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ALPINE SKIING AS LEISURE ACTIVITY PRACTICED AFTER A SPECIFIC TRAINING

Camelia Daniela PLĂSTOI[1]

Abstract: *In the current society, the use of specific training in alpine skiing is facilitated by the presence of the rental centers, for the necessary sports equipment and by the presence of ski instructors. The learning of alpine skiing as a leisure activity after a specific training is followed by a decrease in the number of injuries, correct assimilation of the basic notions of skiing on the slopes, gaining self-confidence, etc.*

Learning and then practicing alpine skiing involves assimilation of information in a certain way, thus appealing to the experience of the communicator and the way the beneficiary is approached, which will allow a correct, rapid assimilation, with positive long-term valences and new practical and theoretical notions.

Key words: *alpine skiing, specific training.*

1. Introduction

Diversifying access to information and the individual's desire to acquire new skills is a challenge in today's society. More and more people want to spend their free time in a variety of ways, regardless of the season.

There are, however, leisure activities which, due to its characteristics, can only be carried out after training provided by persons qualified to do so. Such activities include the practice of alpine skiing as a leisure activity.

The development of the facilities and the easy access to the ski slopes make more and more people want to learn how to ski, regardless of their social status or basic work.

This has made learning and practicing alpine skiing as a leisure activity very popular.

"The creation of decisional capacities of social responsibility in various life conditions, the analysis of your own actions and the creation of a flexible attitude, adaptable to new social-economic conditions can be realized having as support the applied education and the touristic activities." [3, p. 60]

The assimilation of elemental notions specific to alpine skiing is done under the careful guidance and supervision of a ski instructor or monitor.

[1] Faculty of Technical, Medical and Behavioural Sciences, University "Constantin Brâncusi" of Tg-Jiu.

The transmission of information must be done in such a way as to create optimal interpersonal relationships to allow the "receiver" to store the specific movements and the more correctly the instructive-educational process is achieved, its quality and its purpose is due to the relationship initiated and controlled by the "emitter ".

"The motor executions during which subjects modify the structure or movement details due to new information are reflected in their actions and influenced by the type of temperament that condition the rhythm and accuracy of the final executions." [5, p. 66]

"Motor skills are indispensable components of human physical activity, providing the possibility of specific efforts and, harnessing the functional potential of the body. Motor skills naturally develop to a certain level, depending on many factors, and are perfectible through practice." [1, p. 358]

In the assimilation of the technique of maintaining the specific balance on skis and going down the ski slopes, these are new abilities formed in individuals which are related to the ability of the monitor to choose the most suitable exercises and the possibility of repeating them, because "... the manifestation of new behavioural variants are conditioned by the effects of quantitative accumulations ..." [7, p. 123]

Every person who want to learn to ski must "…look for a ski monitor, which will allow them to assimilate professional information during a few hours of training.

The brief acquiring of the notions specific to the learning of alpine skiing calls for the transmission of a personalization and individualization of the information, which will take into account the different factors which at that moment belong to the individual's information assimilation." [6, p. 387]

"Increasing the number of adults who want to practice alpine skiing as a freetime activity as a result of their understanding of their importance to the physical and mental health of the body will generate major implications for the efficiency of their professional and daily activities." [6, p. 389]

It is very important for the adult to understand the value of physical activities carried out in her free-time, why have the effect of removing the accumulated stress and fatigue. "The stress so the extension of intellectual activity that requires concentration and increased attention, held backgrounds noisy, stressful, in which individuals have different personalities, different ways of behavior, ideals and motivations convergent and divergent imposes the need for integration in an activity to produce physical relaxation and more concern less stressful." [2, p. 62]

2. Objectives

The proposed objectives were:

- ✓ everyone undergoing the study to master the skiing technique on different slopes
- ✓ the acquisition of the ability to safely go down the slopes
- ✓ to learn the skill to stop correctly and safely;
- ✓ the acquisition of the ability to make detours and directional changes correctly;
- ✓ form the habit of skiing later, in their free time, as a leisure activity.

