

# Research on Ideological and Political in High Vocational Schools by Integrating Example Incentive Theory

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**Abstract:** High vocational schools undertake the heavy responsibility of cultivating technical personnel for the society, which has a great guarantee for promoting national economic and social development. Motivation can pre-control people's behavior, make the expected behavior from scratch, from weak to strong, from low frequency to high frequency, which is the main means to generate people's enthusiasm. Under the new situation, how to do a good job in ideology education (IPE) in vocational schools and effectively expand new ways of education and teaching is a topic of concern to teachers in vocational schools. People's enthusiasm is a conscious and dynamic psychological state, and it is the initiative, conscientious, responsible, brave and tenacious enterprising spirit shown in the stage of behavioral activities. Motivation is to achieve the expected goal by stimulating people's enthusiasm, tapping people's potential and improving behavioral efficiency. Setting a good example in students' minds will make students use it as a behavior benchmark, improve their behavior and improve their literacy through positive incentives. On the basis of introducing the connotation of example motivation theory, this paper summarizes the function and existing problems of applying motivation theory in IPE, and puts forward effective solutions.

## 1. Introduction

Example-inspired education refers to promoting the normal development of educatees' ideology and morality by guiding them to seriously study other people's exemplary words and deeds or heroic deeds[1]. The traditional example teaching method refers to the teaching mode of guiding people to enhance their progressive consciousness, political consciousness and ideological and moral quality by setting advanced examples and taking the progressive thoughts and deeds of advanced figures as models[2]. Reasonable incentive education can not only stimulate, guide and standardize the behavior of college students, mobilize their subjective initiative, and urge them to study hard and master their skills, but also stimulate their potential and achieve self-transcendence[3]. As an important part of scientific management theory, incentive theory provides an important basis for the development of IPE and teaching in vocational schools. Example-inspired education allows students to observe and imitate the words and deeds of role models to regulate themselves, clarify their own goals and work principles, and then form their own value system, outlook on life and world outlook[4]. The emotional communication and resonance between students and role models will also play a positive role in encouraging students to internalize them in order to continuously improve their self-cultivation.

Psychology is an important reference subject for the development of IPE in vocational schools, and applying the incentive theory in psychology to IPE teaching is an effective way to promote the further development of IPE teaching in vocational schools in the new era[5]. Motivation refers to the psychological process in which the behavior subject uses stimulus variables to stimulate the behavior object to generate certain internal motivation and forge ahead towards the expected goal according to the law of human psychological activities[6]. To some extent, motivation can pre-control people's behavior and is an important means to stimulate people's enthusiasm. The traditional teaching methods of IPE in vocational schools are facing challenges under the background of the development of the times and the wide application of new technologies, which is embodied in the fact that students have no clear development goals and career plans, resulting in

their low enthusiasm and initiative[7]. The application of example motivation theory in ideology teaching in vocational schools can not only improve students' interest in ideology learning, but also effectively improve the effect of ideology teaching in vocational schools[8]. Therefore, it is of great positive significance to study and discuss the application of incentive theory in ideology teaching in vocational schools. On the basis of introducing the connotation of example motivation theory, this paper summarizes the function and existing problems of applying motivation theory in IPE, and puts forward effective solutions.

## **2. Problems and Reasons in Traditional Model Education**

### **2.1 The Simplification of Educational Methods**

At present, the educational methods and techniques adopted by example education are generally through ideology moral classroom teaching, holding seminars and theme activities, visiting outside the teaching and campus culture construction activities, etc., which are rich and diverse in forms and have achieved certain expected results. But on the whole, the exploration of the content of example deeds is still not enough. Although such a social model teaching form is vigorous, the effect is not obvious in obtaining learners' psychological identity on the social subject, or training their willingness to engage in activities and social perception, and all activities will be ridiculed and excluded by the school, and it will not have a universal and far-reaching impact on the school's subjective consciousness[9]. The motivation of IPE for students in vocational schools is to stimulate students' learning motivation, inspire their spirit, inspire their fighting spirit and fully mobilize their enthusiasm through in-depth and meticulous IPE work, thus providing strong and lasting motivation for their activities.

In IPE, educators should not only fully understand students' material needs, but also pay attention to the role of material incentives, and should not ignore students' spiritual needs and carry out appropriate spiritual incentives at the right time. Spiritual encouragement plays a leading role in encouraging education, and the effect of encouragement is longer and more effective. It can make the educated be touched ideologically and help prevent the bad tendency of pursuing purely material interests. However, in the evaluation of the learning effect of students' role model spiritual education, more emphasis is placed on the situational evaluation of students' external words and deeds, and even fraud exists. As far as students are concerned, while actively and passively learning the moral model spirit, there is no lack of false posturing just because personal good moral deeds have been recorded and benefited. As for the whole student group, there is also ridicule and rejection of those students who really take the moral model spirit as the starting point and practice good professional ethics, thus affecting the good atmosphere of learning the moral model spirit in the whole student group.

