

04

LEVEL 1

BASES



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ARGENTINE TEACHING SYSTEM

BASES

The Argentine Teaching System (SAE stands for Sistema Argentino de Enseñanza) is based on Methodology, Didactic studies, Pedagogy and TAE (stands for Técnica Argentina de Esquí y Snowboard) in order to develop the more adequate contents and strategies for each situation and to ease the educative transference to the student/s either individually or in a group.

PEDAGOGY It is the science which studies education and teaching. It provides contents for the planning, the performance and the evaluation of the teaching-learning process.

TEACHING METHODOLOGY It is the branch of pedagogy that studies the methods, strategies and techniques in order to optimize the teaching and learning process.

METHODOLOGY (OF TEACHING): It studies and identifies the different Methods adequate for the organization of a particular process. In our case, the Teaching-Learning of ski/snowboard.

SAE: It is the set of methods, strategies and techniques organized in a logical and conscious way to direct the learning and to acquire the objectives.

METHOD: It is the chosen procedure to develop a process, in our case, the transfer of “ways of doing” (Technical concepts)

METHODIC PROGRESSION: Gradual process of transfer-acquisition of the Technical Bases, ordered according to technical progression and the student's/s' needs

TECHNICAL PROGRESSION: referential sequence of the learning-teaching process.

METHOD

THE ANALYTICAL METHOD

This method consists of decomposing a gesture into the parts that compose it, which are worked out individually. It is applied to different learning situations as needed. It can be used in early learning phases or in improvement phases.

GLOBAL METHOD

This method is widely used not only in psychomotor training but in reading and writing learning as well. The global method finds its support in the Belgian **Decroly's** papers, who called it **analytical-synthetic method** and also in the Swiss psychologist **Claparède's** and the **Gestalt theory**, whose thought can be summarized in the statement:

“The whole is always more than the sum of its parts”

Simple motor actions, easy to be performed, must be mainly used. The first step or initial synthesis consists of a complete introduction of a gesture in a general way. The second step comes when the parts that compose a gesture are worked. These parts need to be learned, improved or perfected. The last part or final synthesis is the process in which the person integrates all the acquired knowledge and proceeds to perform the action or the complete gesture.

In our case, we teach the Argentine Ski and Snowboard Technique (TAE) using the Argentine Teaching System (SAE). Through S.A.E., we start from the understanding that when a student comes to take a class, he has already incorporated some movement and effort patterns; walk, jump, flex, extend, keep the balance, and so on, which are necessary to drive his vehicle on snow. During the teaching-learning process, the student adequates himself to the new situation, incorporating the actions in order to control his sliding (to weigh, to roll, to pivot and so on) For instance, when we travel standing up in a bus, we naturally compensate for the lateral and longitudinal movements of it, by changing the weight from one leg to the other and flexing or extending them to keep balance.

Besides, he knows the parts of his body and probably he has driven some vehicle such as tricycle, skates, bicycle, motorcycle, car, skateboard among others. If he has not, he has a created image in his brain on how to do it. Thus, he can take advantage of the acquired experience to lately adapt it to a new activity, snow, equipment, slides and slope. The instructor suggests activities through analogies with previous learnings and, therefore, eases the acquisition of new behaviours favouring the creation of an initial and more complete image.

Understanding the learning of an activity as a progressive recognition of the optimal relationship between the vehicle and the snow, we highlight the actions, efforts and movements role, as the management tools of this relationship.

