

# Physical Education Teaching Design in Colleges and Universities Driven by Fitness Motivation

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**Abstract:** Fitness motivation is the internal motivation for students to participate in physical learning and physical exercise. It plays the functions of orientation, initiation, regulation, strengthening and maintenance for physical learning and physical exercise behavior. This paper, guided by the concept of motivation-driven, analyses the teaching strategies of physical education and the elements of the design of physical education teaching driven by motivation, aiming at providing theoretical reference for the physical education scholars who explore the optimum teaching plan and improve the teaching effect of physical education.

## 1. Introduction

Motivation is the psychological tendency or internal drive that motivates and sustains an organism's actions and directs them toward a goal. Fitness motivation is the internal reason and motivation to encourage fitness participants to participate in fitness exercise.[1] The purpose of offering physical education courses in Colleges and universities is to enhance the physical quality of College students, improve their physical and mental health, so as to better adapt to society in the future. However, college students are not interested in physical education, lack of enthusiasm, laziness, lack of initiative, slow growth of physical health level and other issues have been plaguing educators. Fitness motivation plays the functions of orientation, initiation, regulation, reinforcement and maintenance for sports learning and fitness exercise behavior. This paper intends to design physical education teaching guided by motivation-driven concept, in order to effectively improve students' sports acquisition ability, especially the training of fitness skills in the training of practical ability, and promote the development of physical and mental health.

## 2. Overview of Motivation Drive

Motivation is the psychological tendency or internal drive that motivates and sustains an organism's actions and directs them toward a goal.[2] Motivation belongs to psychological state in psychological phenomena. American psychologist Woodworth was first applied to psychology in 1918, which was considered as the intrinsic motivation to determine behavior. Roberts describes motivation as motivation, stimulating or explaining why people do something.[3] Motivation has three functions:(1) to stimulate the function, stimulate the individual to produce certain behavior; (2) to point to the function, so that the individual's behavior points to a certain goal. (3) Maintain and regulate the function, keep the individual's behavior for a certain time, and adjust the intensity and direction of the behavior. It can be classified from different angles. According to the origin of motivation, it can be divided into physiological motivation and social motivation. The former is related to the physiological needs of the organism, while the latter is related to the social needs of the organism. According to the causes of motivation, it can be divided into internal motivation and external motivation.[4] The former is caused by the internal motivation of the organism itself (such as hormone, arousal state of the central nervous system, ideal, desire, etc.); the latter is caused by the external inducement of the organism (such as heterosexuality, food, money, rewards and punishments, etc.). In physical education teaching, students participate in sports fitness activities,

contact with specific sports venues and co-creation of participation in teaching, which means that there are reasons or motivations for such participation, that is, individual participation in fitness activities “participation motivation” and “exercise reason”. The motivations of different individuals may vary greatly, and individuals may have more than one motivation to participate in fitness activities.[5] These motivations may also come from inside (internal motivation) or outside (external motivation).

### **3. Physical Education Teaching Strategies Driven by Fitness Motivation**

#### **3.1 Respect students' personality and tap students' intrinsic fitness needs**

According to Maslow's hierarchy of needs theory, each experience makes certain actions under the drive of internal needs, and human needs are constantly developing from lower to higher levels. Colleges and universities are not only an important part of national sports, but also a base for training high-quality talents. The ultimate goal of higher education is to train and train high-quality talents who can meet the needs of social development. In the University campus, the main task of college students is to learn knowledge, but what they want more is love and respect. That is to say, every college student shoulders the responsibility of knowledge learning, but they prefer to be understood and accepted by others. In view of this, in physical education teaching, teachers should respect students' individuality, focus on cultivating students' self-confidence, enterprising and competitive consciousness, at the same time, give more love and care to students, guide students to exercise scientifically, and boldly improve physical education teaching methods, so as to increase the interest of physical education by club teaching, interesting games and antagonistic competitions, so as to stimulate and meet students' individualized needs. To encourage students to participate in physical exercise consciously.

#### **3.2 With the help of fitness process, cultivate correct values**

Physical education teaching environment is unique in cultivating students' correct values. In physical education teaching, we can design some special training programs according to the needs, and educate students in collectivism and teamwork spirit. By organizing games and competitions to teach students to respect others, opponents and judges, students can realize that only by respecting others, can they be respected by others and contribute to the construction of a harmonious socialist society. At the same time, we should strengthen the monitoring of school sports theory, arm people with scientific theory, guide people with correct public opinion, and shape people with noble spirit. In the masses of the people, especially among young college students, we persevere in the education of values with patriotism, collectivism and socialism as the core.

#### **3.3 Strengthen the Motivation of Fitness by Using Physical Education**

Using the teaching environment and teaching results of physical education in Colleges and universities to fully meet the formation needs of students' fitness motivation, adopting various strengthening measures to create a good external environment, and stimulating students' fitness motivation through various incentives. For example: through the assessment and evaluation, guide students to exercise, through the reward of sports activists, encourage students to exercise, through the construction and opening of stadiums and gymnasiums, sports facilities improvement, sports activities organization and other ways, cultivate students' fitness motivation, according to the college students' pursuit of perfection, desire to get recognition from others, excavate and stimulate students' sports achievement motivation, and so on.

