

# THE ART OF TEACHING

## 教学的艺术

THIS CHAPTER OUTLINES THE ROLE AND RESPONSIBILITIES OF THE SKI INSTRUCTOR, THE PROCESS OF LEARNING, UNDERSTANDING AND MEETING GUESTS' NEEDS, TEACHING STYLES, COMMUNICATION MODES AND THE TEACHING MODEL.

本章主要讲述滑雪教练的角色和责任，学生的学习过程，教练员如何了解和满足学生的需求，以及教学形式、沟通模式和教学模式。

Learning is the goal of teaching and for this to be achieved several key elements must be maintained.

为达到教学效果，要确保以下要素。

### SAFETY

#### 安全

Students must feel physically and emotionally safe in the mountain environment with both the instructor and other participants in the lesson.

学生与教练和同学在山地环境中时，感到身心安全。

### ENJOYMENT

#### 乐趣

Skiing is a recreational sport and the goal of a lesson is for students to have fun and enjoy the experience.

滑雪是一项休闲运动，滑雪课应让学生感到乐趣和享受。

### LEARNING

#### 学习

When these two elements are present the environment is primed for learning. Safety, enjoyment and learning are the responsibilities of the ski instructor.

有了安全和乐趣，我们便有了良好的学习氛围。营造安全、乐趣的环境和确保学生的学习是教练员的责任。

## 1.1 THE ROLE OF THE INSTRUCTOR

### 1.1 教练员的角色

Ski instructing is a professional occupation. Effective ski teachers must have a passion for the sport and the mountain environment, combined with a disciplined approach to developing exceptional communication skills.

滑雪教练是一项专业的工作。优秀的滑雪教练需要对滑雪运动和山地环境抱有饱满的热情，同时也要有出色的沟通技巧。

A ski instructor accepts the responsibility of influencing the behaviour, actions and beliefs of individuals and groups. Learning a physical skill such as skiing poses safety concerns and can be an emotional experience for students. A ski instructor needs to adopt a variety of roles to ensure a successful lesson.

教练员影响着个体或群体的行为、活动和信念。滑雪作为一项运动技能，学习过程中会产生安全问题，也可能会给学生带来情感情绪波动。为保障教学效果，教练员需要扮演不同的团队角色。

### LEADER

#### 领导者

Instructors are required to be well organised leaders students can rely on. It is the instructor's responsibility to choose a safe environment for the lesson, taking into account terrain, weather, snow conditions, the condition of the students and the number of people on the mountain at the time. An instructor must plan and communicate

lesson content in a logical sensible manner and within a given time frame. Other examples of effective leadership include presenting clear and structured information, giving direction during practice time, leading the students effectively on terrain, providing well planned and identifiable meeting or stopping areas and devising and communicating strategies to make changes or developments to the student's skiing.

教练员应是值得学生信赖、思维清晰的领导者。教练员选择安全的环境进行教学，需要考虑的因素包括地形、天气、雪况、学生状况以及教学区域课外人员的多寡。教练员应在既定时间内合理安排和沟通课程内容。课程中的高效领导还包括：课堂内容清晰有条理地呈现、练习时发出指导指令、在滑行区域有效引导学生、规划明确的会合或休息点，以及为了改善学生滑行表现而与之沟通、提出新的学习策略。

## **FOLLOWER**

### **跟随者**

Good instructors know when not to lead and when to be sensitive to the needs and decisions of others.

优秀教练员应懂得在适当时候转换领导角色，更多考虑他人的需要和意愿。

## **TEACHER**

### **老师**

Ski instructors are first and foremost teachers. In addition to an understanding of the skills and techniques of skiing, an instructor must have a current understanding of teaching methodologies. Teaching means communicating and an effective instructor will use a variety of communication techniques (see Chapter 1.5 Teaching Styles pg. 24) including providing specific and timely feedback to students.

老师是滑雪教练第一位、也是最重要的角色。除了掌握滑雪技术技巧，还应拥有适当的教学方法。教学的核心是沟通，教练员应该掌握多种沟通技巧（见 1.5 教学形式，第 24 页），并给予学生及时、有针对性的教学反馈。

## **ROLE MODEL**

### **榜样**

Instructors must set a high standard through their own skiing and on-snow etiquette consistently following the same rules and expectations in their own actions and attitudes as they would expect from their students.

