

# IMPROVING ALPINE SKIING LEARNING BY TRANSMITTING KNOWLEDGE FOCUSED ON THE BENEFICIARY'S PERSONALITY

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**Abstract:** *Learning alpine skiing, as it is already known, involves, besides the practical side another side represented by the communication and relationship between the one who learns and the one who teaches (who provides information). In order to improve the process of learning new movements transmitting the information in a certain way is required, thus the transmitter appeals to his experience in transmitting the information to the receiver. The quality of the transmission of the information and the optimal discipleship (generated by the „transmitter”) allow a more correctly reproduction and storage of the movements by the „receiver/beneficiary” especially when the tone of the voice and the use of certain words in verbal expression are used according to the receiver’s personality.*

**Key words:** *type of personality, networking, alpine skiing.*

## 1. Introduction

Transmission of information implies a „transmitter” in this case being the one leading the educational process and a „receptor” represented by the subject of the study. Besides the aspects of the quality of the transmitted message and the voice tone, it will focus on how the dialogue will be formulated. This formulation will be owned and managed, fully by the „transmitter”. This aspect suggests that it is obvious that the one leading the educational process must have sufficient information about the types of temperament and „strengths and weaknesses” or „attributes” specific to the temperament.

The quality of the relationship between the two sides will facilitate the

transmission of information, modeling and quality, so that the message will be stored more consistent, accurate and in less time. The period of assimilation of information provided by the „transmitter” will be short and therefore requires a knowledge of the „attributes” of each type of temperament.

The quality and the ending of the educational process is influenced by the controlled discipleship initiated by the „transmitter”. This will allow a long-lasting and correct assimilation with positive aspects regarding the new theoretical and practical concepts. „The words spoken caress, stimulate and form” [1] open mind beneficiary scheme under which it conducts its movements based on the confidence inspired by the attitude and gestures „transmitter”.

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”The high level of knowledge, the informational access and the growth of human performances in an accelerated rhythm permit a great deal of interpretations, similarities and meanings modulated on the gestures and expressivity of the motions that are specific to alpine skiing. Performance, gestures, sensations, intuition, all of them operational, transfer and transmit information about timing and a model in performance sports that are under a philosophical influence, about the relations and the motivation that generates the models, the abstract thinking detaching a content characterized by intellectual qualities, logical and adequate.” [2, p. 313]

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. Improvement to perfection of the motor executions depends on the relationship between the receiver and the transmitter; the better the "transmitter" know how to relate, depending on the type of temper of the "receiver", the higher the quality and superior level of acquisition by the receiver of the new notions will be highlighted.

It thus appears, as an important form of communication in the assimilation of alpine specific actions, the feed-back given by the subjects through body expression and motor communication that highlights, by specific signals, the type of temperament/temperaments of the subject/subjects. The difference between the assimilation of subjects under the impact of receiving the same information is due to the type of temperament that greatly marks the fine differences in execution and lead to different ends in the

assimilation of the specific notions of the alpine skiing.

Therefore, expanding this information, assimilation based on the temperament of the subject and other activities and actions will allow a goal towards the upper limits of execution and “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]

## 2. Objectives

The assimilation of new motor skills specific to alpine skiing can be acquired in a short period of time focusing on transmitting the information according to the type of the temperament of the subject.

Also, the structuring of the information transmitted and reproducing them throughout gestures and voice inflections of the „transmitter” will have a decisive role in the acuity of the message sent towards imitation, storage and subsequently to be reproduced.

## 3. Material and Methods

The subjects are 10 people aged between 25 and 42 years old and wanted to learn to ski, but gave up due to the way the information was transmitted by the „transmitter” and which was unsuitable for the „receiver/beneficiary” type of temperament.

Subjects were given a questionnaire with 21 questions relevant to the detection of the type of temperament. The subjects had to tick the correct version. The questions were selected from „personality test” [4, p. 75] to detect the type of temperament.

To streamline the analysis of questionnaires the correct template was applied to detect the correct answers. The time required for the analysis of the questionnaire was equal to the period in which the subject has chosen and put the necessary equipment. Each personality type has its own template, making it four templates in total. All data were stored and resulted in finding the type of temperament of subjects:

- subject 1 – 26 years old, choleric;
- subject 2 – 28 years old, phlegmatic;
- subject 3 – 30 years old, choleric;
- subject 4 – 25 years old, melancholic;
- subject 5 – 37 years old, sanguine;
- subject 6 – 41 years old, phlegmatic;
- subject 7 – 38 years old, melancholic;
- subject 8 – 42 years old, sanguine;
- subject 9 – 39 years old, choleric;
- subject 10 – 29 years old, choleric.

