



CROATIAN SKI SCHOOL PROGRESSION LEARNING IN A SPONTANEOUS WAY

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TRAPS OF THE EDUCATIONAL PROCESS

- Do we teach what is relevant or what is easy to teach?
- Do we teach what is relevant or what is easy to examine/quantify?
- Examples from wide educational background:
 - Maths results vs art results
 - Intelligence testing vs personality

PSYCHOLOGY OF LEARNING AND IMPROVEMENT IN SKIING

- Human built in defense mechanisms in skiing situation: **Human natural defense reactions are diametrically opposite from movements that are required**
- Human perception and implementation of instructions in emotionally saturated situations: **Natural reaction for most human beings in emotionally saturated situation (uncertainty, fear, lack of control, pressure to perform) is lowered ability to process incoming information and lowered ability to implement rational input.**

KEY AREAS OF FOCUS WITH PSYCHOLOGICAL AND BIOMECHANICAL JUSTIFICATION

- **Simplicity** – both in terms of the progression (fewer elements) and instructors verbal input.
- **Logical** – every element thought at lower level has to be functional at higher level.
- **Natural, spontaneous approach in learning whenever possible.** Whenever possible introduce a higher level without verbalizing a change, by right choice of terrain, speed and turn radius.

KEY AREAS OF FOCUS WITH PSYCHOLOGICAL AND BIOMECHANICAL JUSTIFICATION

- Open structure: Avoiding templates and recipe-type approach. Examples: snowplough size, matching of the skis timing, ...
- Psychological/biomechanical justification: Examples: ankle movement, pressure points within ski boot.
- Importance of priorities: One, most important focus at the time. FINDING A FOCUS WHERE STUDENT WILL BE ABLE TO FIX MULTIPLE PROBLEMS WHILE FOCUSING ON ONE
- Encouraging achievable reference points and internal feedback, rather than image – picture based approach.

NATURAL PROGRESSION

- Importance of spontaneous, subconscious learning!
- Choosing a right terrain and speed
- Enabling students to progress without large demands for processing information
- Once natural progression paths are exhausted, address particular issues with task, exercise, drill based approach, but still with clear prioritizing and simplicity

FINDING THE MIDDLE OF THE SKI WITHIN THE SKI BOOT: PRESSURE POINTS AND ANKLE ENGAGEMENT





MOVEMENTS WITHIN THE SKI BOOT

- ANKLE FLEXION:
 - finding a right level of engagement between a shin and a boot – ski activation
 - Limiter for flexion movement! Once desired ankle flexion is achieved, any further flexion in knee or hip is detrimental to the balance along the skis
- FINDING A DOMINANT PRESSURE UNDER THE BALL OF THE FOOT
- FINDING APPROPRIATE PRESSURE POINTS ON THE INSIDE AND OUTSIDE LEG

SOURCES OF FEEDBACK

- Humans are reliant on visual and auditive perception, however there is large unutilized capacity through alternative channels
- ENABLING STUDENT TO USE IMMEDIATE, RELEVANT FEEDBACK:
 - Opening channels for immediate, relevant feedback
- ENABLING STUDENTS TO USE RELEVANT COMMUNICATION CHANNELS BETWEEN THE BRAIN AND THE BODY -

CROATIAN SKI SCHOOL PROGRESSION LEVELS AND OUR KEY FOCUS

- Basic ski stance, gliding, straight running
- Snowplough turn
- Plough – parallel turn
- Basic parallel turn
- Advanced parallel turn longer radius
- Advanced parallel short radius
- Dynamic parallel long radius (GS technique)
- Dynamic parallel short radius (SL technique)
- Off piste techniques: powder, moguls, crud....