教练员应该有一个高标准的雪上礼仪，遵循雪上活动的行为规范，成为学生的榜样。

## **GOALSETTING**

### **确立目标**

Instructors must work with students to negotiate appropriate goals and limits to plan and structure their development with clear and well-communicated pathways.

教练应该与学生沟通，共同设定合理的教学目标和规则，并据此安排教学内容，教学内容的安排应该清晰、并且经过充分交流确定。

## **COUNSELLOR AND FRIEND**

### **顾问和朋友**

Effective instructors are approachable and the goal is to listen and respond to the needs of each student. An element of friendship exists in a healthy student-instructor relationship and is built on trust, honesty, support and encouragement.

教练员应是亲切的，会聆听和响应每位学生的需要。在信任、坦诚、支持和鼓励的基础上，建立健康友善的教学关系。

# **1.2 THE LEARNING ENVIRONMENT**

## **教学氛围**

A successful learning environment is one that makes students physically comfortable and puts them emotionally at ease with themselves and their social surroundings. This is essential for students to be able to analyse and process the new information they will receive while skiing.

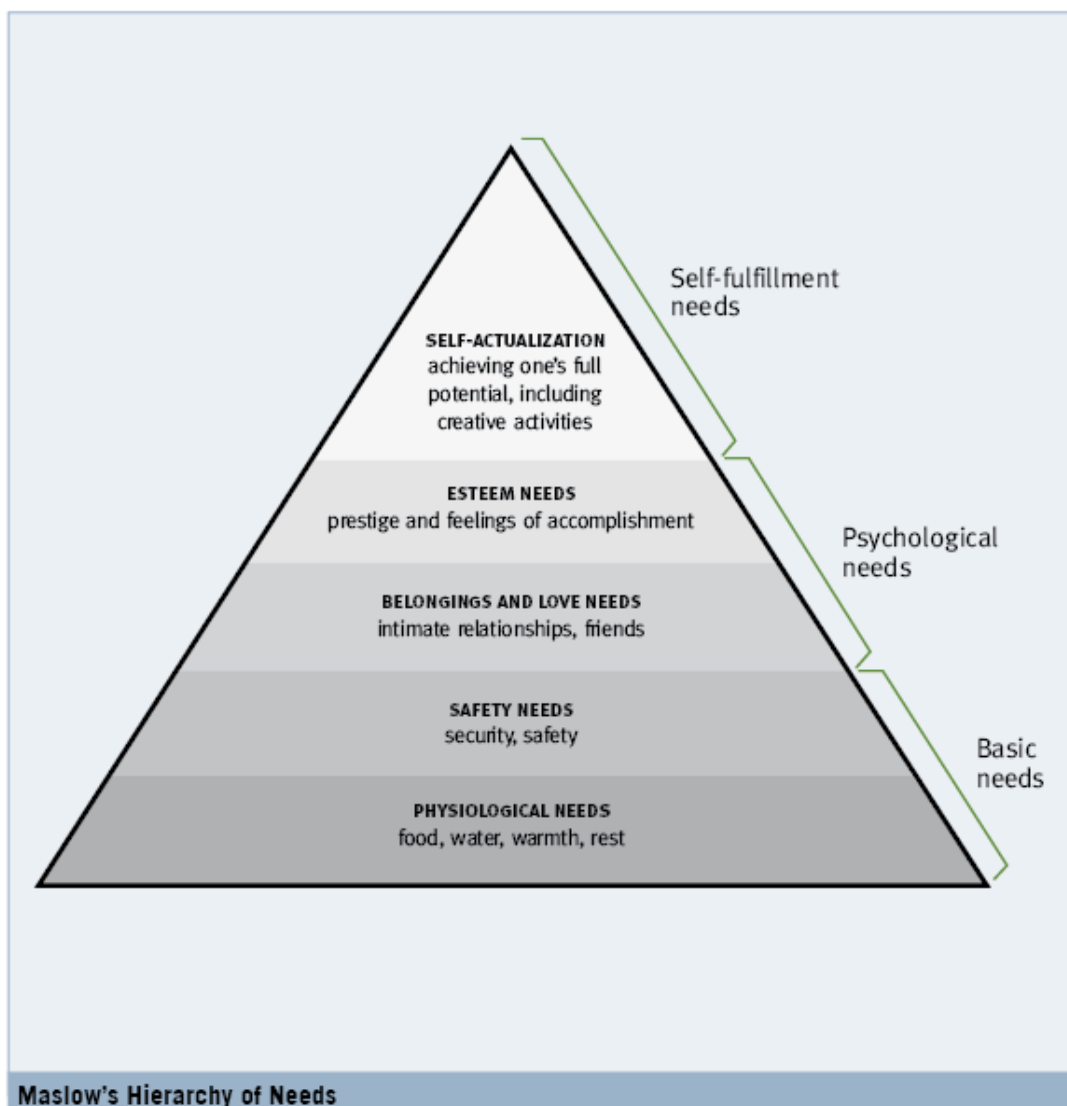
在一个好的教学环境中，学生会感到身心放松，不会对自身或周遭有紧张情绪，从而有利于他们的学习和吸收。

