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# Organizing Extracurricular Activities Based on the Arcs Motivation Model: Theory and Practice

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**Abstract**

**This article provides a scientific-theoretical and practical analysis of John Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) motivation model and its application in organizing extracurricular activities. During the research, students examined the four main components of the model—attention, relevance, confidence, and satisfaction—through experimental trials in a school setting. The results of the experimental work on the topic "Higher Purpose" in the 7th grade showed that the ARCS model is an effective tool for enhancing student motivation, ensuring their active participation, and promoting personal development. The article also demonstrates the integration of the model with metacognitive strategies, video content, and hobby-based activities.**

**Keywords: ARCS model, motivation, extracurricular activities, metacognitive strategies, consolidation, cognitive dissonance, procrastination.**

## Introduction

Reforming and modernizing the education system in the Republic of Uzbekistan is one of the priority directions of state policy. A number of reforms have been implemented to achieve this goal. Additionally, in the modern education system, student motivation is one of the key factors determining educational effectiveness.

In the late 20th century, American psychologist John Keller noticed that insufficient attention was being paid to student motivation in developing educational programs, and in 1987 he created the ARCS motivation model. The model is based on "expectancy-value" theory, relying on the principles that a task must have value that satisfies personal needs and that students must believe in their ability to complete the task.

While the ARCS model has mainly been applied in the educational process in higher education institutions, its application in organizing extracurricular activities at the school level is a relatively new and understudied direction. In this regard, the relevance of this research stems from the need to study the possibilities of applying the model in school settings, particularly in extracurricular activities.

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## RESEARCH METHODOLOGY

The research was carried out based on a mixed methodology combining qualitative and quantitative indicators. Methods of scientific literature analysis, pedagogical observation, experimental work, and surveys were used. The research was conducted among 7th grade students on the topic "Higher Purpose." In the experimental group, all components of the ARCS model were applied sequentially, and the results were evaluated through initial and final surveys.

The ARCS model consists of four main components:

**1. Attention** – arousing and maintaining student interest.

**2. Relevance** – ensuring the learning material's relevance to the student.

**3. Confidence** – strengthening the student's belief in their own abilities.

**4. Satisfaction** – ensuring positive emotions from achieved results.

In 2020, Serkan Dincher conducted a meta-analysis covering 26 different studies. Research by Fang (2023) and Prasetya (2024) confirmed the high effectiveness of applying the ARCS model in combination with multimedia learning environments and augmented reality technologies.

## EXPERIMENTAL RESEARCH RESULTS

### 1. Attention Component: Consolidation and Video Content

During the experiment, information from the "Higher Purpose" chapter was consolidated and video content titled "Great Personalities" was created. The following strategies were applied in preparing video materials:

- **Hook (Engaging opening):** Asking provocative questions in the first 5-10 seconds of the video;
- **Interactive elements:** Integrating 10 thought-provoking questions;
- **Storytelling method:** Providing examples from the lives of real people;
- **Visual effects:** Infographics and comparison images (Aral Sea, Singapore transformation).

### 2. Relevance Component: Metacognitive Integration

**Self-monitoring:** Students reflected with questions such as "Why can't I set higher goals?", "Is my goal beneficial for humanity?"

**Strategic planning:** Consulting with parents and teachers, seeking ways to increase knowledge.

**Adaptive change:** Acknowledging problems and identifying solutions.

Through visual presentations, the local importance of goal-setting was demonstrated: problems such as phone games, wasting time, being deprived of knowledge, and comparison examples such as the Aral Sea and Singapore were presented.

### 3. Confidence Component: Eliminating Cognitive Dissonance

Causes of procrastination in students were identified: excessive time spent on social networks, low self-confidence, hopelessness due to environmental problems, lack of knowledge, and laziness.

The following methods were applied to eliminate procrastination:

| Method | Description |
|---|---|
| Cognitive-Behavioral Therapy | Changing irrational beliefs |
| Breaking down tasks | Pomodoro technique |
| 2-minute rule | James Clear methodology |
| Social commitment | Mutual control with friends |
| Gamification | Converting tasks into game format |

**4. Satisfaction Component: Achieving Goals Based on Hobbies**

Students were assigned to set short-term goals within their hobbies. As a result, activities such as writing poetry and stories, drawing, making furniture from wood, sewing dresses, knitting scarves, building robots, winning sports games, and writing stories in English were carried out.

## RESEARCH RESULTS AND DISCUSSION

At the end of the experiment, repeated survey results showed that positive characteristics such as high enthusiasm for learning, increased self-confidence, formation of a sense of responsibility, cooperation, proper time management, and goal orientation were formed in students.

Several limitations of the ARCS model were identified during the research process:

**1. Oversimplification:** The model depicts motivation as a sequential process, but in practice it is much more complex;

**2. Insufficient attention to social context:** Group dynamics and cultural factors are not adequately considered;

**3. Difficulty in practical application:** Problems implementing in conditions of limited time and resources;

**4. Subjectivity of assessments:** Determining the level of "relevance" and "satisfaction" depends on the student's personal perception;

**5. Lack of empirical evidence:** Sufficient scientific evidence is not available for some components.

## CONCLUSION

The research results showed that the ARCS motivation model can be effectively applied in organizing extracurricular activities. The model is a powerful tool for increasing student motivation in school settings, ensuring active participation, and facilitating personal development. Activities such as consistently applying the ARCS model in extracurricular work, integrating video content, metacognitive strategies and hobby-based activities, paying special attention to procrastination and cognitive dissonance problems, adapting each component of the model to students' age characteristics, and improving the model taking into account social and cultural context can be an effective tool for achieving high results.

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