



Application of ARCS Motivation Mode in Teaching Physical Education

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Abstract

Based on the ARCS model, this paper investigates the significant relationships between the variables and the challenges faced by teachers when using the ARCS teaching method in four latitudes: attention, practicality, self-efficacy and satisfaction. The results of the study show that the variables of attention, practicality, self-confidence and satisfaction all show high validity under the ARCS motivational strategy. In physical education, students' attention can be captured by providing seemingly contradictory and unexpected things, changing teaching methods or media, organising activities in which every student can participate, etc., to stimulate students' desire to exercise and to have self-confidence in physical activity in order to overcome difficulties and obstacles and to persist in physical activity in the long term. If students are to sustain their sporting behaviour, it is important to align expectations with results, make them feel satisfied and provide positive feedback so that students understand that if they work hard they will make progress and increase their self-confidence, thus sustaining their motivation. Motivate students to learn PE and promote good physical activity habits.

Keywords

ARCS model of motivation, physical education, motivation to learn

Introduction

A person's mental activity can be motivated and sustained by tapping into their internal drive, which is guided by their goals and what they want to achieve. A learner's ultimate goal, their plan to achieve that goal, their motivation and their willpower to learn are all influenced by motivation. Keller (2019) affirms that earning outcomes are often determined by non-intellectual factors and motivation is considered to be the main determinant of non-intellectual factors. Therefore, motivation has a significant impact on the outcome of learning. It was found that in the teaching of physical education disciplines such as dance, the formation of movement techniques depends on the accumulation of practice, and the amount of practice depends on the maintenance of motivation to learn. Helping students to develop a healthy motivation to learn can therefore be an effective solution to the problems originating from students in teaching.

1. Background to the ARCS motivational model study

J.M. Keller, a professor of psychology in the USA, put forward the ARCS model of motivation in the early 1980s, which focuses on how to motivate students through teaching design. The ARCS model of motivation is concerned with the design of instruction to motivate students. In other words, the process of education is to get the student's attention and interest while making him/her experience his/her own relevance to what he/she is learning, and then to develop

his/her self-confidence so that he/she can achieve the desired outcome, and the student will then have a good experience which will lead to the next goal, eventually forming a virtuous cycle. Since its introduction, the ARCS model has attracted strong reactions, and experts in the education sector have successively applied the ARCS model to various fields (Li Na & Han Haiyan, 2023). In China, more references are made to subject areas, such as English, mathematics, information technology and other subjects, but relatively few references are made to the theoretical model in the field of physical education, especially in the teaching of physical education dance, which is still in a blank state. In the author's view, sports disciplines such as physical dance, aerobics and artistic gymnastics require athletes to have not only good muscle control, coordination and explosive power, but also a sense of rhythm and artistic infectiousness, and the use of classroom time for sports with high technical content is far from being sufficient for teaching purposes. This paper, then, stands on top of previous research findings and discusses how to develop students' motivation to learn, and from the teaching practice of standard dance, develops corresponding motivational strategies to provide guidance and assistance for future teaching, which is necessary for both the physical dance programme and the current situation (Zheng Yanlin, 2022).

2. Conclusions

Based on the ARCS model and the characteristics of physical education, this paper integrates motivation theory into physical education and seeks to find a series of teaching strategies that can motivate students to learn physical education and encourage them to form good physical exercise habits.

3. Recommendations

3.1 Attention strategies

Physical education can be taught by providing seemingly contradictory and unexpected things, by changing teaching methods or media, by organising activities in which every student can participate, etc. to attract students' attention and stimulate their desire to move.

(1) Introduce the teaching content with images and textual materials such as examples of outstanding athletes, major world events, Olympic classics, the history of China's participation in the Olympic Games and its glorious achievements.

(2) Games to focus students' attention Before class, we play games in which everyone participates, such as reporting the number of odd or even numbers and holding a big fish net on command, to focus students' attention and facilitate the teaching content (Ma ZQ & Su Jialu, 2020).

(3) Competition to stimulate students' motivation to exercise college students are in adolescence, competitive, according to the teaching content to create some competition activities, so that students in the fierce competition to experience the fun of sports. For example, for ball sports, you can organize and carry out various forms of competition; for technical gymnastics projects, after students master the essentials, individual and individual, group and group action quality competition; for track and field teaching, according to the teaching content, you can design some interesting games, faster, higher, farther (Zheng Yanlin, 2020).

(4) Create a situation to make students experience the fun of competition Create a teaching situation in which every student has the opportunity to participate, not only can make students fully experience the fun of competitive sports, but also help students to combine theoretical knowledge and practice. For example, in track and field classes, when explaining to students the duties of the starting judge, you can let some students start as athletes on the starting line, several other students as the starting judge, the teacher is on the sidelines to guide, explain how to rush athletes to impose penalties, the latest rules of track and field competition, etc (Zhang Rui, Li Jing, & Ji Weixi, 2020).

(5) Change the teaching content to attract attention change the teaching content, choose a new relaxation method, so that students are new, to attract attention. For example, after athletics, use the taijiquan relaxation method; after aerobics, use the idea relaxation method, etc.

