

Analysis on the application of incentive theory in college students' Education Management

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Abstract: With the development and improvement of the education system, new standards and requirements have been put forward for the education management at various stages. The traditional management mode can no longer meet the requirements of the development of students and education. Therefore, colleges and universities need to change the management concept, innovate and change the management methods and management mode. The development and application of incentive theory in the education field can provide a new path for the management of college students. The external management will be gradually transformed into self-restraint and self-management of students, so as to give full play to the subjective initiative of students, realize the self-improvement and development of students, and improve the quality and efficiency of student management. This paper analyzes and discusses the application of incentive theory in the management of college students.

1. Introduction

With the progress of the times, the management form of colleges and universities has also changed. The implementation of education reform policy has put forward higher requirements for students' comprehensive quality. Therefore, the advanced management concept into the student management work, the progress of students and the efficiency of management work are greatly helpful. Among them, the reasonable incentive theory has an obvious effect on the mobilization of students' personal subjective initiative, which can promote students' continuous progress, improve themselves and achieve the requirements of all-round development. Therefore, the effective use of incentive theory for student management work has a good effect, can solve some of the traditional management problems difficult to take into account, and then through the incentive will make students develop good habits.

2. An overview of incentive theory

2.1 The concept of incentive theory

Motivation refers to the transformation of external stimulus into psychological impulse, which leads to the reinforcement or weakening of the will and behavior of the motivated. Motivation theory, from the perspective of psychology, is the theory of how to mobilize people's enthusiasm. From the perspective of management, it means to stimulate and encourage students, with the help of certain means to stimulate their initiative and improve their enthusiasm for participation. The essence of the success of student management in Colleges and universities lies in tapping students' potential, developing their personality and giving full play to their own value. Students and university administrators can build a "common vision"^[1].

2.2 Three forms of incentive theory

In the management of college students, incentive theory includes the following three forms: demand level theory, expectation incentive theory and fair incentive theory. According to Maslow's

hierarchy of needs theory, combined with the practice of college student management, college students pay more attention to the needs of belonging and love and respect, and are eager to get love and respect from others. Student managers should give different spiritual rewards after understanding the needs of different types of students. In addition, we also need to guide students to pursue higher-level needs and realize personal value. The theory of expectation motivation, first of all, means that the management of colleges and universities should make corresponding training plans according to the students of different majors and characteristics of the times. For example, in today's era, with the rapid development of artificial intelligence and big data, colleges and universities should follow the trend of the times, set corresponding courses for students, set appropriate goals, and cultivate them to have some knowledge related to this direction. Secondly, teach students according to their aptitude. Each student's interest and goal are different, so university administrators should fully understand the needs of different students and set their goals in a refined and personalized way. If the goal is too high, the enthusiasm of students will be reduced; if the goal is too low, the students' potential can not be fully stimulated. The theory of fair incentive means that the managers of colleges and universities should treat them equally and fairly. Only fair incentive means can play a role; unfair incentive means will weaken the authority of managers and can not achieve the desired effect^[2].

3. The application principle of incentive theory in the management of College Students

3.1 The dual combination of material and spirit

From the theoretical perspective, we can think that the world is material. For colleges and universities, it gives students certain material rewards, which is exactly the recognition of the school to students. But if the school only blindly pursues the material reward, and neglects the spiritual level, it is also very undesirable. Therefore, managers should start from the actual situation, and guide the students' thoughts and values. When the moral culture of college students reaches a certain standard, they can set up the way of imitating the example, so that students pay attention to the spiritual level needs. For example, colleges and universities can hold some special speeches. The evolution content should include both material needs and spiritual aspects, so as to guide the change of students' incentive concept imperceptibly^[3].

3.2 The double combination of positive and negative

In the management of colleges and universities, positive and negative incentives are very effective, and the effect of these two ways will not cause too much impact on people's behavior. Based on this, colleges and universities in the process of management, can set up some positive and negative images for students, for those positive, to give necessary praise, and for those negative, negative, to stop these activities immediately. The combination of the two methods can fully mobilize the enthusiasm and initiative of students, cultivate their practical ability in an all-round way, and help them get out of the predicament of learning as soon as possible^[4].

3.3 The double combination of inside and outside

In the management of students in Colleges and universities, we should carry out some reward work from the inside to the outside. In fact, the internal reward is to meet the individual and spiritual needs of students, while the external satisfaction is that the individual needs to adapt to some external factors. Therefore, the administrators of colleges and universities should combine the two together, go deep into the student group, and actively understand and master their different needs. On this basis, to guide and improve their values, and to maximize the mobilization and play the initiative of students, adhering to the basic principle of teaching students in accordance with

their aptitude, according to different objects and problems to choose appropriate education methods^[5].

