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**THE IMPACT OF SPECIFIC EDUCATION ON ALPINE SKI
PRACTICE AT ADULT AGE**

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Abstract

Enhancing access to mountain areas due to the rapid pace of development in recent years, favours the movement of a considerable number of people to mountain areas. This generates a new trend in the will of learning alpine skiing by adults. In the current society, the use of specific training in alpine skiing is facilitated by the presence of rental centres, the necessary sports equipment and 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. The conditions of approaching a specific education represents an important factor of trainee and a decisive fact in its decision to make a good assimilation of informational knowledge for continue or not with this activity like leisure activity. The transmission and the assimilation of practical information is a very important moment and their correct assimilation by the adults depends on the skills and professionalism of the person who made the instructive process. The quality of methods and explanations will be create a new status psycho-physical condition on the part of adults and will allow an increased receptivity on the part of its.

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Keywords: Alpine skiing, adult, specific education. .



1. Introduction

Permanent promotion of tourist offerings and the evolution of travel facilities to various mountain locations have allowed more people to access the slopes during the winter season. This has also generated new wishes from tourists, namely, learn to ski, regardless of age.

In today's society, thanks to the development and technology of access to ski slopes, accommodation facilities and the availability of specific ski equipment hire, more and more people value these benefits and aim to learn to ski. These include adults who, regardless of the current profession, experience previously gained by practicing or not performing a sport (except for alpine skiing) want to learn to ski in a very short time. Thus, they have to look for a ski monitor, which will allow them to assimilate professional information during a few hours of training. "Generalizing the opinions of specialists from different fields we can say that the capabilities of the coordinative assume the possibilities of the individual to acquire and perform actions complex motor (with a high degree of difficulty), conducting precise and economic movements in time and space, speed and strength required in accordance situations that arise during the conduct of operations" (Buțu, 2016).

The evolution of portable technology and its portability is felt in the efficiency of transmission and assimilation of information by adults (and not only), causing a concrete visualization of their driving actions. So it becomes more portable technology becoming increasingly essential in the assimilation of various physical movements: "in modern society and modern age the presence of mobile technology is everywhere around us. The main and most important aspect is the speed of online communication that we achieve with our peers, which generates a lower economic effort as well as efficiency and speed in sporting activities. The transfer of information through the use of mobile technology leads to less energy consumption, especially in the retrieval and rapid processing of information received. Mobile technology in sport is extremely different: the internet, mobile phones, camcorders, cameras, pulse-oximeters, video software and IT equipment" (Chera-Ferrario, & Pehoiu, 2013).

2. Problem Statement

Learning and practicing alpine skiing by adults will be effective and correct only through a theoretical and practical information approach of the specialist, which will generate specific educational benefits for the trained individual with high impact on the level of practice of alpine skiing.

3. Research Questions

In the adult age, the motor skills of the individual are a set of personal acquisitions of skills and knowledge, depending on the preoccupations he has had, whether or not he has practiced a performance sport. Also, an important role in these assimilations was also the personal determination the individual had in shaping new skills in different fields.

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.

4. Purpose of the Study

Highlighting the impact of specific education on assimilating basic notions of alpine skiing by adults and practicing it as a free time activity.

Creating the possibility to correct the mistakes of execution by viewing their own movements as a result of the use of different variants of portable technologies: video highlights, photos etc. The benefits of these views, breaks in execution, will generate the removal and correction of mistakes implementing body positions during movement on skis.

5. Research Methods

Wish all of several adults to learn to ski, as a result of the promotion of tenders and tourist areas, but not only, generates an increased flow of tourists to the ski slopes. So the necessity of a professional information is received it is necessary in such situations. Therefore, the correct specific notions of assimilation of Alpine skiing, is an important step in learning correct and avoid injury problems on the slope of the adults.

The study aims is to embrace the importance of the way in learn specific practical notions of Alpine skiing and the impact of specific education.

This study was conducted over a period of 4 months, December 2017-March 2018, on weekends (Friday, Saturday and Sunday), on a total of 204 subjects, on average 4 subjects / day, 17 weekends, 12 subjects / weekend.