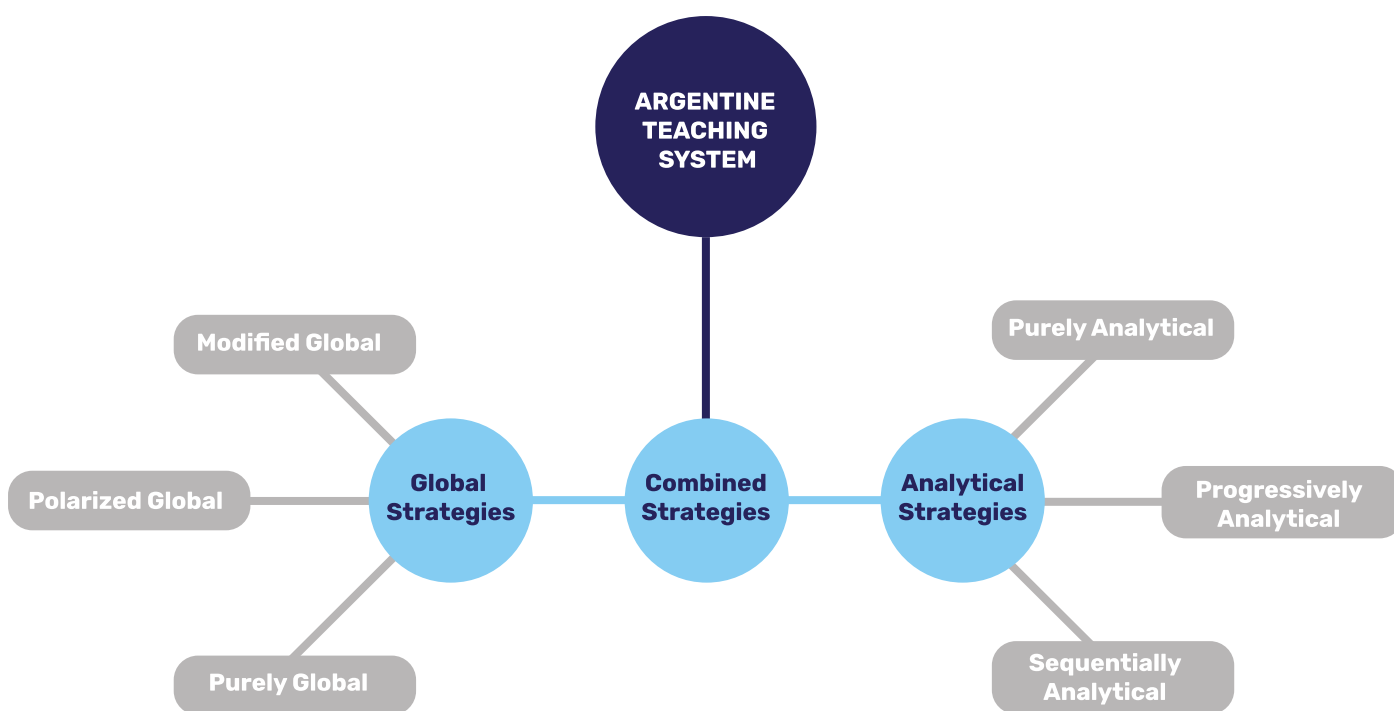
TEACHING STRATEGIES

They are flexible procedures that are used for educational purposes in most sportive-recreational activities. We take advantage of them to introduce the gesture of our technical progression using the different teaching methods selectively.



ARGENTINE TEACHING SYSTEM - COMBINED STRATEGIES

SAE is based on these two types of strategies, combining the positive aspects of each one. The tasks are introduced in a global way, then the parts are practised analytically (it can be previously programmed or, during the practice, see which part needs to be individually worked) and finally, we go back to the global way. We will call **COMBINED STRATEGY** this way to develop the process of teaching-learning, prioritizing the point of view of the progression to follow. It is the **essential** perspective in the teaching-learning process of ISES, basing it on the sensorial learning and the selective combination of methods that accelerate and make it easier to incorporate new motor behaviours.



GLOBAL STRATEGIES

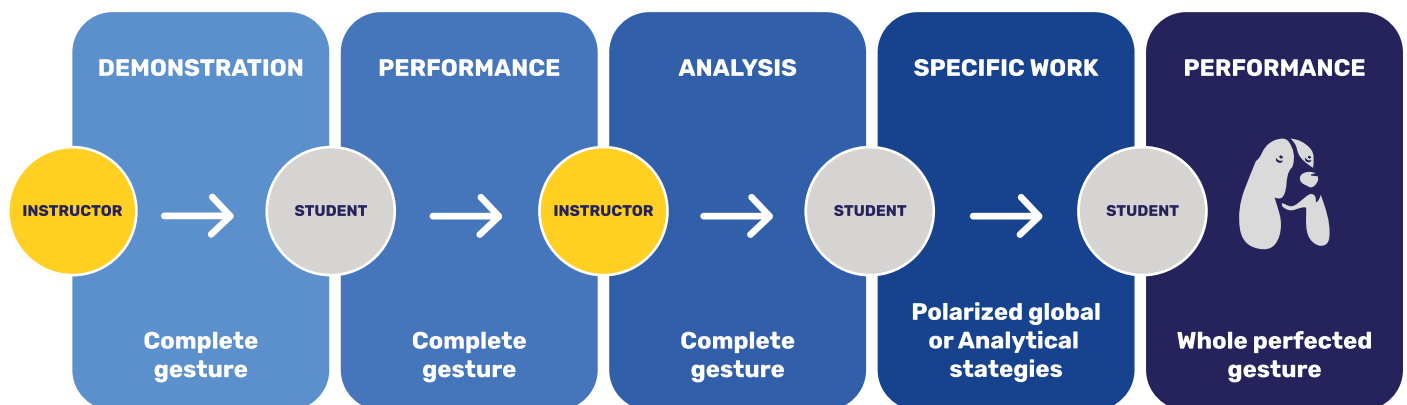
They consist of introducing gestures to the student in a complete way as a whole; an integrated learning or a whole that will facilitate the creation of an ideal image from beginning to end. The global strategies are different from those mandatory sequences or structures in which the complete image can only be seen at the end of a progression ($A+B+C=D$). They enable the student to get a general image of the activities to be developed from the beginning of the learning so that he can set his goals to be achieved. They provide the instructor with tools to personalize the teaching according to the students' skills and their previous experiences. Students' previously learned structures are useful to explore new educational suggestions.

