

Research on the Implementation Strategy of Classroom Incentive Mechanism in Technical School

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Abstract: As an important place to cultivate technical skills and professionalism, technical schools must establish an effective classroom incentive mechanism to stimulate students' learning motivation and active participation. The classroom reward mechanism can be used as an incentive method to help improve students' learning motivation. Learning motivation is an internal factor that promotes students' learning, which involves the individual's perception, value and expectation of the goal, as well as the interaction with other factors. The classroom reward mechanism can enhance students' learning motivation by increasing the meaning, value and willingness of students' learning activities, improving students' self-efficacy and self-control. For example, by rewarding and praising students' performance in the classroom, students can be motivated to actively participate in classroom activities; by rewarding excellent homework and test scores, students' recognition and self-confidence in learning can be increased, so that they can be more actively involved in learning. Through a comprehensive study of relevant literature and empirical research, this paper explores the importance of classroom incentives in technical schools and proposes some implementation strategies to help teachers improve learning enthusiasm and academic achievement of technical school students.

Keywords: Incentive mechanism, Technical school students, Implementation strategy.

1. Introduction

In today's learning classrooms at various stages, there are types of students such as "excellent students", "students with learning difficulties" and "students who are tired of students". Excellent students have strong thinking, judgment and reasoning abilities, good learning enthusiasm, and easy to keep up with the rhythm of the classroom. Students with learning difficulties have serious fear of difficulties, always "slowly" and "lost the chain", and are prone to distraction when encountering difficult problems. Students who are bored have no interest in the content of classroom learning, have difficulty concentrating, and often become "troublemakers" that affect classroom discipline.

The famous American psychologist William James once said: "One of the most ardent needs of human beings is the desire to be affirmed." For those students with learning disabilities, this demand is particularly important. If students do not get the teacher's attention and encouragement all the time, their learning initiative and enthusiasm will be greatly reduced, they will lack motivation to learn, and gradually show weariness of learning. And those "troublemakers" who affect classroom discipline are usually a way to get the attention of teachers and classmates. Therefore, teachers need to give these students emotional or spiritual incentives in daily classroom teaching, mobilize the enthusiasm of students as much as possible, let students feel the encouragement and love of teachers or classmates for themselves, so as to transform external incentives into Intrinsic learning needs to achieve the unity of extrinsic motivation and self-motivation.

Through literature research, the researchers also found that most of the studies on classroom incentive mechanisms are distributed in the fields of primary schools, middle schools, and universities, while there are very few literature studies on incentive mechanisms related to technical schools, which occupy an important role in my country's education system. very important position. Therefore, this study aims to deeply explore the implementation strategies of the classroom

incentive mechanism of technical schools, so as to further enhance the understanding and research of the classroom incentive mechanism of technical schools. By systematically reviewing and analyzing the relevant research literature, we will explore the research on the implementation strategies of the classroom incentive mechanism in technical schools, and provide more practical and theoretical guidance for students' learning and teachers' teaching effects in technical schools.

2. Incentive Mechanism

2.1. The meaning of the incentive mechanism

Incentive mechanism refers to a design or implementation method to stimulate positive behavior or motivation of individuals or groups to achieve specific goals or results by providing rewards, encouragement or other forms of incentives. The purpose of motivation is to motivate people to do the right thing, mobilize people's passion and creativity, and make full use of people's wisdom.

Inspiration can stimulate people's great spiritual power, and it is the catalyst and fuse that prompts others to create miracles. The current competition between countries and enterprises is essentially the competition of talents. Human beings are the main body of society, and human development is closely related to social progress. Any form of social production embodies human enthusiasm. Motivating people's enthusiasm is the core issue of management and economics research. With the continuous deepening of basic education reform, "incentive education" has gradually risen from a method and a means to a concept. In schools, students are the main body of learning activities, and they have immeasurable potential for development. Every child has infinite possibilities and plasticity. In order to realize all kinds of possibilities, it is inseparable from the teacher's motivation and awakening.

2.2. The importance of incentive mechanism

Incentives are important in educational and learning environments and have a positive impact on improving

student motivation, engagement and achievement. Here are a few important aspects of the incentive mechanism:

(1) Stimulate interest in learning: The incentive mechanism can stimulate students' interest and enthusiasm for learning. By designing interesting and challenging learning tasks, providing hands-on and hands-on activities, and encouraging students to learn and explore independently, it can attract students' attention and active participation, and increase their interest and engagement in learning content.

