Research on Human Resource Development and Training Design Based on ARCS Model

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Abstract. The major of human resource management has trained a large number of human resource management talents for enterprises and institutions, which is the core major in line with the needs of rapid social development. However, with the rapid development of society, the traditional human resource development and training can not meet the needs of society, which has become an obstacle for enterprises to obtain practical talents. Therefore, we should enhance the practice and operation of training skills training, which will improve the practical ability of students. Human resource development and training can make some progress through management game, scenario simulation and case teaching. However, there are still some deficiencies in human resource development and training. ARCS model is a method to stabilize students' learning motivation, which can guide teachers' teaching practice. By changing teachers' traditional ideas, the ARCS model can enhance students' initiative in learning. First, this paper analyzes the benefits of the ARCS Motivation Model. Then, this paper puts forward some questions. Finally, some suggestions are put forward.

Keywords: ARCS Model, Human Resource Development and Training, Teaching Design

1. Introduction
With the rapid development of science and technology, college students generally come to intelligent devices, which will increase students' learning burnout [1]. At present, there are many problems in students' learning, such as backward teaching methods, less practice, boring teaching content, and untimely teaching feedback, which will reduce students' enthusiasm for learning. However, based on the learning motivation theory of ARCS model, we can improve students' learning enthusiasm, which will improve students' learning motivation [2]. Although, our country human resources talented person trains excessively, this will reduce the employment superiority [3]. Therefore, colleges and universities should improve the development and training of courses, which will improve the
comprehensive quality of students. We can create certain situations, which will emphasize that students are the constructors of knowledge [4]. Constructivism theory holds that learning is not simply the input, storage and extraction of information, but the synthesis and generalization of ideas, knowledge and experience.

2. Benefits of ARCS Motivation Model

Learning motivation is the internal driving force for learning effect, which can promote the formation of this internal driving force [5]. Through the ARCS Motivation Model, we can analyze four factors, including interest, relevance, expectation and satisfaction, as shown in Figure 1.

![Figure 1. Benefits of ARCS Motivation Model](image)

2.1. Interest

According to the ARCS Motivation Theory, the premise of arousing and maintaining learning motivation is the concentration of students' attention. Attention can be divided into two forms: one is to arouse the students' interest and curiosity in specific knowledge to pay attention to the teaching content; the other is to arouse the students' unintentional attention through multimodal teaching forms and methods. In the course of teaching, the primary task of teachers is to arouse students' curiosity, stimulate their interest in learning, and adopt various ways to attract and maintain students' attention.

2.2. Relevance

The relevance of ARCS Motivation Theory mainly involves two aspects. One is the relevance of learning purpose; the other is the relevance of learning process [6]. Objective relevance means that when learning content and students' learning objectives are highly correlated, students' interest in learning will be further strengthened. Process relevance refers to the process of using images, sounds, images and cases related to students' cultural background, individual characteristics and living habits, which will further arouse attention and improve students' learning attention.

2.3. Expectation

It is difficult to maintain the continuous learning motivation simply by arousing students' attention and strengthening the relevance of knowledge. The most effective way to obtain learning motivation is to
let students build up their self-confidence in learning. According to Fromm's expectation theory, we find that the strength of self-confidence determines the degree of overcoming difficulties. In order to receive the expected incentive effect, we should not only make the effectiveness of the incentive means high enough, but also make the incentive objects have enough confidence to obtain this satisfaction.

2.4. Satisfaction
As the last factor of ARCS Motivation Model, satisfaction plays an important role in the continuity and circulation of learning motivation. The effect of satisfaction on students' learning includes two aspects: one is that when the learning results and expected goals are agreed, students will get the internal sense of achievement and satisfaction; the other is that when the learning process and effort level are judged and praised fairly, students will get the external sense of satisfaction.

3. Problems in human resource development and training
This paper is based on the field survey. 600 formal questionnaires were sent out, 581 effective questionnaires were sent out, and the effective rate was 96.83%.

3.1. Lack of corresponding learning enthusiasm
With the rapid development of science and technology, college students generally come to intelligent devices, which will increase students' learning burnout. According to the survey results, the main problem is Boring teaching content, accounting for 58.4%. The second is Backward teaching methods, accounting for 56.7%. Details are shown in Figure 1.

![Figure 1](chart.png)

Figure 2. Lack of corresponding learning enthusiasm

3.2. Insufficient attention
Teachers pay less attention to improving students' learning enthusiasm, and the teaching form is still in the form of traditional, simple and other teaching methods. According to the survey results, the main problem is Market demand gap, accounting for 67.5%. The second is Insufficient attention, accounting for 59.4%. Details are shown in Figure 2.
4. Human resource development and training course teaching design

4.1. Analysis of students' motivation
In the course of human resource development and training, there are two main learning objectives: designing training and development programs and becoming a trainer. The realization of the first learning objective is relatively simple, and only a paper-based training and development program needs to be formed after the end of the course. The second goal is to become a trainer. It is more challenging to cultivate students' abilities of explanation or oral expression, communication and communication, problem finding and solving, innovation, computer and multimedia application and information processing. Students with a wide range of interests and extroverts may be more interested in becoming trainers. Teachers should grasp students' motivation in time, understand students' interests, hobbies and personality characteristics, and combine the factors of hearing and vision that affect students' attention, so as to select classroom teaching content.

4.2. Common growth and development mechanism
At present, the resources of enterprises or schools are limited, which will not provide enough funds, manpower and time for all students to attend the training at the same time. Therefore, we should choose the combination of organizational training and independent training, which will greatly reduce the cost of training. By saving training time, we can make all employees get training and promotion. By solving the problem of resource shortage, we can improve the learning ability of the whole staff, which will improve the overall quality of students. We should determine the learning evaluation indicators contained in each learning achievement. The establishment of the evaluation standard of learning achievement can make students have a clear direction and provide a complete basis and path for completion.

5. Conclusions
Through design training and human resource development, we can evaluate the training effect, which can guide students to grasp the knowledge points in each stage of the classroom. By focusing on both theory and practice, students can fully understand the learning theory and training process in the course, which will be better applied to practical work. Through the ARCS Motivation Model, teachers...
can combine students' attention, learning relevance, self-confidence and satisfaction, which will form an operable motivation system.

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