### **4. Physical Education Teaching Design Driven by Fitness Motivation**

Starting from the requirements of education and teaching objectives and learners' needs, we should realize the integration of information technology and education and teaching, adhere to the “student-based principle”, take students' learning needs as the premise, focus on the effect of physical education classroom teaching, design courses that students are willing to learn, can learn,

can learn and learn, and lay the foundation for students to use effective self-exercise. As shown in figure 1:

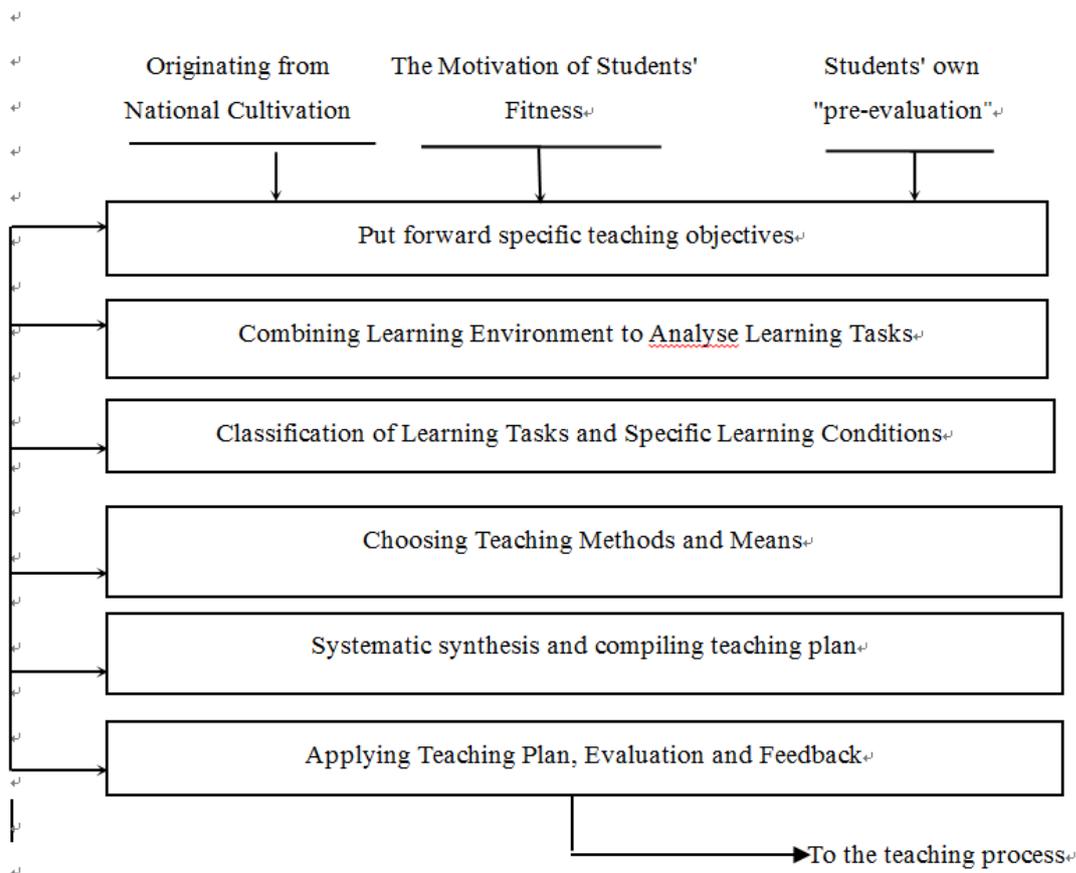


Fig.1 Physical Education Teaching Design Driven by Fitness Motivation

#### 4.1 Establishing Appropriate Teaching Objectives

The goal of physical education teaching is the starting point and destination of physical education teaching. It controls, regulates and controls the whole process of physical education teaching, and determines the direction of development of physical education teaching. Combining with students' fitness motivation, designing systematic teaching objectives is of great significance for completing the teaching tasks of physical education comprehensively and correctly.

To grasp the systematisms of the whole purpose of school physical education in our country. The aims of school physical education and physical education teaching are stipulated by the national educational policy, policy and outline of physical education. For physical education teachers, the main design is unit teaching objectives and class teaching objectives. It is necessary to take into account the horizontal and vertical linkages of the target system, such as the requirements of the upper goal, the linkages and progressiveness of the objectives at all levels, the linkages between the teaching objectives of the unit and the teaching objectives of the class hours.

Comprehensive consideration and analysis of the elements of the physical education teaching system. This paper analyses the professional quality and teaching ability of physical education teachers, the psychological and physiological characteristics of students and the initial level of teaching content, and the role and status of students and teachers.