4. Application strategy of incentive concept in college student management

4.1 Target incentive method

Firm goals not only play a leading role in the success of students, but also an important source of personality strength. Scientific and feasible incentive goals can stimulate students' learning motivation, enable them to achieve their learning goals wholeheartedly, and always maintain a positive attitude of struggle, so as to enjoy the fruits of success. Taking the Chinese Department of a university as an example, the students of this major love literature. In the actual teaching, teachers can appropriately list the successful examples of famous writers, encourage students to study, require students to carry out American writing plan, and provide professional teachers for guidance. In this way, we can cultivate students' competitive consciousness, strengthen their literary knowledge and skills, and improve their self-confidence while completing the task^[6].

4.2 Emotional stimulation

Because college students have very rich emotions, they often have a lot of psychological thoughts on interpersonal communication and social communication. Using emotional incentive method in student management can guide students to have healthy and positive psychology, so as to avoid extreme behavior. Therefore, in practical work, college teachers need to take the characteristics of student groups as the basis, comprehensively understand the differences of students' psychological activities, and combine with the economic situation of students to give appropriate help, so that students will have a sense of gratitude, and then eliminate the antipathy to the society. At the same time, teachers can set an example in their daily life, establish a dignified image of the management, let students have both awe and love, so as to play an important role in incentive theory and achieve good implementation effect.

4.3 Model incentive method

As the saying goes: the power of example is infinite. Therefore, when using the incentive theory in the management of students in Colleges and universities, we can appropriately use the method of model motivation to give full play to the power of the example. For example, colleges and universities can vigorously publicize the deeds of advanced figures and effectively guide the behavior of students. The role models around can change or guide students' thinking and behavior, encourage and help students to find examples around them, so that students can form correct value orientation and behavior mode. In addition, colleges and universities can organize graduates to return to school to carry out excellent learning reports or impart learning experience, so as to materialize and target student models and maximize the role of model. It is worth noting that when using the method of model motivation, colleges and universities should pay attention to guiding students to deeply understand the internal quality of model characters, let students deeply understand the advanced deeds of model, change perceptual knowledge into rational knowledge, and let students implement it in practice, life and study^[7].

4.4 Incentive law of rewards and punishments

In order to effectively guarantee the effect of reward, we must make clear the learning purpose, pay attention to the content and method of spiritual encouragement, combine oral encouragement with public praise, and praise sincerely, so as to arouse students' passion. Of course, the encouragement should be timely. If the students think that the behavior worthy of pride is not

supplemented in time, they can not make their efforts to the maximum extent, and it is difficult to achieve the effect of twice the result with half the effort. In addition, punishment will, to a certain extent, exert pressure on backward and negative behaviors, turn them into positive ones, develop and consolidate moral behaviors, and enhance incentive effects. However, we should pay attention to the following points in the implementation of punishment measures: (1) to clarify the purpose of punishment, that is, to regulate students' behavior; (2) to formulate feasible disciplinary system and norms to reflect the interests of the majority; (3) criticism is the main form of punishment. Punishment should be measured, followed the principle of moderation, mainly education, guidance and help, if students correct If you make a mistake, the penalty will be cancelled immediately.

4.5 Student participation motivation

Firstly, adhere to the principle of sharing honor and sharing difficulties. Honor sharing can let students experience the sense of pride and achievement in the process of joint participation, and infect others, stimulate work enthusiasm, and achieve the goal of common progress; difficulty sharing requires managers to point out the difficult problems and class status, let students really feel these in the participation, and strengthen the transparency of work, so that they and their students can share the pride of hardship. Second, give students certain rights. In the management of students, it is necessary to govern the class democratically, make clear the main behavior of students, and give them certain management authority. For example, students should have the power to comment on teachers and class atmosphere, to revise and formulate class rules, to evaluate and organize various activities, so that students can improve themselves and encourage themselves in the process of exercising their power. Third, guide students to participate in management in an all-round way. Managers can provide students with opportunities to participate in class management, let students organize and supervise all kinds of work, and put forward their own opinions, so as to realize students' self-education and self-management. In practice, we can not only rely on a certain incentive mechanism to achieve the overall incentive goal, but also need to use a variety of incentive mechanisms to complement and rely on each other^[8].

5. Conclusion

To sum up, the reform of college student management should focus on innovative management, focus on the future, constantly deepen education management, effectively understand the needs of student education management, and realize the role of incentive theory. It is of great significance to introduce new scientific theories and methods into the management of college students, break through the traditional education management and create a new situation of student management. Improve students' ability and comprehensive quality, speed up the realization of students' management specialization, and constantly improve the quality level of students.

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