(2) Improve learning motivation: Incentive mechanism can enhance students' learning motivation and intrinsic motivation. By setting clear learning goals, providing timely feedback and recognition, and giving rewards and praise, students' self-confidence and self-efficacy can be stimulated and motivated to strive for academic achievement and success.

(3) Enhancing learning engagement: Incentives can increase student engagement and motivation in learning. By creating a positive learning environment, encouraging cooperative learning and interaction, and providing personalized learning support and guidance, students' active participation and cooperative spirit can be stimulated, and their learning engagement and participation in the classroom can be enhanced.

(4) Promoting Learning Achievement: Incentives can promote student achievement and progress. By setting challenging learning goals, providing targeted guidance and support, and establishing a positive learning feedback and evaluation mechanism, students can be motivated to work hard and focus, and push them to achieve their learning goals and achieve good grades.

(5) Cultivate learning autonomy: The incentive mechanism can cultivate students' learning autonomy and self-learning ability. By encouraging students to make independent decisions, providing choice and learning autonomy, and advocating independent inquiry and problem-solving abilities, students' independent learning habits and self-management skills can be cultivated, making them more active and motivated in learning.

Overall, the incentive mechanism plays an important role in education, which can stimulate students' interest in learning, improve learning motivation and participation, and promote learning achievement and personal development. Educators and teachers should pay attention to the design and implementation of incentive mechanisms, provide students with a positive learning environment and support, so as to stimulate their learning motivation and potential, and cultivate their all-round development and growth.

2.3. Theoretical Support of Incentive Mechanism

At present, there are many generalizations about motivation theory, and there are certain differences in different social backgrounds and cultural environments. Many scholars and experts have done some research on the incentive mechanism, and have come up with different related theories.

(1) Psychological theory: The design of classroom incentive mechanism is inseparable from the support of psychological theory, such as Maslow's hierarchy of needs theory, self-determination theory, achievement motivation theory, etc. These theories can help teachers understand the needs and motivations of students, so as to design corresponding classroom incentives for different needs and motivations.

(2) Self-determination theory: Proposed by Richard Ryan and Edward Dizzie, this theory argues that humans need to feel autonomous, related, and capable in order to experience intrinsic motivation. Therefore, in the classroom, giving students more autonomy and choice can stimulate their interest in learning.

(3) Motivation factor theory: This theory was put forward by Frederick Herzberg and Clayton Alderferver. It is believed that after satisfying the basic needs of students, it is necessary to give students a sense of accomplishment, recognition and self-development. , in order to motivate students to learn.

(4) Self-efficacy theory: Self-efficacy theory believes that individuals' beliefs about their ability to complete tasks will affect their behavior. When individuals are confident in their ability to complete a task, they will participate more actively in the task and thus achieve better outcomes. Therefore, teachers can enhance students' self-efficacy and improve students' learning enthusiasm and self-confidence through appropriate classroom incentive mechanisms.

Theoretical sources and theoretical support of classroom incentives cover theories in multiple disciplines, such as psychology, pedagogy, behavioral science, etc. These theories provide educators with a deeper understanding that can help teachers better design and implement Incentives to increase student motivation and engagement. Teachers can design a more effective classroom incentive mechanism based on theories in different subject areas combined with their own teaching practice to improve students' learning effects and interest.

3. Technical School Students

Technical school students refer to a group of students who receive vocational education and training and specialize in learning and cultivating practical skills. Most of them are between 16 and 20 years old and are in adolescence. Students in technical schools have a wide range of interests and hobbies, and have A flamboyant personality. Their learning objectives are mainly to acquire specific occupational skills and knowledge in preparation for future careers.

3.1. Technical school students have some characteristics and characteristics.

(1) Strong practicality: students in technical schools pay attention to the cultivation of practical operation and practical skills. They are more inclined to learn through practical exercises and practical experience, and to master and consolidate the skills they have learned through repeated practical operations.

(2) Career orientation: The learning goal of technical school students is mainly to prepare for future career development. They usually choose a specific career field to study, developing relevant vocational skills and knowledge so that they can find employment opportunities in the job market.

(3) Strong practicability: The learning content of technical school students is more practical and closely related to actual work and occupational needs. The knowledge and skills they learn can often be directly applied to practical work, improving their professional ability and competitiveness.