### **2.2 Example Practice Lacks Effectiveness**

Motivation theory is the core theory in behavioral science to deal with the relationship among needs, motivations, goals and behaviors. For the education and teaching activities of role models, we should not simply pay attention to the effect at the student level, but must strive to fully mobilize the enthusiasm of families, students and communities to form a consensus, so as to form a good effect. From the implementation of moral education in schools and other subjects, in vocational schools, example teaching is carried out in various ways to cultivate students' good moral quality, and at the same time, it has also formed a relatively common phenomenon of formal moral education in schools to cope with students' examination results and accumulation of performance[10]. The motivation theory in the IPE of college students can be divided into two aspects: material motivation and spiritual motivation. In the stage of IPE of students in vocational schools, educators should fully realize the importance of material incentives, timely and accurately grasp the material needs of the educated, and give timely material incentives to produce twice the result with half the effort. The relationship between communication elements of IPE under the network environment is shown in Figure 1.

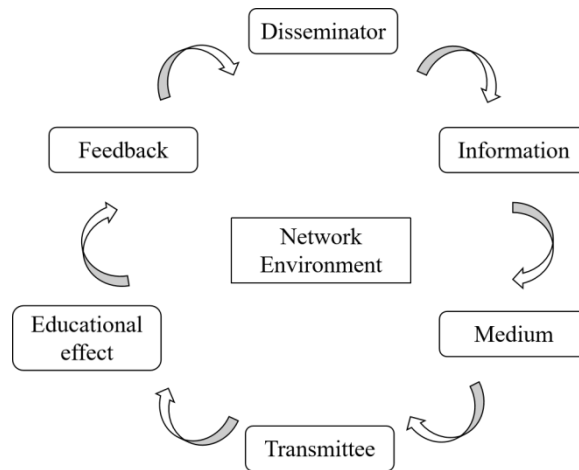


Fig.1 The Relationship between IPE Communication Elements under the Network Environment

Students lack richer learning forms of role model education, but most of the forms of publicity and education for role models are only at the simplest moral level, such as listening to the report meeting of students' advanced deeds and writing comments, which happens to be the moral form that the educated dislike most. Therefore, the school knows very little about the real requirements of the object to be taught, and it can't start from the actual needs of the object to carry out colorful teaching, but let it change from passive contact to active acceptance. The high degree of utility of model education is one of the internal factors of the increasingly formal methods and means of moral education for model teachers. The new educational system with the reform of basic education examination as the core and the tide of social pragmatism, and the improper use of the educational incentive value of model teachers, have formed a certain educational utilitarian orientation between the moral practice subjects of model teachers and among the students.

### 3. The Relationship between Motivation Theory and IPE in Vocational Schools

The teaching activities of IPE are mostly carried out through direct or indirect communication between educators and educatees. Communication is the core, while motivation is the basis of communication. Using the methods and techniques of motivation well can improve the effect of communication. The main point of behaviorism motivation theory is to regard the stage of management as an incentive process, and to mobilize people's enthusiasm through effective incentive methods. The motivator needs to choose the right way to arouse the reaction of the motivated people, thus prompting them to have certain behaviors. Under the guidance of the new behaviorism theory, incentives can meet people's spiritual and material needs, and then help people achieve their own goals. Practice is the only criterion to test the truth. By analyzing the practical application efficiency of incentive theory in IPE teaching activities in vocational schools, we can better grasp the operation method of incentive theory and apply it to other industries. According to the different influencing factors, there will be one-way or two-way mode in IPE teaching activities, and realizing two-way communication can ensure the optimization of IPE effect. The formation stage of students' health thoughts is shown in Figure 2.