3.2 Relevant strategies

Relevance means that students know that the physical activity they do is not only relevant to their current academic life, but also has a huge impact on their future working life. By increasing awareness of the overall value of sport, people are motivated to exercise.

(1) Sport strengthens the body. Taking part in sporting activities during the school year not only strengthens the body, but also enhances communication with fellow students and provides a solid foundation for study and life.

(2) Physical exercise to reduce work pressure with the accelerated pace of life, the future talent should not only have

a wealth of knowledge, but also a healthy body, whether you have a healthy body is the premise and guarantee of whether you can do a good job, so college students should focus on physical exercise in the university stage, master the relevant knowledge of physical exercise, and develop good physical exercise habits, so as to have a timely choice of appropriate work in the future tension. Therefore, students should pay attention to physical exercise at the university stage, master the knowledge of physical exercise, and develop good physical exercise habits, so as to have the ability to choose the appropriate exercise methods in time to reduce the work pressure in the future stressful work, to avoid the sub-healthy state and physical decline in young and strong years, and to ensure that they can live and work more healthily and happily (Zhao Shenglong & Wang Jie, 2019).

(3) Students can choose their own exercise program through the theoretical knowledge of physical education at school, so that they can choose their own exercise program and exercise time to achieve the ideal exercise effect. For example, through their studies, students have a more comprehensive understanding of the relationship between the human body's energy supply and sports, so they can choose sports that suit their own conditions. If they want to improve and enhance their cardiorespiratory function, they can choose long-duration aerobic exercises such as long-distance running and yoga; if they want to enhance their explosive power, they can choose anaerobic sports with high intensity and short duration such as sprinting.

(4) Show your sporting talents in the workplace nowadays, basically every unit organises some sporting activities, which require knowledge of sport. After graduating from school and joining the workforce, students can use the sports skills they have learned at school: skills in various special sports, competition rules, knowledge of refereeing, etc., and apply them to the sports activities of their units, which will not only improve their overall competitiveness, but also motivate their colleagues to exercise and increase their cohesion (Wang Xueren, Zhang Hua, & Gui Li, 2019).

(5) Cultivate the ability to compete and so on, as the saying goes, winter training three nine, summer training three volt. Sports can not only enhance physical fitness, but also cultivate people's competitive ability, solidarity, strong will and so on.

3.3 Self-confidence strategies

Only when students have self-confidence in physical activity will they be able to overcome difficulties, overcome obstacles and persist in physical activity in the long term.

(1) Setting moderate exercise tasks Sport must be learned through experience, and exercise tasks that are too difficult can be intimidating to students, while on the contrary, exercise tasks that are too easy can make students lose interest in learning. Therefore, teachers should set challenging and moderately difficult exercise tasks to motivate students to learn physical education. For example, during track and field training, the teaching content can be "how to improve your running speed", by explaining how to coordinate hands and feet well to improve running speed and what problems need to be paid attention to before, during and after exercise, how long you need to exercise in the process of each run, how fast you need to use, how to deal with any accident during exercise and so on. This will not only enable the students to improve on their own sporting foundation, but will also not make them feel difficult to master (Huang Bo, 2018).

(2) Correct attribution to cultivate motivation to exercise most of the students are not interested in sports because they have encountered frustration and failure in sports, think that sports is difficult or their poor athletic ability, such attribution caused "failure - poor ability - lack of interest - lower performance Such attributions create a vicious cycle of "failure-poor ability-lack of interest-decreased performance" (Dan Juan, He Song, & Wang Qiang, 2018). Teachers should guide students to make correct attributions of success and setbacks, attributing success or setbacks to effort rather than ability or luck. For students with low interest in sport, teachers can create opportunities for students to succeed and use positive factors to reinforce self-efficacy, thus stimulating interest in sport; for students who are blindly optimistic and lack determination to exercise, teachers can increase the difficulty of training and use the experience of failure to guide students to re-understand themselves and develop their will and determination to exercise hard (Li Luyi & Zheng Yanlin, 2018).

3.4 Satisfaction strategies

If motor behaviour is to be sustained, the student must be satisfied by aligning his expectations with the outcome.

(1) Focus on the assessment of students' movement process. Teachers should focus on the assessment of students' movement process so that students focus on the movement process and experience the pleasure and success in movement. The assessment should be based on refined criteria, fair and reasonable. For example, students can be assessed according to their level of physical development (50%), technical achievement (30%), theoretical achievement (15%) and attitude to learning (5%).

(2) Timely and positive feedback. Teachers provide timely and positive feedback on the effectiveness of students' ex-

ercise so that students understand that if they work hard they can make progress and increase their self-confidence, thus keeping them motivated to keep moving. The teacher can give feedback in a variety of ways, such as changes in body weight, heart rate, jogging mileage, resistance strength of weight bearing exercises, etc. The teacher can record and give feedback on these data objectively, identify the progress of students with poor athletic ability, and give encouraging words and appreciation to students; for students with relatively good athletic ability or students facing difficulties, the teacher can use suggestive words to give feedback to students. For students who are relatively good at sports or who are facing difficulties, teachers can give feedback to students on their shortcomings in sports, so that students can correct their mistakes and make clear the direction of their efforts.

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