TYPES OF GLOBAL STRATEGIES

- **PURELY GLOBAL:** Whole performance of the suggested task
- **POLARIZED GLOBAL:** Whole performance, though paying special attention to an important point of the performance. We are searching for a process in which learning goes from the whole to its composing parts and reorganizing from its part the new improved image.
- **MODIFIED GLOBAL:** Whole performance, though its conditions are modified, not only to make practice easier but to make it difficult as well. (i.e. modifying the terrain or the material to be used)

GLOBAL STRATEGIES CHARACTERISTICS

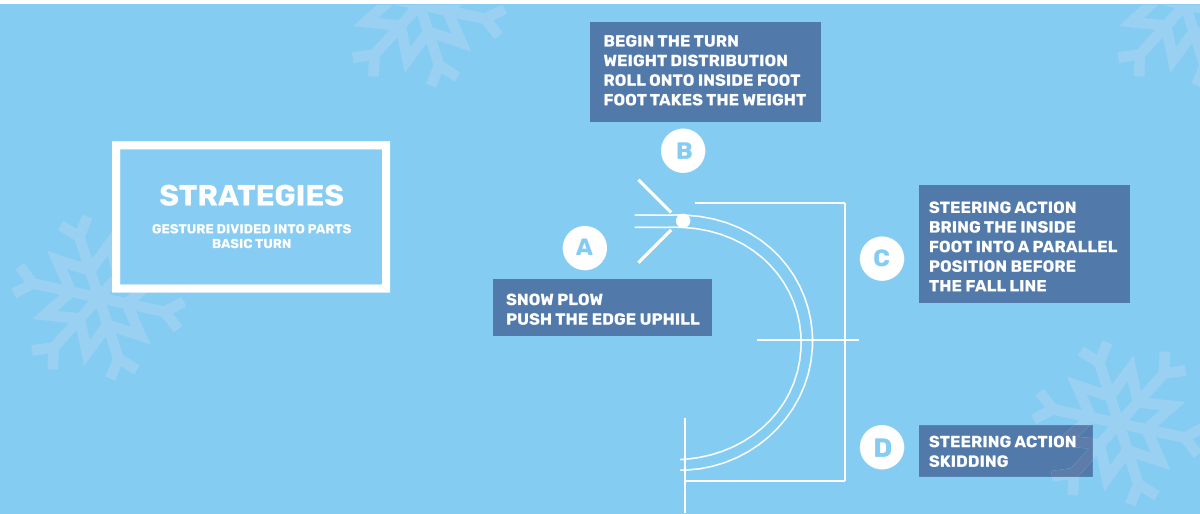
- They are effective strategies because they enable the student to have a general image of what he needs to learn.
- They enable the active participation of the student in his learning process
- They take advantage of previous experiences
- They are learnt through practice, experiencing, observing and imitating.
- They are applied as an opportunity to improve, while the whole movement is practised, focus is made on some part that needs to be improved or reeducated.
- They enable us to change the conditions of the performance. It can be used in different terrains, runs, different movements from the basic to the perfection ones.
- They can be used both in adults and children teaching.
- It is a quick way to achieve technical progression.
- They are dynamic, fun and motivating strategies.
- They develop basic and superior cognitive processes involved in motor learning. Basic: the sensory perception, the attention, the information processing, the memory, Superior: thinking, performing function, language, learning, creativity and motivation.
- They make communication and social interaction easier.



The ideal, complete image of the gesture created during the student's performance must enable us to identify the aspects that make it up. They can be worked separately, so that they can later be integrated into a complete image.