Mechanisms to acquire technical movements on the ski slope, the interim returns and forms of movements required in learning specific basic mechanisms of alpine skiing, are the most appropriate choice depending on the type of temperament of the subject. The assimilation period was between 1 to 1.30 hours for each subject; it is mentioned that every subject has been individually working. They were received between 1 and 10 points for each target performance partly addressing mode and demonstration was depending on temperament differently for each beneficiary.

It was assessed the level of assimilation in two stages: intermediate and final, aspect shown in charts no. 1 and no. 2. The initial stage is the time of commencement of training, known as the zero level; at that time subject did not know any movement and no specific intermediate form of alpine skiing.

Performances were targeted:

- ✓ return fan;
- ✓ return with a dive;
- ✓ detour closure of the total turn;
- ✓ usually followed by closing the slip and turn off;
- ✓ keeping the stick in the snow, like a handbrake;
- ✓ pointing skiing ski towards the hill for the future turn.

After about 30 min. each subject was able to master the primary forms of return and balance training on skis and the subjects overcame fear of sliding on skis and became aware of the importance of simultaneous action between sliding down the hill and to drag the inner stick in the snow. This is shown in chart no. 1

The next step was working on a slope longer and wider than the previous one, so there is the possibility of binding two or more detours.

Using the stick in the snow, as described above, gave more confidence to each subject in his own person, sparking a desire in the subjects to repeat as many times as possible.

Each iteration, tracked, analyzed and corrected by the „transmitter” allowed its fulfillment of the undertaken activities and „body movements specific methodological” [5, p. 47] easily assimilated and properly qualified.

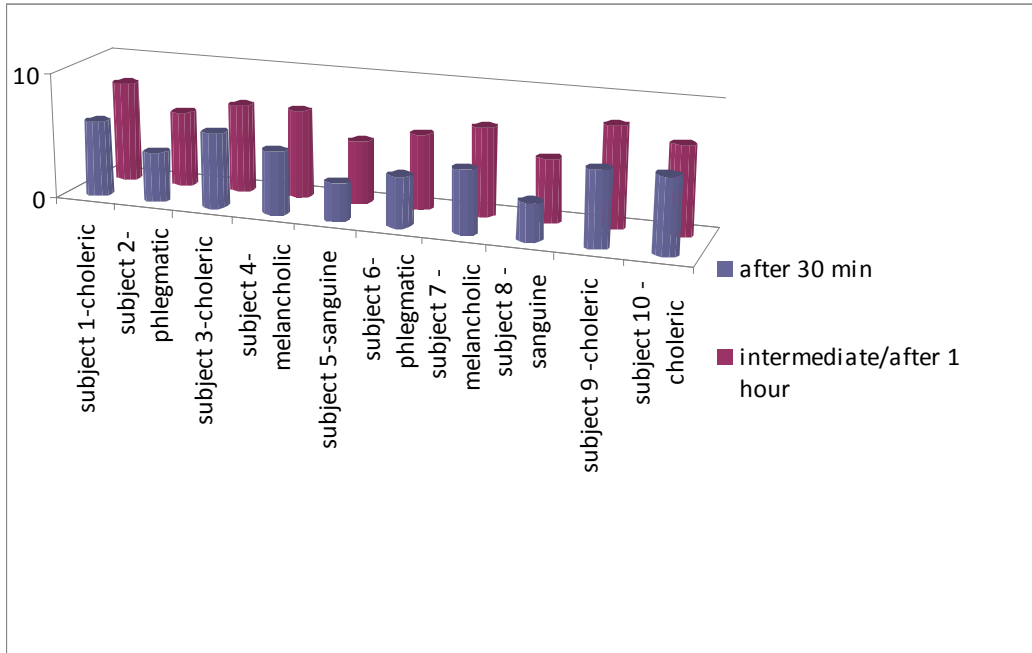


Chart 1. *The level of assimilation in intermediate stage for all 10 subjects for each of type of temperament, after 30 min and after 1 hour)*

