



On optimization of incentive mechanism for autonomous learning in management courses

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Abstract. The Management is a professional background course offered in the universities. The teaching of traditional management courses is mainly lecturing, which cannot stimulate the students' learning motivation and intrinsic learning potential, nor can it give full play to their learning initiative, enthusiasm and creativity. In the teaching of the management courses, it is necessary to achieve the classroom teaching objectives through the students' independent learning. And it is necessary to optimize the incentive mechanism of independent learning of the management courses from the introduction of advanced teaching models, enrichment of auxiliary materials for independent learning, innovation of the students' learning methods, and creation of high-quality teachers.

Keywords: Management course, autonomous learning, incentive mechanism.

1 Present situation of management course teaching in universities

The Management is a professional background course generally offered in the universities. The course aims to cultivate the students' innovative spirit as the soul and cultivate their practical management skills as the foundation. The goal of the course is to enable the students to systematically master the basic knowledge of management thought and theory, and have key abilities such as decision-making and planning ability, organization and personnel ability, leadership and communication ability, control and evaluation ability, so that they can become the military middle and grassroots managers with comprehensive post management skills, excellent professional quality, good humanistic cultivation and noble professional ethics.

The traditional management course teaching is mainly taught by the teachers, who intersperse certain cases in the course of teaching to help the students understand the basic knowledge of management. They are in a dominant position and have supreme authority in the whole teaching activity.^[1] In the process of learning, the students passively accept the knowledge and theories instilled by the teachers. The teaching media is mainly used as an auxiliary tool or visual teaching aid for the teachers to

demonstrate a certain teaching content and the textbooks are the only source for the students to learn theories and knowledge. In this teaching mode, the students are used to passing the exam as the purpose, and the acquisition of knowledge as the standard. Their learning motivation is insufficient, the learning enthusiasm is not high, the learning effect is not good and the desire and ability of independent learning is generally low.

It can be seen that this teaching mode cannot stimulate the students' learning motivation and internal learning potential, and cannot play their learning initiative, enthusiasm and creativity. The inevitable way to reverse this situation is to reform and innovate this teaching mode. The central issue and key to reform and innovation is to change the fundamental task of the curriculum teaching from the teachers simply imparted knowledge to encouraging the students to learn independently, giving full play to their learning initiative, enthusiasm and creativity, and organically combining the students' independent learning with the teachers' teaching and guidance. While giving full play to the leading role of the teachers in teaching activities, we can truly realize the personalized independent learning of the students and promote the all-round development of each student.

2 Necessity of optimizing incentive mechanism of autonomous learning

2.1 Inevitable requirement of development of The Times

In the information age, people's way of living and learning is undergoing a historic change and "learning to learn" has become a basic survival ability.^[2] The autonomous learning ability is an important one to acquire knowledge effectively and achieve "learn to learn" in the information age. In order to establish a quality structure that can not only meet the needs of the national and social construction, but also meet the needs of their own long-term development, the students in the universities must attach great importance to the cultivation of independent learning ability. The Information age is an era full of challenges and continuous change and also an era that requires lifelong learning and continuous innovation.^[3] In the 1960s and 1970s, some foreign scholars put forward the new concepts of "lifelong learning" and "innovative learning". UNESCO has included "learning to learn" as a fundamental philosophy guiding education today. The theory of lifelong learning holds that everyone is faced with a changing society and a variety of survival and development problems, so learning is not only in school, but throughout everyone's life. Learning is not just listening to the teachers or reading the books by themselves, but also reflected in life communication, solving practical problems, games and entertainment.^[4] The modern people should have the consciousness and ability of lifelong learning. Learning independent learning is the need of a person's survival and development. The Club of Rome, an international academic organization, put forward in its research report "Learning without End: Answering the Challenges of the Future" that people should survive and develop in a rapidly changing and developing society not only by learning existing knowledge

and experience, that is, maintenance learning, but also by paying attention to the future development needs and innovative learning in solving the new problems they face. This kind of innovative learning aims at the reorganization and continuous updating of the students' own ideas, behaviors, knowledge and experience. The students should be able to creatively adapt to changes in the environment and become the one who are constantly developing. The learning process should not only be a passive acceptance process, but under the guidance of self-development needs, the process of using the existing knowledge and experience to creatively acquire knowledge and solve practical problems. Therefore, independent learning is more important to make the learning process independent and creative.