(4) Self-learning ability: Since the learning goal of technical school students is for future career, they need to have the ability of self-learning. They need to actively explore and learn new knowledge, constantly improve their skills, and be able to adapt to changing professional needs.

(5) Basic theoretical learning needs: Although technical school students pay attention to the cultivation of practical skills, they also need certain basic theoretical knowledge to support their practical operation. They need to learn some relevant theoretical knowledge to understand the working principle, operating procedures and safety requirements.

3.2. Learning characteristics of technical school students

Through literature research and interviews, the researchers found that many studies, scholars, and teachers of technical schools would respond that students in technical schools generally lack ideals and pursuits, lack sufficient interest and enthusiasm for classroom learning, and many students have low self-evaluation. There is no way to adhere to the phenomenon of classroom learning. Scholars have found through various literature research that the learning characteristics of technical school students are mainly manifested in the following points:

(1) Lack of basic knowledge: Since technical school students are usually students of secondary vocational education, their basic knowledge may be relatively weak, and they need to spend more time and energy in theoretical study to make up for it.

(2) The structure of subject knowledge is single: the majors studied by technical school students are relatively single, the structure of subject knowledge is relatively simple, and it is easy to have "a little knowledge" in learning.

(3) The applicability is not strong: because the technical school students pay attention to the practical operation, the theoretical study may be divorced from the actual situation, and it is difficult for the students to understand and apply the knowledge.

(4) Low interest in learning: Students in technical schools generally lack interest in theoretical learning, and are prone to lack of learning motivation. Students may lack interest in the classroom content and find it difficult to actively participate in the classroom, thus affecting the learning effect.

(5) Improper learning methods: Since technical school students are usually majors engaged in practical operations, their learning methods may be relatively single, and it is necessary to improve the diversity and effectiveness of learning methods in theoretical learning. They may have simple memorization and rote memorization in classroom learning, but lack of in-depth understanding and application of knowledge.

4. The Implementation Status of Classroom Incentive Mechanism in Technical Schools

The implementation status of the classroom incentive mechanism in technical schools is an important issue. We need to pay attention to the learning characteristics and needs of students in technical schools, and take corresponding measures to optimize the implementation of classroom incentive mechanisms. The implementation status and problem analysis of classroom incentive mechanism in technical schools will vary with different regions and schools.

4.1. Current status of implementation of classroom incentive mechanism in technical schools

(1) Unbalanced reward forms and distribution: In the

classrooms of technical schools, reward forms usually focus on academic performance and test performance, ignoring the incentives for practical ability and skill development. Also, there is an imbalance in the distribution of rewards, where some students may receive too much reward while others receive little or no reward. This imbalance can lead to a sense of inequity among students, reducing student motivation and engagement.

(2) Lack of personalized motivational strategies: Students in technical schools have differences in skills and interests, but classroom motivational mechanisms often lack personalized motivational strategies. Teachers usually use general reward methods, which cannot meet the individual differences of students, resulting in a decline in the participation and learning motivation of some students. For example, some students may be more interested in theoretical courses, while others may prefer practical and skill training, but the incentive mechanism fails to personalize incentives for different students' interests and learning needs.

(3) Disconnect between practice and theory: Classroom incentives in technical schools do not adequately integrate theoretical knowledge with practical skills. Students in technical schools mainly cultivate practical ability and skills, but the classroom incentive mechanism often only focuses on the learning and achievement of theoretical knowledge, causing students to have doubts about the practical application and significance of the learning content. This disconnect between practice and theory can reduce student interest and motivation in the course.

(4) Lack of diversified incentive methods: The classroom incentive mechanism of technical schools often lacks diversified incentive methods. Usually rely on only one or a limited number of incentives, such as bonus points, class rankings, etc. This single incentive method may not be able to meet the needs of different students, and more diversified incentive methods are needed to stimulate students' interest and motivation in learning. For example, skills competitions, practical projects, and actual case studies can be introduced to stimulate students' practical ability and creative thinking.

(5) Insufficient intrinsic motivation, and the long-term effect of the classroom incentive mechanism is not good. The classroom incentive mechanism is often too dependent on external rewards, such as scores, rankings, material rewards, etc., which makes students mainly focus on getting rewards, while ignoring the intrinsic value and fun of learning itself. This reward-oriented learning method can easily lead to students' lack of understanding and mastery of the learning content. In the long run, students' learning motivation will gradually decrease. When students learn only for extrinsic rewards, they lack autonomy and self-motivation. They are not intrinsically motivated to explore, inquire, and learn more, but simply to do what the teacher or reward asks them to do. This passive learning approach is not conducive to the overall development of students and long-term learning outcomes.