3. **Material and Methods**

The research activity was carried out during the winter season, with subjects aged between 18 and 49 years. It is worth mentioning that none of these people had previously had ski lessons and everyone wanted to learn how to ski so that they could later practice alpine skiing as a leisure activity.

The subjects (50), were monitored as follows:

- 20 subjects monitored in December, table no.1;
- 15 subjects in January, table no.2;
- 15 subjects in February, table no.3.

Each of them had a total of 6 hours under the guidance of the personal monitor, distributed over 2 consecutive days.

Each person was recording with notes from 5 to 10, initial, intermediary and final, after every 2 hours.

The work activities of the subjects were unrelated to sports activities, which required the use of simple, basic executions useful in assimilating the notions needed to learn alpine skiing as a leisure activity.

The subjects monitored in December Table 1

No. crt.	Name and surname	Age	Type	Practicing of sport
1.	A.M.	19	female	not
2.	A.T.	21	female	not
3.	C.D.	24	male	not
4.	D.A.	39	male	not
5.	D.S.	40	male	not
6.	F.R.	37	female	not
7.	F.T.	44	female	not
8.	G.I.	48	female	not
9.	H.A.	49	male	not
10.	L.D.	36	female	not
11.	L.M	27	male	not
12.	M.A.	41	male	not
13.	M.D.	25	female	not
14.	M.R.	31	male	not
15.	O.S.	33	male	not
16.	P.A.	48	male	not
17.	P.R.	41	male	not
18.	P.S	43	female	not
19.	S.L.	34	male	not
20.	T.M.	28	female	not

Table 2

The subjects monitored in January

No. crt.	Name and surname	Age	Type	Practicing of sport
1.	B.M.	24	male	not
2.	B.T.	31	male	not
3.	C.L.	44	male	not
4.	C.M.	29	female	not
5.	C..P.	30	female	not
6.	G.R.	47	male	not
7.	G.T.	40	female	not
8.	H.N.	38	male	not
9.	I.L.	29	female	not
10.	M.R.	46	female	not
11.	M.S	37	male	not
12.	P.R.	31	male	not
13.	P.T.	45	female	not
14.	S.S.	21	male	not
15.	T.O.	23	female	not

Table 3

The subjects monitored in February

No. crt.	Name and surname	Age	Type	Practicing of sport
1.	D.E.	24	female	not
2.	D.V.	31	female	not
3.	E.S.	44	male	not
4.	F.M.	29	male	not
5.	G.I.	30	female	not
6.	J.O.	47	male	not
7.	L.I.	40	male	not
8.	L.S.	38	male	not
9.	I.L.	29	female	not
10.	M.A.	46	female	not
11.	N.R	37	male	not
12.	N.T.	31	male	not
13.	P.O.	45	male	not
14.	R.F.	21	female	not
15.	S.M.	23	female	not

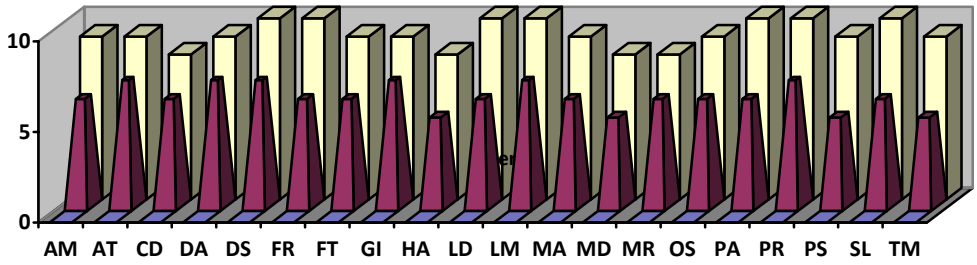
With each subject has worked individually in the 6 hours in order to achieve the proposed objectives. Scores recorded and made in the table no. 4, 5 and 6 have been represented for the acquisition of the ability to safely go down the slopes (initial, intermediate, final).