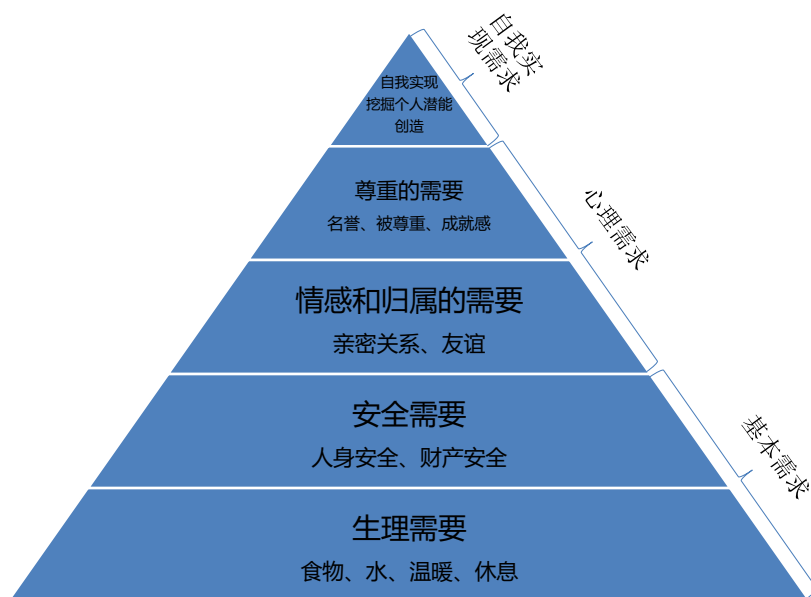
**Abraham Maslow** created a model that prioritises conditions of the learning environment called **Maslow's Hierarchy of Needs**. This model can be very helpful for the instructor when setting up the learning environment as well as for analysing how to bring a student back to an effective state of learning.

亚伯拉罕·马斯洛的需求层次理论可以很好的解释如何营造一个好的教学氛围，以及如何让学生回到好的学习状态中。

## PHYSIOLOGICAL NEEDS

生理需要





图：马斯洛需求层次理论

These are basic needs of the body, which include food, hydration, warmth and physical comfort. Students need to be dressed appropriately for warmth. They must be fed, hydrated and able to make toilet stops if required. Their equipment should fit comfortably and work correctly. If these needs are not met it will be difficult for a student to focus on learning, therefore the instructor should address these issues not only at the outset of a lesson but regularly throughout the session.

生理需要是人的基本需求，包括食物、饮水、保暖和舒适。在滑雪运动中，学生需要正确着装以保暖。饮食排泄的需求都应满足。学生的滑行装备需合身、舒适、使用正常。基本需求无法满足，学生会很难集中注意力。因此教练需在教学中全程确保基本需求的满足。

## SAFETY NEEDS

### 安全需要

These are basic emotional needs of safety and security. Students need to feel challenged to develop their skills. For that challenge to be productive and not induce fear they must feel that they can accomplish the task at hand. This involves feeling safe in their surroundings and terrain as well as having a trust in the learning partnership created with the instructor. The instructor takes on a leadership role in the lesson and provides information that ensures the student's safety. This includes educating and adhering to the Snowsports Responsibility Code, pacing the learning segment, negotiating realistic goals and expectations and managing the group's movement throughout the lesson.