4.2. Improvement measures for the classroom incentive mechanism of technical schools

In order to improve the implementation status and existing problems of the classroom incentive mechanism in technical schools, the following measures can be taken:

(1) Balance reward forms and distribution: Teachers should ensure that reward mechanisms focus on both academic performance and test performance, as well as incentives for practical ability and skill development. At the same time, it is

necessary to ensure that the distribution of rewards is fair and reasonable, and avoid excessive concentration on a small number of students while ignoring the efforts and progress of other students.

(2) Personalized incentive strategies: Design individualized incentive strategies for the individual differences of technical school students. Teachers can personalize learning goals and reward programs based on students' skill levels, interests, and learning needs to motivate and engage students.

(3) Combination of practice and theory: In the classroom incentive mechanism, practice and theory should be combined, emphasizing the practical application and significance of the learning content. Through practical cases, experimental demonstrations, etc., the theoretical knowledge and practical operations are integrated to stimulate students' learning interest and motivation.

(4) Diversified incentive methods: introduce diversified incentive methods to meet the needs and interests of different students. In addition to traditional reward scores and rankings, skills competitions, practical projects, and actual case studies can be used to stimulate students' practical ability, creative thinking, and teamwork spirit. Teachers can formulate personalized reward strategies according to the individual differences of students, and provide differentiated incentives for different students' learning needs and interests, so as to improve the effectiveness of the incentive mechanism.

(5) Guide the cultivation of intrinsic motivation: Teachers should pay attention to and cultivate students' intrinsic motivation. Teachers should consider long-term effects when designing reward mechanisms, avoid excessive reliance on external rewards, and encourage students to establish the habit and awareness of independent learning. By stimulating students' interest, providing interesting learning activities and an open and exploratory learning environment, students are allowed to develop their own learning interests and intrinsic motivation. Teachers can communicate with students, understand their hobbies and learning goals, and design classroom activities and tasks to meet the individual needs of students. Provide challenges and a sense of accomplishment: Students need to face moderate challenges and gain a sense of accomplishment in the learning process. Teachers can set difficult and challenging tasks, so that students can feel their own growth and progress, thereby stimulating intrinsic motivation and learning motivation. Give students recognition and affirmation in time to make them realize that their efforts and efforts are valuable.

In addition, professional development and training of teachers is also key. Teachers can receive training and professional development related to the practice-oriented incentive mechanism to improve their understanding and application ability of the incentive mechanism. At the same time, teachers also need to design and prepare relevant curriculum resources to provide support for practice-oriented motivational strategies.

In short, there are some problems in the current implementation of the classroom incentive mechanism in technical schools, but by balancing the form and distribution of rewards, individualized incentive strategies, the combination of practice and theory, and the application of diversified incentive methods, the effect of the incentive mechanism can be improved and the technical skills can be improved. Learning motivation and engagement of school students. This requires teachers and schools to actively

explore and practice, continuously improve and innovate incentive mechanisms to better meet the learning needs and development goals of technical school students, and provide corresponding training and support to improve classroom learning participation of technical school students and learning motivation, and promote their comprehensive ability and career development.

5. The Implementation Strategy of Classroom Incentive Mechanism in Technical Schools

The implementation strategy of the classroom incentive mechanism in technical schools is mainly based on the learning characteristics of technical school students. It is elaborated and analyzed from three aspects, namely, the perspective of the school, the perspective of teachers and the perspective of students themselves. The following implementation strategies of classroom incentive mechanism can be obtained.

5.1. The implementation strategy of the school's classroom incentive mechanism

Strategy 1: Establish a reward mechanism and provide diversified rewards

Technical schools can stimulate students' learning motivation and enthusiasm by establishing a reward mechanism. This includes the following aspects: First, the school can set up reward schemes, such as a learning point system or a learning medal system. Through active behaviors such as participating in classroom activities, completing homework, and making progress, students can obtain points or medals, and provide corresponding rewards according to the number of points or medals. This reward mechanism can stimulate students' learning motivation and make them feel that their efforts and achievements are recognized.

Second, schools can provide diversified rewards, including material rewards and non-material rewards. Material rewards can be small gifts, learning tools or stationery, etc., while non-material rewards can be public recognition, certificates or academic honors. Through diversified reward methods, schools can meet the needs and interests of different students, and improve the attractiveness and motivational effect of rewards.

