthusiasm and internal drive of college students, and serve the realization of the desired goal. The process of its mechanism is not only the automatic, orderly and linked operation process of the class, but also the circulation process of students' personality, ability, personality and other independent development. In this process, counselors and students, and students interact with each other through incentive factors to form a virtuous development cycle of individuals or groups, and then achieve the development goals of classes and individuals.

Incentive education, from the psychological point of view, is a psychological process that motivates students' motivation and makes them full of enthusiasm. In the class management of colleges and universities in China, the rational use of incentive education can mobilize the enthusiasm of students and generate internal driving force, and serve to achieve the desired goal. So, how does the mechanism of incentive education happen and how does it manifest in the class management of colleges and universities? According to the general definition of incentive education and the reality of class management in Colleges and universities, it can be judged that the incentive education mechanism in class management in Colleges and universities refers to the reasonable and effective use of various incentive measures under the guidance and promotion of counselors in the construction and management process of class collective, through the regulation and operation of class collective and individual students themselves, to make class collective enter into automatic, orderly It is a kind of circulation mode which can promote the development and perfection of students' personality, ability and personality. In this cycle, counselors and students, and students interact with each other through incentive factors to form a virtuous development cycle of individual or collective, and then achieve the class and individual development goals.

1 Theoretical hypothesis of incentive education mechanism

1.1 Class goal and individual identity of College Students

Any organization, manager and organization will have a specific value orientation, that is, the so-called organizational goals. This is no exception in the class management of colleges and universities. In the face of the management norms and class objectives provided by counselors, students tend to present three different attitudes, which are assumed as follows.

- Value identification (approval) \(-\text{A}\)
- General response (indifference) \(-\text{B}\)
- Negation of value (objection) \(-\text{C}\)

1.2 The crux of hindering the realization of class goals

In the class management of colleges and universities, the difference of College Students' attitude towards the class goal is the main crux of realizing the class goal. Therefore, how to make these three types of college students achieve the positive transformation of CBA under the proper incentive education, achieve the overall goal of the class on the basis of individual attitude coordination, and make the individual get the necessary development at the same time is the core problem of the incentive education mechanism.
1.3 The coordination of class goal and individual goal

First of all, in the class management of colleges and universities, the class must have a clear goal, otherwise the incentive education mechanism will not happen; secondly, the class goal must be understood and accepted by students, otherwise it will not be able to implement the incentive; thirdly, the class goal and personal goal must be basically consistent, otherwise, the incentive education will have no realistic basis. In fact, whether it is through the realization of individual goals of college students to promote the achievement of class goals, or through the comparison and pursuit of class goals of college students to achieve the establishment and completion of individual goals, it needs to be based on the individual goals of college students, with class goals as a reference, the coordination of the two is the purpose of incentive education. Therefore, the individual goal direction of college students can only go further if it is consistent with the class goal direction. Otherwise, the larger the angle, the less the benefit.

2 An analysis of the mechanism model of incentive education

2.1 The model of incentive education mechanism

The mechanism model of incentive education is divided into four basic modules: goal planning, behavior selection, evaluation feedback and goal realization, and the barrier factors run through the whole process. Among them, the cycle between the two modules of behavior selection and evaluation feedback is the main link to overcome the obstacles, and also the main link to stimulate the mechanism of education, which is called the external cause cycle. The core mechanism of the whole model is between the two modules of behavior selection and evaluation feedback, that is, CBA positive cycle process, which can be called internal cause cycle.

![Diagram of incentive mechanism model]

2.2 The mechanism and process of stimulating education

The first is goal planning. That is, according to the overall requirements of class management in Colleges and universities and students' personality characteristics, quality, needs, etc., to plan class management objectives, while guiding students to understand the objectives, value orientation, possible rewards and punishments, etc., which is the basis of the role of incentive mechanism.

The second is behavior choice. That is, on the basis of step one, choose the right way to motivate students. Common incentive methods are: praise, reward, recognition, guidance, care, criticism, punishment, etc. The behavior of the students who are encouraged conforms to the above theoretical
hypothesis, either positive, positive (A), dull, negative (B), or disgusted, negative (C). The three states may transform each other. The process from C to B to a is called CBA positive cycle, whereas CBA reverse cycle. It belongs to the part of internal cause and is the key to the role of incentive mechanism. Obviously, CBA positive cycle is conducive to the realization of class goals, while its reverse cycle is not conducive to the realization of class goals.

Here, we call all the factors that are not conducive to the realization of the model objectives as obstacles, which exist in each module of the model. The process of overcoming obstacles is the process of CBA positive cycle and model mechanism playing a role into a virtuous circle.

Again, evaluation feedback. That is, to observe the individual reflection and effect of college students after the implementation of incentive education in time, and to evaluate and feedback. The evaluation feedback is based on whether it is conducive to the realization of the goal. For those that are conducive to the realization of the goal, we judge them as excellent (good); for those that are not, we return to module II and carry out the incentive cycle again until they meet the expectations of the class goal or reach the positive cycle of CBA. This process may require repeated adjustment of incentive strategies and methods, especially focusing on pertinence to ensure the effective play of incentive mechanism.