The question that must be answered by the specific designer before he starts teaching and designing is: "What will learners do after teaching that they would not have done before?" Or "How will learning change after teaching?" Endpoint means result. Endpoint behavior refers to what students can do after the end of teaching activities, which they can not do before the beginning of teaching activities. Every specific teaching goal describing end-point behavior should ask students to do something. Before the beginning of teaching, students can "do" it, so they need not bother to teach. If he can't, it's the responsibility of the teacher (and possibly with the help of the students) to

identify learning activities designed to lead the students to eventually master these tasks. Each potential learning activity should be evaluated on the basis of whether it contributes to achieving specific teaching objectives. The greatest advantage of concretization of “end-point behavior” is that when these goals are achieved, not only is he himself clear, but also the teacher or others are very clear. As a teacher, there will be a sense of satisfaction to confirm the performance of their duties; as a student, there will also be a sense of satisfaction to see their successful completion of tasks.

#### **4.2 Analysis of Teaching Tasks**

The purpose of task analysis is to make specific arrangements for teaching tasks in advance so as to make teaching as effective as possible. Students are not in a vacuum, nor are they ignorant when they enter a learning situation. What students have learned before almost always affects the way they complete new tasks. The term “starting point behavior” includes the fact that students already have the ability to exercise and physical conditions before teachers begin teaching. In order to carry out physical education teaching more effectively, teachers should understand the physical conditions, knowledge and skills that students already possess in completing their learning tasks. Normally, teachers assume that students have the relevant starting point knowledge, physical quality and skills required by teaching tasks, but in fact, different students have different starting point behavior. It is very important and very difficult to find out whether the students have the corresponding ability of prophecy. If a certain skill has to be mastered before the beginning of teaching, or if the teacher is not sure whether the students have the ability of prophecy, then the teacher should confirm it. With the help of complete task analysis, teachers can find out what these prerequisites are, and “pre-evaluation” of students will help teachers grasp the starting point of students. Reasonable “pre-evaluation” can provide teachers with specific information about the students' ability to master those predictors and the physiological conditions they have.

#### **4.3 Classification of Teaching Contents and Specification of Learning Conditions**

From the point of view of instructional designers, the division of learning content into different types is to make specific provisions on teaching conditions and procedures. If we can identify the types of learning that require unique learning conditions, then we can outline the specific ways of learning conditions.

According to the learning characteristics of attitudes, the following guiding principles should be taken into account when completing the teaching of attitudinal goals: (1) Make logical and coordinated explanations to students according to the anticipated attitudes. It can be illustrated by authoritative figures, role models, scientific evidence and students' own experience. (2) The atmosphere of learning should be harmonious. Teachers should be respected by students and play democratic, supportive, advisory and supervisory roles. Teachers can also serve as models for demonstrating positive attitudes. (3) Students' reactions consistent with positive attitudes should be strengthened. (4) Small group guidance can help to ensure strengthening. The goals of small groups should be consistent, and they should be in frequent contact with each other. (5) Guiding the anticipated attitude should be combined with a certain period of personal self-study and evaluation activities. Attitudes must be related to students' self-concept and values. (5) Action plans for attitude development should be established in advance. The plan should reflect the goal of gradual progress and be evaluated.

#### **4.4 Choosing Teaching Methods and Means**

The first consideration in choosing teaching methods is that students can transmit the basic stimulus attributes most effectively. It is essential to be able to present the stimulus that best matches all kinds of perception in order to convey the essential aspects of information. The key is to determine which way of perception is most appropriate. Learning occurs only when the learner interacts with something. Interaction is the inherent requirement of learning process. We should find the learning conditions that can determine the interaction paradigm. Learning methods come from the logical analysis of the various conditions required by the type of learning, and from the

general and specific conditions of learning. In a word, the choice of teaching means and methods is determined by some factors, such as the nature of learning situation, the type of expected learning results, learning environment, the conditions of teaching development, the cultural background of teaching and the availability, feasibility and cost of various practical factors such as media and methods. In order to achieve effective teaching objectives, priority should be given to learning scenarios (including students' characteristics), and then to the types of expected learning outcomes.

#### **4.5 Systematic synthesis and compilation of teaching plan**

After arranging the specific teaching objectives, task structure, learning types and conditions, learning media and methods, we should integrate all aspects in a comprehensive way to form an operable teaching plan. This integration must take into account the limitations of time, funds, facilities, team size, regional climate and other factors. The most important thing is to coordinate all aspects of the content and tasks, so as to avoid being overweight. In terms of allocation of time and resources, we should seize the key points and take precautions.

#### **4.6 Evaluation and Feedback**

The first form of evaluation is “pre-evaluation”, which is used to find out the realistic relationship between students and learning goals, and to collect reliable information about whether students have achieved teaching goals in advance. The second form of evaluation is “supervisory evaluation”, which mainly provides feedback on students' learning progress. It should be emphasized that the purpose of evaluation is not to punish students. Instead, it provides diagnostic feedback to the learning system, making learning more effective and teaching more effective. The third form of evaluation is “final evaluation”. The final evaluation is carried out after the end of teaching, mainly to evaluate the effect of the learning system; at the same time, it is also a means of collecting information, by which the system can be adjusted to make it more effective in the next run. The final evaluation is based on the goal. If the goal is very clear, the final evaluation can be carried out easily. If the teaching system works well, there is a possibility that every student will meet the target, although the time and effort they spend will vary.

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