Strategy 2: Provide personalized learning support and tutoring

Technical schools can provide students with personalized learning support and tutoring to meet their learning needs and characteristics. This includes the following measures: First, schools can organize small-class teaching or one-on-one tutoring, and conduct differentiated teaching according to students' learning levels and abilities. In this way, schools can better meet the learning needs of students, help them reach their full potential, and improve motivation and achievement. Second, schools can provide learning resources and tutoring materials, including reference books, learning materials, and online learning platforms. These resources can help students expand their knowledge areas, provide additional learning support and learning opportunities, and stimulate their interest and motivation in learning.

Strategy 3: Encourage students to participate in practice and community service

Technical schools can encourage students to participate in practical and community service activities, providing

practical opportunities and social responsibility. First of all, schools can establish partnerships with relevant industries, enterprises or communities to provide students with opportunities for internships, practical training or practice. By participating in actual work scenarios, students can apply what they have learned to practice, enhance the practicality and operability of learning, and further stimulate their learning motivation and career interest. Second, schools can organize community service activities to allow students to participate in social welfare undertakings. For example, students can participate in volunteer activities, skills training or community projects. By serving others and giving back to the society, students can develop a sense of social responsibility and teamwork, and increase their emphasis on and commitment to learning.

Strategy 4: Provide real-time feedback and personalized assessments

Technical schools should provide students with real-time feedback and personalized assessment to help them understand their learning progress and development direction, and then adjust learning strategies and improve learning motivation. First, schools can use various forms of feedback mechanisms, including oral feedback, written evaluations, and practical performance evaluations. Such feedback can help students keep abreast of their own learning situation, discover their own strengths and weaknesses, and thus stimulate their motivation to improve and progress. Second, schools can provide personalized assessment and guidance based on students' learning characteristics and needs. Through assessment and guidance for individual students, schools can better understand students' learning situations and learning styles, provide corresponding support and guidance, and enhance students' learning motivation and self-confidence.

To sum up, on the school side, with regard to the implementation strategies of classroom incentives, technical schools can benefit from the school's From the perspective of learning, effectively implement the classroom incentive mechanism, improve students' learning motivation and enthusiasm, and then promote their learning growth and career development.

5.2. Classroom Incentive Mechanism Strategies from the Teacher's Perspective

Strategy 1: Create a positive learning environment and teacher-student relationship.

Teachers can stimulate students' learning motivation and enthusiasm by creating a positive learning environment and a good teacher-student relationship. Teachers should create a supportive and inclusive learning environment where students feel the joy and challenge of learning. Teachers can use encouragement and praise to give timely affirmation and recognition to students' efforts and progress, so as to enhance students' self-confidence and learning motivation. Teachers should establish a good teacher-student relationship with students, care about and understand students' needs and difficulties. Teachers can provide individual counseling and guidance, closely interact and communicate with students, help them overcome learning obstacles, and enhance learning motivation and interest.

Strategy 2: Diverse Instructional Strategies and Resources

Teachers can use a variety of teaching strategies and resources to stimulate students' interest and engagement in learning. Teachers can use heuristic teaching methods to cultivate students' thinking ability and problem-solving

ability. By providing challenging learning tasks and scenarios, it stimulates students' thinking and desire to explore, and enhances their learning motivation and curiosity. At the same time, teachers can use multimedia and technical tools to create diverse teaching resources and interactive environments. By using audio, video, Internet and other resources, teachers can make learning more interesting and practical, and improve students' learning motivation and participation.

Strategy 3: Set clear learning goals and challenges

Teachers can set clear learning goals and challenges to stimulate students' learning motivation and effort. First of all, teachers can clearly state the learning objectives and expected outcomes of each lesson, so that students can clearly know the standards and requirements they need to meet. Such clear goals can stimulate students' learning motivation and self-monitoring ability, so that they can strive for better performance. Teachers can set appropriate challenges, providing corresponding learning tasks and questions according to students' ability level and learning progress. Moderate challenges can stimulate students' learning interest and curiosity, prompting them to invest more effort and time to achieve learning goals.