Table 4

Evolution for the subjects monitored in December

No. crt.	Name and surname	The acquisition of the ability to safely go down the slopes (initial, intermediate, final)			To learn the skill to stop correctly and safely (initial, intermediate, final)			The acquisition of the ability to make detours and directional changes correctly (initial, intermediate, final)		
1.	A.M.	0	6	9	0	6	10	0	5	9
2.	A.T.	0	7	9	0	5	10	0	6	10
3.	C.D.	0	6	8	0	7	10	0	6	9
4.	D.A.	0	7	9	0	6	9	0	7	10
5.	D.S.	0	7	10	0	7	9	0	6	9
6.	F.R.	0	6	10	0	8	10	0	7	10
7.	F.T.	0	6	9	0	8	10	0	7	9
8.	G.I.	0	7	9	0	6	9	0	5	8
9.	H.A.	0	5	8	0	6	10	0	6	8
10.	L.D.	0	6	10	0	5	9	0	5	9
11.	L.M	0	7	10	0	7	10	0	6	10
12.	M.A.	0	6	9	0	6	9	0	5	10
13.	M.D.	0	5	8	0	7	8	0	5	9
14.	M.R.	0	6	8	0	6	10	0	6	10
15.	O.S.	0	6	9	0	7	10	0	7	10
16.	P.A.	0	6	10	0	6	9	0	5	9
17.	P.R.	0	7	10	0	6	10	0	5	10
18.	P.S	0	5	9	0	7	9	0	6	10
19.	S.L.	0	6	10	0	6	10	0	7	10
20.	T.M.	0	5	9	0	6	10	0	6	9

In the next graphic no. 1 it is evidenced the acquisition of the ability to safely go down the slopes (initial, intermediate, final) for subjects monitored in December and where are the progression made by the subjects.



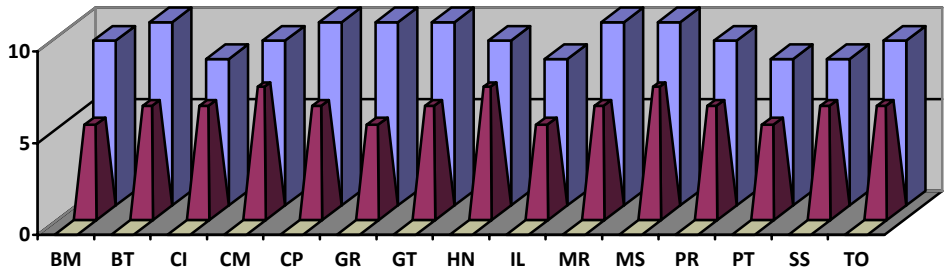
Graphic 1. *Evolution for the subjects monitored in December*

The acquisition of the ability to safely go down the slopes (initial, intermediate, final)

Table 5

Evolution for the subjects monitored in January

No. crt.	Name and surname	The acquisition of the ability to safely go down the slopes (initial,intermediate, final)			To learn the skill to stop correctly and safely (initial, intermediate, final)			The acquisition of the ability to make detours and directional changes correctly (initial, intermediate, final)		
1.	B.M.	0	5	9	0	5	9	0	7	10
2.	B.T.	0	6	10	0	6	9	0	6	8
3.	C.L.	0	6	8	0	7	10	0	7	9
4.	C.M.	0	7	9	0	6	9	0	7	10
5.	C..P.	0	6	10	0	8	10	0	6	9
6.	G.R.	0	5	10	0	7	10	0	6	10
7.	G.T.	0	6	10	0	8	10	0	7	9
8.	H.N.	0	7	9	0	7	9	0	6	10
9.	I.L.	0	5	8	0	6	10	0	6	8
10.	M.R.	0	6	10	0	5	9	0	5	9
11.	M.S	0	7	10	0	7	10	0	6	10
12.	P.R.	0	6	9	0	6	9	0	6	10
13.	P.T.	0	5	8	0	7	8	0	5	9
14.	S.S.	0	6	8	0	6	10	0	7	10
15.	T.O.	0	6	9	0	7	10	0	6	10