ANALYTICAL STRATEGIES

If the task can be decomposed into parts and taught separately, it means we are using an analytical strategy. The gesture is not shown as a whole, it is built up into stages or it is specifically worked on one skill, through educational exercises. We can focus on only one part of a whole gesture, which can be worked on in an isolated way or in a progression.



CHARACTERISTICS

- There are different suggested tasks and/or educative exercises that are repeated till the goal is achieved
- They are adequate to solve specific problems
- They enable us to improve efforts or actions which are difficult to coordinate
- They make it easier to teach new parts of a gesture.
- They enable us to reach a good result in a short period of time
- It is done by repetition of the same action or effort.
- If it is not properly regulated, it can be unmotivating
- It requires fairly little cognitive involvement.
- It is also used in advanced levels or in training sessions.

TYPES OF ANALYTICAL STRATEGIES

1. PURELY ANALYTICAL: The task is divided into parts, each component is practised separately and wholly synthesized at the end. The part of the gesture that the instructor considers vital to learn or improve is practised. Then, it is integrated into the whole gesture.

2 SEQUENTIAL ANALYTICAL: The task is decomposed into parts and its performance starts from the first part following an order in an isolated way. Finally, they go ahead to the global performance. It is divided into parts and the performance starts from the first part in a time sequence. i.e. A+B+C+D+E= desired result.

3 PROGRESSIVE ANALYTICAL: It starts with only one element and once under control, new elements are progressively added. i.e. A+B=C; D+E=F: C+F=desired result.

GLOBAL STRATEGIES	ANALYTICAL STRATEGIES
EFFECTIVENESS It enables to have a general image of learning and to take advantage of the student's previous knowledge.	EFFECTIVENESS It solves particular problems. It makes the development of group lessons easier.
IMPROVEMENT AND REEDUCATION POSSIBILITIES It focuses the attention on some part of the whole gesture	IMPROVEMENT AND REEDUCATION POSSIBILITIES The part to be improved is reeducated with an educational exercise that is repeated. A good result is reached in a short period of time.
APPLICABILITY It is used in all the technical levels. It enables a quick progression in beginners and intermediate students.	APPLICABILITY It is used in case a difficulty appears, returning then to global practice. It is useful as a strategy not only in beginners teaching but also in the improvement of complex actions applicable to advanced levels or training.
LEARNING It is learned with the whole practice through experimentation, observation and imitation. It enables us to change the conditions of performance, runs and terrain. From basic gestures to improvement gestures during the same practice. Great cognitive involvement. It is dynamic and motivating It makes communication, adaptation to changes and creativity easier.	LEARNING It is learned through repetition of the same action or effort, generally on the same terrain. After many repetitions, there are variations applied to the same objective to be improved or a new objective is set. (progressive learning) Little cognitive involvement. It is not much dynamic or fun. It favours group work in limited spaces, performance and the involvement in the effort

METHODOLOGICAL PRINCIPLES

The Teaching-learning process of snow sports requires respect for the individual differences and, besides, to follow a logical sequence.

The Methodological Principles guide, orientate and organize our teaching.

We must respect them when we plan our lessons, evaluating the safety and anticipating the elements that can generate interruptions in the Teaching-Learning process. These are:

- **ADJUSTING TO PSYCHOPHYSICAL CHARACTERISTICS OF THE STUDENT.** We must adequate the teaching to the developmental moment, ability and rhythm of the student's learning.
- **ADEQUATE CHOICE OF TERRAIN.** The success and progress of a lesson depends on choosing adequate terrain and snow conditions for that particular moment.
- **FROM EASY TO DIFFICULT.** This can be applied to the terrains, types of runs and snow. Gestures, efforts and actions. Always teach in this way, from easy to difficult.
- **FROM THE KNOWN TO THE UNKNOWN.** From terrains, runs and gestures known to new learnings. E.g. the same gesture in an unknown run or a new gesture in a known run.
- **FROM BASIC FORMS TO FINE FORMS.** From basic technical gestures to fine or perfection gestures. To evolve from the forms with a widely based support to those which require more balance and coordination in the actions..
- **TO CONTROL OR REGULATE THE REQUIREMENT.** Suggesting accessible or reachable objectives will enable students to perceive their progress. To control the daily and accumulated fatigue. To plan rests. To combine technical and recreational activities. To take into account personal expectations and possibilities. The success at this point can be measured by the student's motivation. Both under and over- demanded students will probably lose interest in the task.

LEARNING, ALWAYS.



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