Strategy 4: Provide Personalized Learning Support and Feedback

Teachers can provide students with personalized learning support and feedback to help them develop and progress. Teachers can understand the learning characteristics and needs of each student, and provide personalized learning support according to their individual differences. Teachers can meet students' learning needs and enhance learning motivation and self-confidence through individual guidance, differentiated teaching and group cooperation. Teachers can also provide timely feedback and evaluation to help students understand their learning progress and directions for improvement. Through positive oral or written feedback and specific suggestions, teachers can stimulate students' learning motivation and self-reflection, and promote their learning growth and progress.

By establishing a positive learning environment and teacher-student relationship, employing a variety of instructional strategies and resources, setting clear learning goals and challenges, and providing individualized learning support and feedback, teachers can effectively implement classroom motivation and motivate students learning motivation and enthusiasm, and promote their learning growth and development. These implementation strategies are aimed at promoting the overall development of technical school students, cultivating their professional skills and professionalism, and laying a solid foundation for their future career development.

5.3. The implementation strategy of classroom incentive mechanism from the perspective of students themselves.

Strategy 1: Establish Clear Learning Goals and Meaning

Students' own motivation to learn can be enhanced by establishing clear learning goals and meanings. Technical school students may feel tired or lack of interest when faced with theoretical courses, so teachers should help students clarify their learning goals and connect them with real life and career development. Teachers can provide examples and cases to illustrate the importance and practical application of learning, so as to stimulate students' learning motivation and interest. At the same time, teachers should also work with

students to formulate quantifiable and achievable learning goals to help them have clear direction and motivation.

Strategy 2: Provide Challenging and Relevant Learning Tasks

Students' motivation to learn can be enhanced by providing challenging and relevant learning tasks. Students in technical schools usually pay more attention to practice and application, so teachers should design practical and challenging tasks so that students can connect what they have learned with actual work scenarios. This can include case studies, solving real problems, simulating work environments, etc. By providing learning tasks related to students' actual career development, students can feel the practical significance and application scenarios of learning, thereby stimulating their learning motivation.

Strategy 3: Provide opportunities for self-directed learning and choice

Student motivation to learn can be enhanced by providing opportunities for self-directed learning and choice. Students in technical schools usually have strong practical abilities and skills, and they hope to demonstrate their abilities and talents during the learning process. Therefore, teachers should give students a certain degree of independent learning and choice power, so that they can choose learning content or projects according to their interests and abilities. This can include providing students with elective courses, independent topic selection, independent research, etc. By providing opportunities for self-directed learning and choices, students can experience the freedom and sense of accomplishment in learning, thereby enhancing their motivation and enthusiasm for learning.

In summary, students' own learning motivation can be enhanced by establishing clear learning goals and meaning, providing challenging and relevant learning tasks, and providing opportunities for independent learning and choice. These strategies can stimulate students' learning motivation and interest, and improve their learning enthusiasm and participation. At the same time, these strategies should also combine the characteristics of students in technical schools, including practice orientation, emphasizing application and skills, etc., to better meet students' learning needs and improve their learning motivation. When implementing these strategies, teachers should use them flexibly, pay attention to the individual differences of students, and formulate appropriate incentives according to students' interests, abilities and goals, so as to promote students' learning growth and development.

6. Conclusion

The implementation strategy of the classroom incentive mechanism in technical schools should include setting clear goals and expectations, a diversified reward system, creating competitions and challenges, personalized incentives, practical opportunities and career development support, continuous feedback and evaluation, and cultivating positive learning environment. The goals of these strategies are to stimulate students' interest and motivation, enhance their academic performance and skill development, and facilitate their career development. By implementing these strategies, technical schools can provide students with comprehensive support and motivation to succeed in the technical field.

7. Research Outlook

Although this research has made a certain contribution to the study of classroom motivation in technical schools, there is still room for improvement. Future research can be expanded from the following aspects:

First, strengthen the empirical research and verify the effectiveness and feasibility of the proposed incentive mechanism implementation strategy through actual data and case studies.

Secondly, in-depth evaluation of the effect of the incentive mechanism, quantitative or qualitative evaluation of different strategies, and comparison of their differences in students' learning motivation and learning outcomes.

In addition, research can consider the characteristics and needs of different types of schools, and explore the implementation strategies of incentive mechanisms applicable to different school backgrounds.

Finally, social and cultural factors are included in the research category, and the influence of social culture on students' learning motivation is considered, so as to understand and explain students' learning motivation more comprehensively.

Through further research and practice, we can continuously improve and optimize the implementation strategy of the classroom incentive mechanism in technical schools, promote students' positive learning attitudes and learning outcomes, and provide useful guidance and support for the development of technical education.

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