2.2 Inevitable choice of students

The independent learning refers to the process in which the learners actively participate in their own learning activities in terms of cognition, motivation and behavior, and its basic idea is to let the students manage their own learning. And the autonomous learning incentive mechanism is an orderly set of methods and means to strengthen the students' learning motivation, stimulate their inner potential and give full play to their learning initiative, enthusiasm and creativity.^[5] Its essence is to connect the mutually influencing and interdependent elements such as the need, drive and goal, so that the students in order to meet their own learning needs, driven by the drive, to achieve the determined learning goals. In essence, "the self-managed learning" and "the autonomous learning" both refer to the learners' active and assertive learning. They emphasize that the learners plan, organize, monitor and regulate their learning activities. Zimmerman, an American scholar believes that the independent learners have three basic characteristics. The first is to attach importance to the use of the metacognitive, motivational and behavioral self-management strategies in the learning process; The second is that the autonomous learners can monitor the effects of their own learning methods and strategies, and adjust their learning activities accordingly, emphasizing that the autonomous learning is a self-directed feedback loop process.^[6] The third is that the independent learners know when and how to use a certain learning strategy, or make appropriate responses. In order to guide and motivate the students to study independently, the teachers consciously take some incentive measures in the course of the management classroom teaching, such as learning goal incentive, interest incentive, spirit incentive, cooperation incentive, team incentive, teaching interaction, and the establishment of punishment mechanism.

2.3 Necessary way of talent training

The universities have also established some incentive systems, such as graduation allocation system, learning performance evaluation system, etc., and built some independent learning platforms, such as the establishment of key course learning websites, trying to motivate the students to learn independently through these methods. The measures above have partially solved the problem of motivating the students to study independently, but they are not systematic and comprehensive. The practice has

proved that it is difficult to achieve the good results by simply adopting one or several incentive measures.^[7] The autonomous learning incentive mechanism is a system which includes the education and teaching management, the teachers and students from the main body. From the perspective of the field scope, it includes in-class and after-class, online and offline; From the perspective of motivation, it includes material motivation and spiritual motivation. From the perspective of incentive means, it includes software incentive and hardware incentive; From the perspective of motivation methods, it includes goal motivation, interest motivation, spirit motivation, cooperation motivation, team motivation and so on. Only by optimizing the allocation of these incentive elements and realizing the system optimization, can the students' learning motivation be stimulated to the maximum extent, their self-learning behavior be aroused and their interest and enthusiasm for self-learning be improved, so as to improve the learning efficiency and cultivate innovative thinking and innovative ability.

3 Theoretical basis of independent learning

In today's age, independent learning is an indispensable ability for the most effective acquisition of knowledge. There are several theories supporting independent learning. The curriculum theory of humanism advocates that through honest academic courses, interpersonal courses, self-awakening and self-realization courses, to realize the global development of people's abilities, including academic potential and non-academic potential, and to achieve the goal of "humanization" of school curriculum. The cognitivism learning theory holds that learning is the process of forming and developing cognitive structure through active inner organization in the face of the current problem situation. It emphasizes that the connection between stimulus and response is mediated by consciousness, and emphasizes the importance of cognitive process.^[8] And the subjectivity education theory is the core content of modern education theory. The subjectivity refers to the autonomy, initiative and creativity that people show in the object activity. According to the theory of subjectivity education, the subjectivity is the fundamental symbol of human's essential characteristics and development level, and the fundamental purpose of education is to develop human subjectivity. The modern teaching theory has abandoned the teaching view centered on the imparting of existing knowledge and skills, but regards the construction of learning subject as the fundamental purpose of teaching. It is to cultivate people who are willing to learn and have the ability to learn independently.