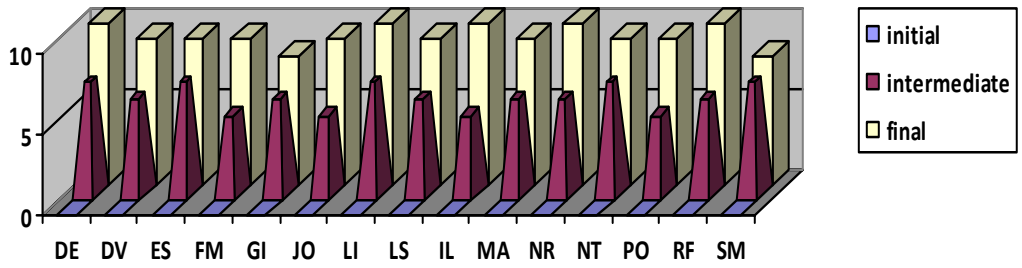


Graphic no.2. Evolution for the subjects monitored in January

The acquisition of the ability to safely go down the slopes (initial, intermediate, final)

The subjects monitored in February Table 6

No. crt.	Name and surname	The acquisition of the ability to safely go down the slopes (initial,intermediate, final)			To learn the skill to stop correctly and safely (initial, intermediate, final)			The acquisition of the ability to make detours and directional changes correctly (initial, intermediate, final)		
1.	D.E.	0	7	10	0	7	10	0	5	9
2.	D.V.	0	6	9	0	5	9	0	7	10
3.	E.S.	0	7	9	0	6	10	0	6	9
4.	F.M.	0	5	9	0	7	10	0	6	10
5.	G.I.	0	6	8	0	8	10	0	7	9
6.	J.O.	0	5	9	0	6	10	0	7	10
7.	L.I.	0	7	10	0	8	10	0	6	9
8.	L.S.	0	6	9	0	6	9	0	5	10
9.	I.L.	0	5	10	0	6	10	0	6	9
10.	M.A.	0	6	9	0	7	9	0	5	9
11.	N.R	0	6	10	0	6	10	0	7	10
12.	N.T.	0	7	9	0	6	9	0	6	10
13.	P.O.	0	5	9	0	7	8	0	5	9
14.	R.F.	0	6	10	0	6	10	0	7	10
15.	S.M.	0	7	9	0	7	10	0	6	10



Graphic no. 3. *Evolution for the subjects monitored in February*
The acquisition of the ability to safely go down the slopes (initial, intermediate, final)

3. Results and Discussions

Achieving superior results in terms of practicing alpine skiing as a leisure activity by adults is determined by the communication and relationship established between the ski trainer and the trainee.

The achievement of the proposed objectives of the study confirmed the importance of recruiting a trained person. The ski monitor can provide specific methods and techniques to contribute to the correct and efficient learning of alpine skiing, specific mechanisms and underpinning the learning and strengthening of balance and the descending on the ski slopes.

"Everyone knows that the balance is a biological system that enables us to know where our bodies are in the environment and to maintain a desired position. Normal balance depends on information from the inner ear, other senses (such as sight and touch) and muscle movement." [3, p. 2290]

The awareness of the risks, that individuals may lack minimal notions of maintaining balance increases the chances of preventing serious injuries that an individual may suffer when not being observed by a trained person.

Avoiding injuries and exercising the various alpine skiing exercises, under the direct guidance of the ski monitor, will result in an increased self-confidence, stimulating the desire to practice alpine skiing as a leisure activity and the emergence of motivation to achieve as many repetitions as possible.

"Motivation is all reasons stimulates human behavior. The reason is a psychological structure that determines the orientation of the initiation and regulation of actions towards a purpose, a cause internal behavior." [8, p. 523]

3. Conclusions

- The awareness of the need of a ski monitor, not to mention the cost of a training class, is an "investment" in his/her own education and will determine a psychological and physical state appropriate to the practice of skiing as a leisure activity.
- The correct assimilation and storage of executions necessary for practicing alpine skiing as a leisure activity, carried out under the guidance of a trained person (ski monitor), will provide the trainee safety and self-confidence, outlining the premises of a future leisure activity.
- The quality of the transmission of the information needed to assimilate and to master the skiing techniques on the ski slope represents an important moment for the trainee, this aspect being reflected in its decision whether or not to continue this activity also in the future.
- The role that the ski monitor has is determining the people who he teaches, to love Alpine skiing and to practice it from then on as a leisure activity is a major and determining factor in the practice of alpine skiing.

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