The people involved in the study were aged between 40 and 57, did not know the theoretical and practical notions of alpine skiing, and the specific learning information was taught to be assimilated individually or by 2 people at the same time. This has enabled a personalized approach that has made it easier to assimilate specific notions accurately and in a very short time, the work titled "Improving alpine skiing by transmitting knowledge focused on the beneficiary's personality", namely: "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" (Plăstoi, 2017).

6. Findings

During the study, the notions were assimilated by some subjects that will make a major difference in the ability to sky right and also to practice Alpine skiing, even if the learning was done in adulthood.

The results obtained by the subjects following the return fan are graphically interpreted in the figure 01 for initial testing when 15% of subjects performed and in the figure 02 for the final testing when results 95% of subjects assimilated the specific notions accurately.

Performances were targeted:

-return fan:

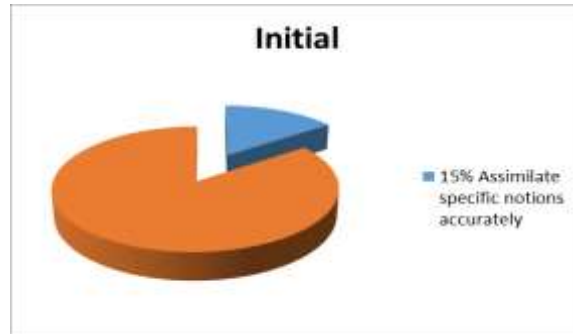


Figure 01. Return fan, initial

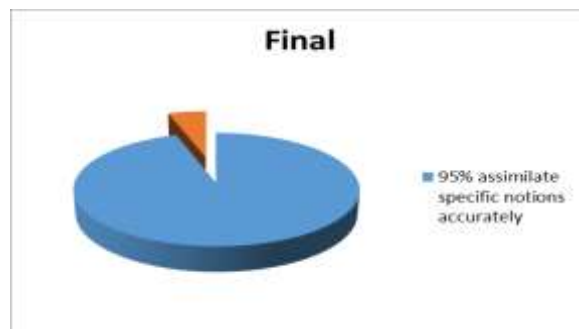


Figure 02. Return fan, final

The results obtained by the subjects following the return with a drive are graphically interpreted in the figure 03 for initial testing when 10% of subjects performed compared to the final testing when 80% by subjects assimilated the specific notions accurately, figure 04.

-return with a dive:

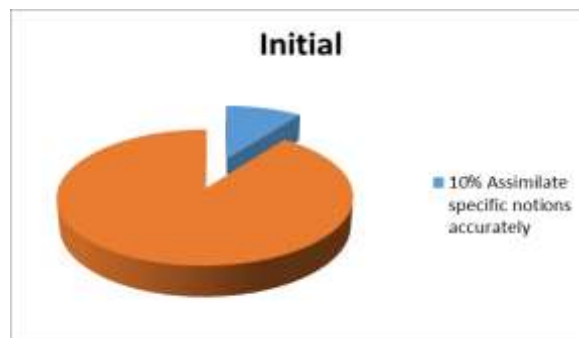


Figure 03. Return whit a dive, initial

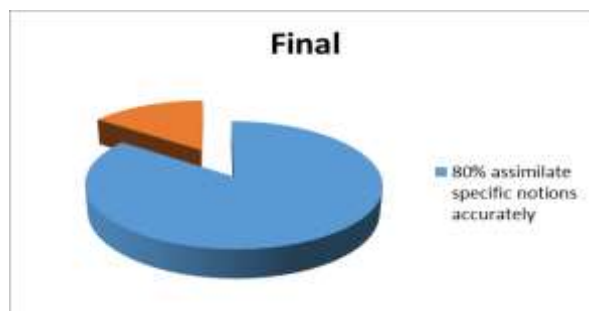


Figure 04. Return whit a dive, final

The results obtained by the subjects for detour closure of the total turn are graphically interpreted in the figure 05 for initial testing when 12% of subjects performed compared to the final testing when 87% by subjects assimilated the detour closure of the total turn, figure 06.