The last is to achieve the goal. On the basis of the successful completion of step 1, step 2 and step 3, step 4 is the inevitable result. At this time, we can initially see that the good is better, the bad is not bad, and the middle is higher as a whole. The rest of the work can go back to step one on the basis of revising the system and improving the mechanism, which can become a higher starting point and a more comprehensive virtuous circle.

It is worth mentioning that the positive cycle of CBA is the internal cause of the positive operation of the model, and it is also the core part that needs to be promoted repeatedly. The big cycle in the whole incentive process is the logical way to ensure the final realization of the class goal of the model, and the various obstacles in the whole incentive process are the specific problems to be faced and solved by the incentive measures. At the same time, it contradicts but promotes each other with incentive measures. Therefore, it can be said that the process of overcoming obstacles is exactly the process of exerting the mechanism of this model, and its principle coincides with the theory of breaking the upper limit growth.

In addition, according to the actual class management experience in Colleges and universities, in some cases, the planning of objectives is relatively simple and random, especially for individual motivation, which is not necessarily conceived and set systematically, and its effect may only be to highlight and meet the development requirements of students’ individual body, which has little value and significance for the realization of class objectives, but the positive cycle of CBA and As far as the incentive education process itself is concerned, the mechanism for it to play its role has always existed. In other words, in the process of college class management, the model is generally applicable.

3. Application of mechanism model of incentive education

A class growth case of a university in Jiangxi Province:
Communication engineering major, 40 students, the ratio of male and female students is about 1:3, planning growth cycle: 4 years.

3.1 Goal planning
Through understanding the background information of the class group (college entrance examination results, file information, SCL-90, 16PF personality test results of college students, etc.), through preliminary contact and communication, master the basic personality characteristics and behavior characteristics of the students after entering the school, according to the objectives of College Students’ training, combined with the general laws of College Students’ education management, the development of individual students and the overall objectives of the class Make a preliminary judgment.

408
After the preparation of the above materials, combined with the professional characteristics of the class and the personality characteristics of the students, the counselors set the overall development goal of the class: high learning enthusiasm, strong sense of responsibility and collective sense of honor, harmonious relationship between students, coordinated development of morality, intelligence and physical.

3.2 Behavior choice

Through the communication between Counselors and students, on the premise of adhering to the overall goal of the class, combined with the class management system, class committee election and assessment system, dormitory management system, learning system, conditions and procedures for the development of Party members, targeted management requirements and incentive measures are put forward for the class, with special emphasis on positive incentive measures that meet the requirements of the class management goal, such as evaluation and excellence First prize, joining the party, scholarship, personal training and development opportunities.

The results showed that part of the students (9 students) had a warm response to the incentive measures, which was in line with the characteristics of class A; part of the students (24) had a flat response to the interest, which was in line with the characteristics of class B; and part of the students (7 students) showed no interest or even disgust at all, which was in line with the characteristics of class C.

3.3 Evaluation feedback

Evaluation: through the observation of the actual effect, the three types of ABC students show obvious behavioral and psychological differences: Class A students are active, active and strong in learning, collective activities, self-awareness and other aspects, most of them have become the backbone of the class and student associations, with strong organization, coordination and learning ability. The performance of students with class B characteristics is relatively flat, but their self-management ability and learning behavior are acceptable, and there is no obvious behavior against the class management goal. However, in terms of the realization value of the class goal, they are obviously not as good as class A, and there is a large space for extensive motivation. The students with C-type characteristics show an obvious trend of individualization and have their own advantages, but they often have some puzzles and troubles in their study and life, so they need to strengthen targeted motivation.

Feedback: 9 A-class students are in line with the class management objectives, and the evaluation is excellent. Obviously, they have a positive role in promoting the realization of the class objectives. This kind of students should enter the "elite" training and incentive cycle, and can use more positive incentives to make them continuously surpass themselves and develop in all aspects. 16 B-class students also show class a characteristics after effective incentives, which are also classes The achievement of the level management goal has made contributions, and they should also receive regular incentive training. Another 8 B-class students have gradually realized the positive cycle of CBA after entering the incentive cycle again; while 7 C-class students have gradually presented the characteristics of B-class or even A-class after repeated incentive cycle, and achieved the positive cycle of CBA, meeting the basic needs of positioning and self-development.

One year before graduation, the class was rated as a provincial advanced class. At the time of graduation, there were 9 Party members in the class, more than half of them had the experience of student cadres, 11 were admitted to graduate school, 7 were admitted to work in state-owned enterprises, 3 were admitted to public institutions, 1 was admitted to college student village officials, 17 were engaged in technical backbone work in foreign and private enterprises. Except for one who dropped out of school to join the army, the employment rate was 100%, which was successfully achieved Class planning objectives.
4 Conclusion

The function mechanism of incentive education is normal, and the goal of class is realized.

References