Application of Incentive Theory in Track and Field Training of College Students

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Abstract: Motivation theory is literally to encourage, but in college students’ track and field training, it can be understood as to achieve a certain goal, strengthen and guide a kind of behavior of students, let students have a strong sense of achievement in it, so as to enhance the self-confidence of students in sports. Based on this, this paper first introduces the application principles of motivation theory in track and field training of college students, and then discusses the application effects of motivation theory from four aspects: example, competition, goal and spirit, so as to provide reference for track and field teachers in colleges and universities.

Keywords: Incentive theory; College students; Track and field sports

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The effective application of motivation theory is to analyze the students’ physical quality from a more scientific point of view, and take the training goal as the key point to arouse the students’ sports potential, so that the students can devote themselves to the training with more enthusiasm. Therefore, teachers should choose appropriate motivation methods according to the actual situation of students, help college students to establish a good mentality, change the previous passive training mode, and improve students’ physical and psychological quality.

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1. The Application Principle of Incentive Theory in Track and Field Training of College Students

(1) The Principle of Combining Positive and Negative
In college students’ track and field training, positive and negative motivation is very effective, and the effect of these two ways will also affect some of the students’ behavior. When a student wants to give up or retreat in track and field training, the teacher should tell the student that it is not good to give up halfway, or the student who does not obey the rules in track and field training. Praise students who persevere and abide by the training rules. Under the principle of the combination of positive and negative incentives, fully mobilize the enthusiasm of students training, and those bad behavior, improve the overall training effect.

(2) Material + Spiritual Principles
In college students’ track and field training, it is obviously undesirable to give students corresponding material rewards to stimulate their training enthusiasm, but if they give material rewards and neglect spiritual encouragement. Therefore, teachers take present actual situation as the background and carry on the synthesis analysis to student’s training effect, after attaining the established standard, use the example drive form, satisfies the student spiritual aspect the need.

2. The Application Effect of Incentive Theory in Track and Field Training of College Students

(1) Model Encouragement
According to the current analysis, the current college students have the ability of independent thinking. Therefore, teachers should combine the students’ cognitive situation, not expand the scope, even from the characters around the students, and do a good job in publicity. The main reason is that there is no obvious difference in life, habits and so on, and the content of learning is almost the same, which ensures that the model incentive is more obvious comparable, but also easier to be accepted by students. Once more, must take the outstanding track and field athlete as the model, causes the student to realize that persists the track and field training to be possible to change a person’s destiny, and enhances student’s enterprising spirit under the long-term edification. There are many types of role models, ranging from the social to the class role models that give students the motivation to move forward and build endurance. Teachers should realize that there are some differences in the influence of role models. Generally speaking, the greater the influence of people closely related to students’ living environment, such as Liu Xiang, is the national role model of students, which is
too far away from students’ living environment and different starting and ending points, thus leading to ineffective incentives. Therefore, teachers try to choose their own professional, class model, their life, learning environment, or even age will not have much difference, knowledge acceptance is the same, this kind of model object is easier to motivate students. And let the students in the process of catching up with the model, so that their own will can be trained, imperceptibly infected and affected the students.

(2) Competition Incentive

The aim of sports enlightenment is to give full play to students’ own sports advantages and make the training achieve the best results. First, college students should be fully aware of the significance of the existence of track and field, and in this sense continue to develop, and even give students a sense of oppression, so that they have a desire for training. In addition, competition can stimulate students’ enthusiasm for training to the utmost. When students feel the pressure brought by competition, they will have a strong desire to win. At the same time, the biggest characteristic of the competition is the strong competitive ability, which can make the students feel the joy of winning, get the recognition of the team members, and have strong expressive force in the whole stage of the students. Take endurance running for example. When students win the final victory in track and field events, they think it is a way of overcoming difficulties, and they will be able to better display themselves later. After the race, they will be rewarded with material and spiritual rewards which virtually inspires them to move on. In addition, track and field also provides students with more diverse activities, such as the preparation stage before the training teachers give students psychological hints, and through the role of demonstration to encourage students, strengthen the training effect, so that students realize the noble quality of sports. Accordingly, the teachers in the training, the use of heterogeneous relay competition, the winner won the prize, cultivate the team spirit of students, so that students realize that sports is also a team sport, through the form of team competition, so that students can get more real feelings, guide them to constantly inspire themselves.

(3) Goal Incentive

Motivation involves many aspects of knowledge, such as motivation, feedback, and so on. In order to realize the effectiveness of any kind of information, teachers can make students have a general understanding of the goal by means of examples and comparisons, so as to stimulate their desire for training. Similarly, when students determine their goals in life, they can also promote the formation of their three values, clear and accurate goal incentives, so that students understand the significance of unity and cooperation in track and field training. Starting from the actual ability of students, determine incentive objectives, complete the effective guidance of college students, and improve their track and field training results. For college students track and field
events, we should not only have a solid foundation, but also a stable physical quality, and teachers use the form of goal motivation to improve students’ psychological quality. For example, when a student achieves a small goal in the big goal, the teacher will give the student praise, and spur the student to continue to work hard, and begin to work towards a higher goal. When designing an incentive measure for the goal, the teacher will consider the span, difficulty and other factors, and properly affirm the student’s behavior to meet the student’s psychological needs. As can be seen from Fig. 1, the teacher makes students mentally think, “I want to exercise.” As this awareness becomes more and more obvious, students’ desire for participation increases and is internalized as a goal of self-development.

(4) Spiritual Motivation

Mental motivation in athletic training is mainly to mobilize the inner potential of students, meet the psychological needs of college students, and generate the motivation to complete the task, while mental motivation in athletic training is mainly from three aspects. The first is respect, in carrying out athletic training activities, teachers should pay attention to the basic skills, not only to teach the key technology, but also to fully respect students, eliminate students’ disagreement with the key technology and obtain psychological satisfaction. A sense of honor enables students’ intrinsic needs to be satisfied, and in lieu of certificates, trophies, or gifts from teachers, students will actively participate in athletic training in order to gain a sense of honor and thus improve their athletic performance. Third, emotional, for students in training encountered in a variety of problems, teachers should give appropriate guidance and attention, such as some students strained ligament, teachers should lead students to the infirmary to view the injury, so that students feel the teacher’s care, close teacher-student relationship, so that students actively cooperate with the work of the physical education teacher.

4. Conclusion

The theory of incentive mechanism to college students athletics training enhanced the physical fitness, achieved a better training effect, the role is very obvious. In the actual application, according to the individual differences of college students, the teacher combines the athletics training law, adopts the appropriate incentive mode, starts the targeted training, gradually stimulates the students’ sports potential, makes them obtain satisfactory sports performance, and obtains a certain sense of achievement.
Works Cited