-detour closure of the total turn:

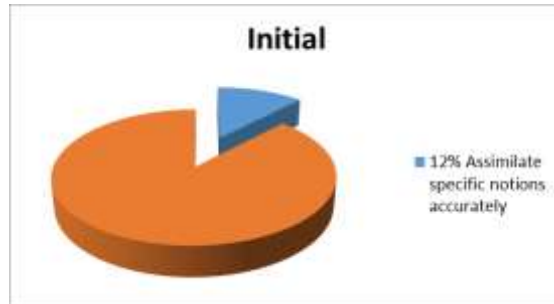


Figure 05. Detour closure of the total turn, initial

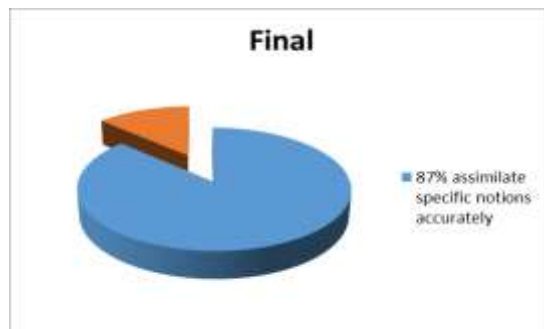


Figure 06. Detour closure of the total turn, final

The results obtained by the subjects for usually followed by closing the slip and turn off are graphically interpreted in the figure 07 for initial testing when 14% of subjects performed compared to the final testing when 92% by subjects assimilated the usually followed by closing the slip and turn off, figure 08.

-usually followed by closing the slip and turn off;

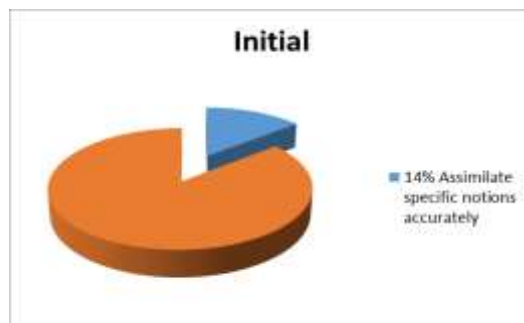


Figure 07. Usually followed by closing the slip and turn off, initial

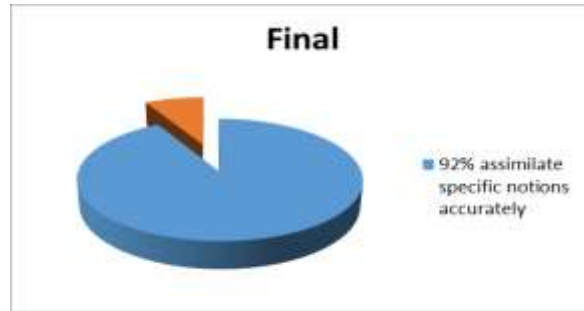


Figure 08. Usually followed by closing the slip and turn off, final

The results obtained by the subjects for keeping the stick in the snow, like a handbrake are graphically interpreted in the figure 09 for initial testing when 15% of subjects performed and in the figure 10 for the final testing when results 89% of subjects assimilated the specific notions accurately.

-keeping the stick in the snow, like a handbrake:

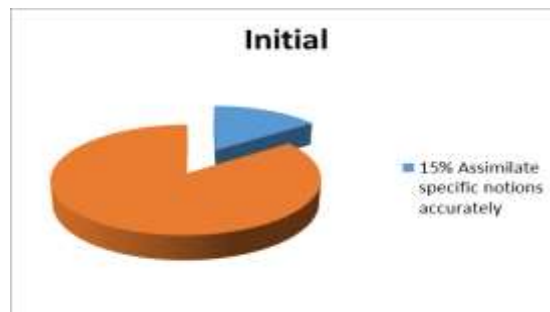


Figure 09. Keeping the stick in the snow, like a handbrake, initial

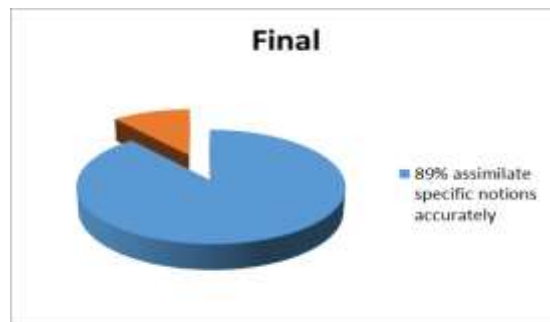


Figure 10. Keeping the stick in the snow, like a handbrake, final

The results obtained by the subjects for pointing skiing ski towards the hill for the future turn are graphically interpreted in the figure 11 for initial testing when 10% of subjects performed and in the figure 12 for the final testing when results was 94% from pointing skiing ski towards the hill for the future turn.

-pointing skiing ski towards the hill for the future turn:

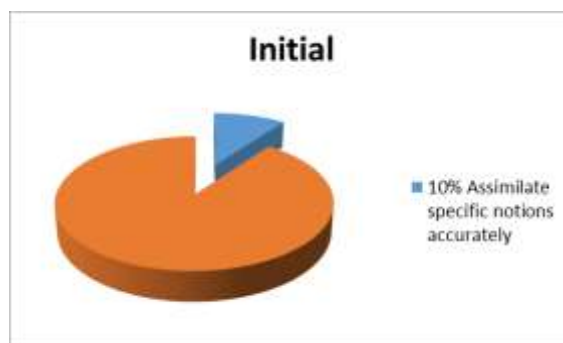


Figure 11. Pointing skiing ski towards the hill for the future turn, initial

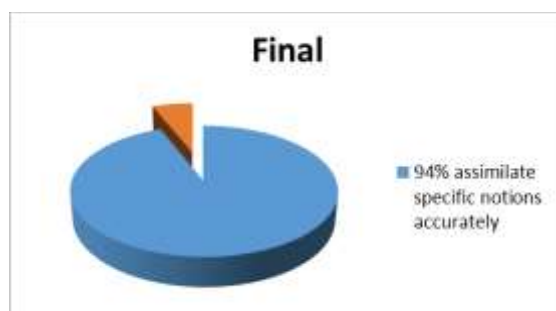


Figure 12. Pointing skiing ski towards the hill for the future turn, final

Differences in the level of motoring from one person to another in adulthood, the personal experience of these individuals generates different approaches so that: "Applying interdisciplinary concepts and transferring them through a corresponding similarity of body-kinesthetic intelligence and spatial intelligence as part of the theory of multiple intelligences and "perceptual-motor learning" creates prerequisites for the appropriate characteristics of the basic mechanisms required to learn alpine skiing" (Plăstoi, 2017).

" The key feature of the model is its elaborate construction, which, however appropriate and elaborate would be... According to this feature, the possibility appears justified the idea of continuous improvement and concomitant models of the same type of model" (Popescu-Bradicieni, 2014). For the human body "miraculous evidence that aspires to reach initiative, meditation technique, the deepening of the inner life and thinking" can become from this perspective, the motivation to perceive and assimilate the specific movements (Curelar, 2016, p. 147).

" Neuromuscular control represents an efficient, objective and determinative mean of sports training, which allows us to identify the need of feedback integration from its extrinsic perspectives. ...The ways that feedback can be integrated in the training process varies depending on the purpose that is established to be achieved, sport specificity, the way that its results are interpreted and approached" (Mihai, 2017, p.127).

7. Conclusion

The transmission and assimilation of the information necessary to acquire abilities to ski is capitalized in the conditions of approaching a specific education and represents an important moment for the trained on and a decisive fact in its decision to continue or not this activity.

Aware of the fact that an "investment" in their own education implies accessing professional information, the value and impact of assimilation of the specific alpine technique will result in an individual whose specific education has led to significant technical and attitudinal developments.

Learning and practicing alpine skiing by adults is completed efficiently and correctly only through a theoretical and practical information approach of the specialist, which will generate specific educational benefits for the trained individual, with major valences on the level of practicing alpine skiing.

Specific information transmitted in a professional way creates a correct spaces-perceptual assimilation of the sense of skiing on the snow, and not only, it will enhance confidence in the individual's own energy and the desire to ski later in the free time.

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