The modern learning psychology believes that learning is a process of acquiring new experience and producing continuous behavior change on the basis of existing experience. This reveals that learning must use the students' existing knowledge and experience, not only to acquire new knowledge and experience, but also to produce sustained psychological and behavioral changes. The modern learning theory also believes that everyone has great learning potential. The theory of brain science proves that the potential of human brain is very great, and each of us only uses and plays 10% of its function, and the development of this learning potential must conform to

the objective law of learning. At the same time, the modern learning theory also reveals that everyone has the needs and characteristics of the independent learning which is the essential need of human beings, and learning is the process of the individual to acquire knowledge actively and creatively on the basis of needs.^[9] The independent learning is the most natural learning process of human beings, which is characterized by: learning is the individual's own needs, or curiosity, or adaptation, or problem solving, or to meet the needs of emotional communication and self-value affirmation, the learning process is problem-solving, the learning content is comprehensive, the use of multiple ways of comprehensive learning, and feel the fun of learning success, etc. It can be seen that modern learning theory inherently contains the content of the independent learning.

The Hybrid learning theory is a new way of learning that integrates the face-to-face teaching and the

Under the guidance of the humanistic curriculum theory, the cognitivism learning theory, the autonomous learning theory, the blended learning theory and the incentive theory, from the perspective of humanism, with the aim of effectively motivating the students to learn independently, theoretical research and empirical research are combined to explore the influencing factors of the students' autonomous learning of the management courses in the universities and the optimization strategy of incentive mechanism. In this way, the subjective initiative of the students as the subject of learning can be aroused, their motivation and inherent learning potential can be stimulated, their learning initiative, enthusiasm and creativity can be fully brought into play, and the learning efficiency of the management courses in the universities can be improved to promote the all-round development of each student. The specific application of these theories is as follows.

Firstly, reforming the traditional teaching mode of the management and highlighting the subject status of the students. The traditional management course teaching takes the teachers as the center, adopts the teaching mode of "filling" and "one-way", and the students passively accept the knowledge and theory instilled by the teachers in the learning process. This teaching mode is not conducive to the students' learning initiative, enthusiasm and creativity.

Secondly, giving full play to the role of intrinsic motivation to stimulate the students' autonomous learning drive. How to influence the students' self-learning motivation is the key to the management course self-learning and incentive mechanism construction. Therefore, full play should be given to the role of intrinsic motivation of the students and improve their interest and motivation in learning management courses. And their career planning education should be strengthened, their sense of mission and achievement as future management talents should be stimulated, their self-control ability should be improved, and they should motivate themselves to continue independent learning and self-improvement.

Thirdly, making reasonable use of the role of external incentives to improve the students' ability to learn independently. The external factors such as system and learning conditions play an important role in motivating the students to study independently. So the universities should constantly establish and improve relevant systems and conditions according to the development status of higher education and the

law of talent training, explore the establishment of diversified external incentive measures, such as examination evaluation mechanism, strict elimination mechanism, resistance mechanism of bad learning style, and improve hardware facilities to help the students learn independently, so as to create good external conditions for vigorously stimulating the students' independent learning ability.

4 Countermeasures to optimize incentive mechanism of autonomous learning

The basic measures to optimize the incentive mechanism of independent learning are to optimize the teaching mode, compile course materials, enrich the auxiliary materials of independent learning, improve the incentive mechanism, and strengthen the construction of the teacher team to provide rich learning resources and methods for the students to encourage independent learning under the premise of following the teaching syllabus, curriculum standards and teaching plans.

