



SKIING – THE DIDACTICAL APPROACH TO MOTOR LEARNING

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Abstract: *Skiing as any other complex sporting activity has a dominant feature: "the task difficulty". Skiing as any other complex sporting activity has a dominant feature: "the task difficulty". Obviously, there are also less challenging tasks, but these ones only allow a mediocre expression. "The difficult task" is the one that requires quality, quantity and complexity at the level of the maximal challenge degree that can generate performance.*

Key words: *skiing, learning, teaching, motor structures, challenges, evaluation, accommodation*

INTRODUCTION

In terms of educational sciences, motor learning represents mainly the characteristic human ability to acquire certain skills, behaviors, aptitudes and information regarding body motion. From the perspective of cognitive and volitional psychological processes, learning implies the adjustment of the values obtained in a positive manner, out of a specific situation that is perceived objectively both at a basic level and also at a complex one. Personal experience, gained from many relevant teaching environments (skiing is one of them), validates the principles of the primary learning curricula compiled by specialists like Golu P. (1985), Roșca A. (1971), Pelin F. and others. They claim that there is an elementary form of study that includes reactions as a response to environmental and physical stimuli which are acknowledged as an immediate action. The identification of these stimuli, generally experienced as accommodation, is based on the learning and acquisition process. When an optimal relationship is established between the response to the environmental challenges, one's self expression with the help of the ski equipment and the efficient capitalization of the physical, technical and physiological potential, one can gain the ability to identify the personal expression in respect to the training environment.

THE FUNDAMENTAL PART

Skiing as any other complex sporting activity has a dominant feature: "the task difficulty". Obviously, there are also less challenging tasks, but these ones only allow a mediocre expression. "The difficult task" is the one that requires quality, quantity and complexity at the level of the maximal challenge degree that can generate performance. The difficulty of the task in skiing is a "perceived difficulty". It is stimulating, regulating emotions and motivation, a priori, through its level of exigency (Dornic 1986, Kikla 1972) or its probability of success. (Atkinson 1986, Martens, Vealey and Burton 1990). One must keep in mind that the perception in skiing has multiple phases: the anterior one, the process (intermediate) one, and the post-effort one. All three perceptual efforts must be analyzed, and the identification of positive behavior stimuli must encompass the fundamentals of the subsequent attitude in order for the trained person to run through all the hierarchical stages of value and thus leaving the beginners area. (Durand si Barra 1987, Famose and Kornikowski 1987). In skiing, the training must have its specific continuity and duration and must suite the level of commitment. Based on my own experience I can say that the training performance gained during skiing

appears due to repetitive acquisitions made at a high degree of fatigue (even up to the unbearable tiredness point), divided by short breaks along the route. The teaching of skiing shapes individuals that possess aptitudes and abilities with different values, but nevertheless expressed in the same environment. This situation leads to the appearance of subjective, individual task difficulties that are expressed differently in objective contexts. Achieving the teaching goals in skiing can only be accomplished by expressing on a large value scale the compulsory requirements of safety throughout the exercise and, in more advanced stages, the need for creativity. The skiing methodic must make allowance for the technical procedures of expression, according to the degree of difficulty of the ski slopes, to the weather conditions and to the characteristics of the equipment. (Cârstocea V., Pelin F., Stroe St.) In my opinion, the didactics of skiing has a dominant feature: the formative evaluation. We must always remember that in physical performance environments the dominant characteristic is "the summative evaluation". In a formative framework, the person in training must firstly compare himself to the earlier stages of his development and only afterwards to his colleagues' achievements. In a summative framework, one must always compare himself, through competitions, to his adversaries.

The premises for successful training in skiing:

- The physical potential of the students
- The sum of their abilities
- The age of the participants
- The professional skills of the instructor
- The accessibility of the ski slope
- The equipment's characteristics and performance
- The environment of the training
- The daily training schedule

CONCLUSIONS

- The didactical task in skiing represents the primary stimulus of the training
- The formative evaluation generates the challenging comparison between what students are and what they must become
- The management, the safety of the training and emulation generate didactical performances
- The teaching task must be distributed in an even and accessible manner, according to the goals of the training program
- The internal regulations of the skiing camp compose one of the pillars that sustain the didactical performance

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