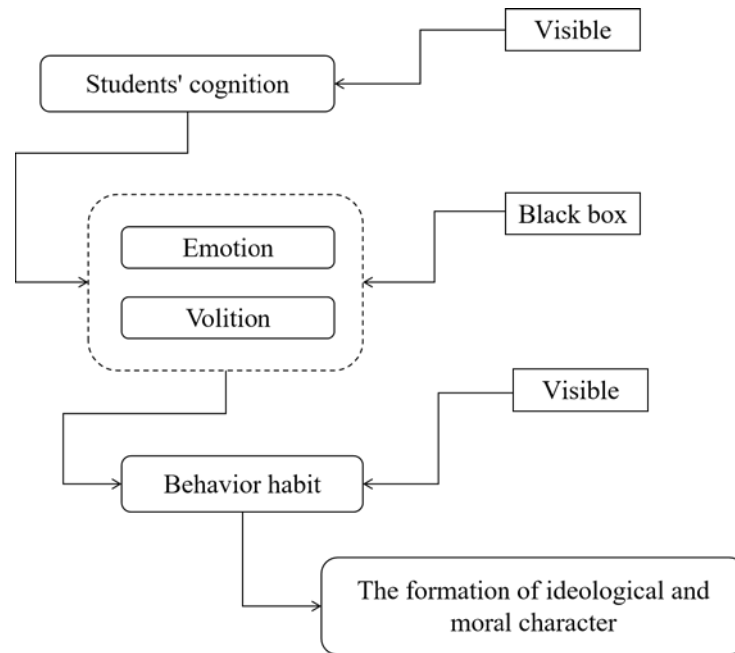


Fig.2 Formation Stage of Students' Health Thoughts

In Marlowe's view, behavior can't be produced without demand, and demand can be divided into high and low grades. Once the low-level behavior needs are met, the high-level needs will arise, which will lead to more behaviors. Therefore, under the condition that the basic survival needs of human beings are met, the demand for self-realization will develop. Through incentives, people's needs can be met, personal goals can be promoted, and people's self-satisfaction can be improved. The purpose of applying the incentive theory is to realize two-way communication, which is the key point of their mutual connection. In the IPE in vocational schools, the rational use of incentive theory can enhance students' subjective consciousness and build a bridge between students and teachers.

#### 4. Analysis on the Method of Promoting the Effectiveness of Example Incentive Mechanism

##### 4.1 Establish and Improve the Model Generation Mechanism

In the stage of ideology teaching in vocational schools, the formation mechanism of example must be established in advance when the example is publicized. We should not choose to use some higher role models in ideology teaching courses to promote them, because these propaganda methods obviously have not achieved good teaching results. Ideology educators in vocational schools should deepen their understanding and mastery of the connotation of motivation, and consider the role of material motivation and spiritual motivation at the same time. At present, vocational schools generally give students some material rewards, but at the same time, they should also give appropriate spiritual incentives to improve students' spiritual pursuit. Students first need to formulate a system that is conducive to their own example formation. When setting an example, we need to consider many influences of the example. Only in this way can we establish contact between the example and the students, and then urge the students to have greater achievements in ideology teaching courses. From Maslow's hierarchy of needs, we can know that different people have different needs, and their needs will have different emphases in different things, which requires ideology educators to have a detailed record and grasp of the specific situation of the managed students, find out the needs of students in different periods in time, and carry out targeted incentive education according to the needs of students.

##### 4.2 Improve the Propaganda Channels of Role Models

In order to give full play to the instructional effect of example encouragement in ideology teaching, it is need to be careful in the stage of selecting examples, mainly selecting typical and

appropriate outstanding people. In addition, educators should also pay attention to the guarantee of the authenticity of role models when selecting role models for ideology teaching, and avoid using false role models for teaching, otherwise, the students' conviction will be greatly reduced. In order to ensure that appropriate role models can be applied to the ideology teaching courses in vocational schools and make these moral education methods develop sustainably, students and teachers will be mobilized in vocational schools to obtain as many typical forms and types of role models as possible, and at the same time, better role models will be determined and corresponding archives will be set up. By publicizing the deeds of role models throughout the campus, every student can form the habit of learning from role models, lead himself by constantly contacting the deeds of outstanding people, and demand his words and deeds by the standards of role models. As an important role in IPE, educators must set an example in teaching, constantly improve their own quality and virtue, and provide students with an example while improving their self-cultivation, and must not teach from the perspective of bystanders.

## 5. Conclusions

With its vivid and direct characteristics, example-inspired teaching constantly guides the ideology, words and deeds of the teaching objects, and has always played an indispensable role in the stage of ideology teaching in high vocational schools. It is an indispensable part of ideological and moral teaching and one of the important ways for ideology teaching in high vocational schools. The teaching of IPE in vocational schools is the key to the comprehensive quality education of college students, and it is the overall cultivation of students' ideological concepts, political views and moral norms, which is conducive to the establishment of healthy personality and the improvement of self-cognitive ability of college students and is of great significance to the growth of contemporary college students. Using scientific incentive methods can promote the smooth progress of students' education and management and improve the effectiveness of IPE in vocational schools. Only when ideological educators in vocational schools fully realize the importance of incentive education in IPE, keep learning the latest theoretical knowledge, carry out various ways of incentive education for different groups and increase the means of incentive education, can incentive education play an important role in IPE in vocational schools.

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