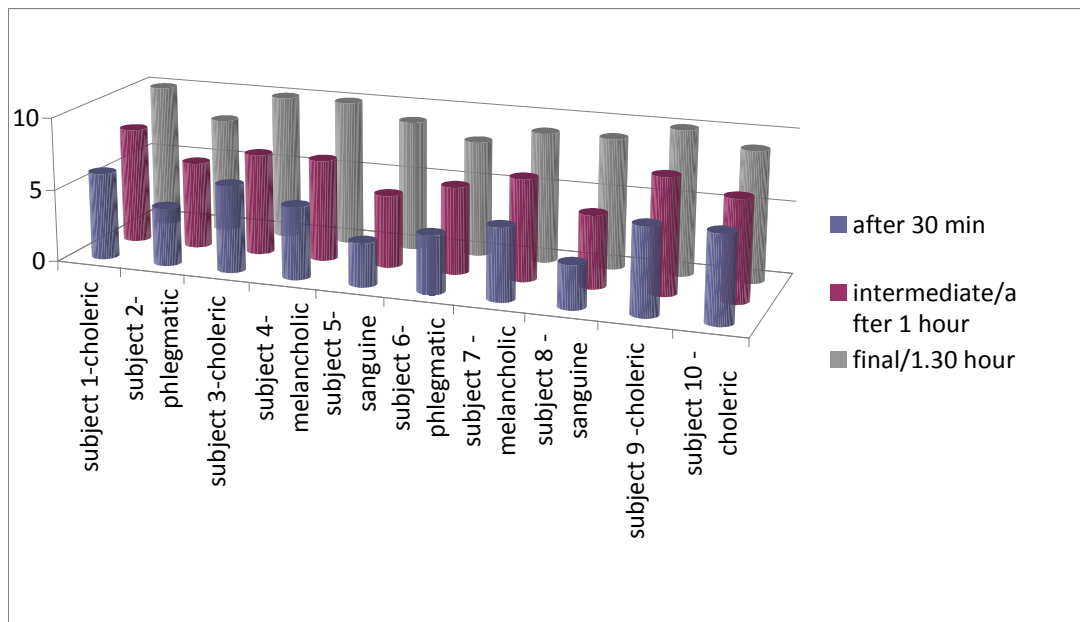


Chart 2. *The level of assimilation in intermediate stage for all 10 subjects for each of type of temperament, after 1 hour and 1.30 hour*

#### 4. Results and Discussions

Addressing subjects according to their temperament requires knowledge and mastery from the „transmitter”, concepts specific to each type of personality/temperament. It is true that one cannot impose this quality to every instructor or ski monitor, but in this study they want to bring some arguments that can streamline the learning alpine skiing in a pedagogical climate with superior results in terms of information, emotionally and relationally.

Personally, this approach is implemented in each winter season in 8 years, to a minimum of 50 persons/ season. The estimated learning time of basic technical mechanisms specific to alpine skiing and ski on snow was of 1-1.30 hours. After this training, each subject was able to ski alone at the beginner/medium level.

Depending on the temperament, each person has a calm, aggressive, enthusiastic or controlled manifestation during skiing on the slopes. Dominating all temperaments, whatever the age of the subjects, was the externalization of joy while learning how to ski and gaining confidence and mastering the theoretical and practical concepts at a professional level.

“Practical activity involves the execution of movements in all planes and directions, singly or combined, individual and... after certain requirements or on its own initiative. The executions are corrected and encouraged by the receiver, they correct assimilation of proving a receiver and a playback feature driving action executed” [6, p. 65].

Motor communication is considered to be one of the most important phenomena with social implications having a major role in the classification of individuals and reflecting the importance of the temperament of each individual and which, through the training and education process, can acquire new motor skills.

“Temperament appears as a manifestation of a personal way of looking at things, of thinking, of feeling ...” [7, p. 53], to assimilate new information, and it is therefore very important that the "transmitter" masters a teaching way specific to each type of temperament, which will lead to a more accurate and faster assimilation of the specific skiing procedures.

“A person's strength comes from exploiting the channel of learning that results from the identification of the type of intelligence manifest ...” [8, p. 494], and the type of temperament, provided that the "transmitter" possesses the information necessary for communication according to the temperament of the person /subject.

#### 5. Conclusion

Personalized approach knowing the type of temperament of the person who performed the educational process will generate positive values in terms of information, relational and emotional and ensures ownership in a relatively short time, basic technical specific alpine skiing mechanisms necessary while learning and practicing it.

Detecting the type of temperament of a subject involves the ability of the „transmitter”, besides a very good grasp of the specific technical alpine skiing concepts, and a linguistically appropriate communication and interpersonal support, targeted words and controlled communication. Receiving by the „transmitter” an interpretation of gestures, the rhythm of speech and a verbal expression, in a certain way, the „receiver” will conclude what kind of temperament the subject has.

Succeeding in detecting the type of temperament of the subject before starting the training process, as a simple approach to the communication and observation of

the gestures aims at the more efficient transmission of information to be assimilated and achieved in a relatively short time gaining control over the mechanisms necessary skiing on the slopes.

Once learned practical notions from alpine skiing the information can be used in a leisure activity; “free time differs from one type of society to the other, generally depending on the level of socio-economical development” [9, p. 54].

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