4.1 Introducing advanced teaching model

The independent learning emphasizes communication, cooperation and innovation ability which are the key training of the management courses in the universities. The construction of the self-learning teaching model of the management should focus on basic teaching contents, such as the management and managers, the development of the management theories, the planning and decision-making, the organization and culture, the leadership and incentive, the control, etc., design teaching strategies and organize learning guidance activities with self-learning as the center, focus on group teaching and interactive teaching on the Internet, and organize teaching resources comprehensively, and adopt a variety of teaching methods, optimize teaching organization, design independent exploration of the teaching programs. The one is to adopt blended teaching.^[10] The teachers can put the basic theoretical learning content on the line, the key and difficult content off the line, and the teachers should design the time and content of online and offline learning. The teachers can also introduce game concepts to design the online learning, and try to improve the interest of learning in the form of rewards for completing customs clearance and upgrading problems, so as to stimulate the students' enthusiasm for independent learning. At the same time, the teachers should construct evaluation standards for online learning and do a good job in connecting online and offline learning. The second is to adopt case teaching. The teachers should modularize the content of textbooks, use cases instead of indoctrination and discussion instead of teaching. The third is to adopt PLB teaching. Based on the problems, the students can form their own learning groups, search for information, research solutions and propose solutions, and improve their understanding of the management theory and practice in the process.

4.2 Enriching auxiliary materials for independent learning

The independent learning needs a lot of learning materials, in addition to the textbook, there should be more auxiliary materials including the following categories. The first is the case. The teachers establish the case base of the management independent learning for the students to use by means of purchasing, collecting and self-compiling. The second is the network resources. The teachers can use Chinese university MOOCs, love courses and other online teaching platforms to selectively learn related the management course and improve the self-learning effect in combination with teaching objectives. The teachers can also provide self-learning platforms, such as the Cool platform, which integrates various resources such as videos, micro-lessons, e-books, papers, etc. The fourth is the question bank resources. The teachers can make test questions, mock papers, etc., so that students can self-test the learning effect when they study independently.

4.3 Innovating the way students learn

The independent learning is fundamentally the embodiment of the students' personalized learning. The learning style determines the learning effect. Now, the Internet has created a convenient environment for blended learning. Using blended learning can do more with less. There are four main learning modes that can be used in the network environment. The one is the switching mode. The students transfer in any course or subject at their own time or as arranged by the instructor. At least one of these modules is online. The second is the elastic mode.^[11] The students learn different content according to individual learning progress, and the teacher provide different tutoring. The third is the menu mode. The students choose online courses independently according to their needs, and complete a certain percentage of teaching content online and offline. The four is the enhanced virtual mode. This style of learning is designed to provide the students with the opportunity to teach face-to-face, with the option to seek help online at varying times and places.

4.4 Building team of high-quality teachers

At present, many management course teachers in some universities are not from professional backgrounds. They do not have a deep understanding of the management, and think that anyone can teach the management as long as there are textbooks. However, textbooks are not enough to make a good management principles course. Without profound theoretical accumulation and rich practical experience, the teachers cannot make the students deeply understand the principles of the management and apply knowledge, nor can they mobilize the enthusiasm of the students for independent learning. It is necessary to improve the level of the teachers by introducing professional talents of management, cross-training management teachers, and selecting and sending acting teachers. First, the talents with graduate degrees in management must be introduced to enrich the teaching staff. Second, the backbone teachers should be selected and sent to well-known management colleges for professional training.

The third is to introduce managers with rich management experience as part-time or full-time teachers of the management courses.

5 Conclusion

The management course has both theory and practice, which is not only an important knowledge course, but also an indispensable skill course. The management is needed everywhere in daily life. In order to learn the course of management well, we must exert subjective initiative and cultivate independent learning ability. In order to "learn to learn" in the information age, we should continuously optimize the incentive mechanism of independent learning from the aspects of teaching mode, learning materials and teacher team construction, so that the management course can become an important helper for the students to grow and become talented.

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