安全需要是最基本的心理需要。学习应当有挑战性，但只有觉得当前任务能够完成时，这项挑战才有意义，而不会引起不必要的恐惧。滑雪教学中的安全感，既指学生不恐惧周边环境和地形，也包括对教练的信任。在课程中，教练处于领导者角色，提供必要的信息保障学生安全，这包括讲授和遵循雪上运动行为规范、安排教学节奏、沟通设定适宜的目标和全程管理团队活动。

## SOCIAL BELONGING

### 社会归属需要

This refers to the student's sense of emotional comfort with the inter-personal relationships that will exist in the lesson environment. In a private lesson this is primarily the learning partnership that is created between the instructor and the

student. In a group lesson social belonging also involves the other students. It is the instructor's responsibility to create an atmosphere that encourages open communication between all participants in the lesson. Students need to feel that their personal goals are addressed from the outset of the lesson and that they have the ability to renegotiate them at anytime. Creating an open and positive environment will contribute to lessons being fun while remaining relevant to a student's wants and needs.

社会归属需要在滑雪教学中主要指学生在课堂环境中对人际关系的情感需要。在私教课中，主要指教练和学生之间的师生关系。在团体课程中也包括与其他学生的关系。教练需要为团队营造良好开放的氛围，促进成员之间的交往。学生可以从始至终感受到自己的个人学习目标受到重视，并且可以在任何时候与教练商议调整。一个积极开放的氛围可以让课堂更轻松有趣，也有助于达到学生的学习预期。

## **SELF ESTEEM**

### **自尊的需要**

This refers to the need to be accepted by others as well as the belief that one can achieve. Identifying wants and needs, negotiating and agreeing upon achievable goals within a given time frame is the main role of the instructor in creating an environment that encourages self esteem. To facilitate the development of a student's confidence the instructor must use positive, constructive feedback that is relevant to the negotiated goals. Success, however small, must be celebrated.

自尊的需要指被他人认可的需要和能完成某事的自我信念。为了满足这种需要营造良好的氛围，教练要做的是了解学生的需求和需要，并沟通确认一个在既定时间范围内合理可操作的学习目标。为了使学生更自信，教练的教学反馈应该积极、有建设性，并围绕既定的目标进行阐述。任何一个哪怕微小的成功都应祝贺和表扬。

## **SELF-ACTUALISATION**

### **自我实现**

This is the desire to progress further, to drive forward or to achieve. When other lower needs are met, the student generally has the ability to assess and manage their needs, leading to a productive and exciting learning environment. Students operating at this level will often be proactively communicative about desires while engaged in the learning environment. The instructor must be constantly aware, engaged and flexible to create inspirational experiences for the self-actualised student.

自我实现是一种进步和取得成就的渴望。当其他层次的需求均得到满足。学生通常可以自发地评估、管理自身的需要，此时的教学效果会非常好，学习也自然变得更激动人心。在这个层面上追求实现的学生，会更主动积极的交流自身的目标和意愿，学习也更主动。对于这样的学生，教练需要保持积极、主动和灵活，创造激励人心的教学体验。

# **1.3 THE LEARNING PROCESS**

## **学习过程**

Learning physical skills requires movements to be assembled, component-by-component, using feedback to shape and master them into until they become natural, almost unconscious reactions to the mountain environment. This is a process that requires repetition, trial and error and internal and external feedback.

学习一项新运动需要逐步整合身体动作，根据反馈渐渐形成肌肉记忆，进而掌握技能，最终成为自然而然的身体活动，对山地环境可以做出近乎下意识的反应。在这个过程中，需要不断地重复动作、不断尝试和试错，并参考自身和外部的反馈。

Teaching skiing is developing the skilful blending of fore/aft, rotational, lateral and vertical movements to affect the skis while sliding. There are many psychological goals involving a student's motivation, and understanding these determines and affects skills to be developed during the lesson. Knowing when to practice existing movements and when to introduce new ones is key to the productive pacing of a lesson.

滑雪教学是为了让学生有技巧地综合运用前后、旋转、横向和垂直运动，在滑行中对雪板产生影响。学生的学习动机也包括很多心理上的目标，对这些心理需求的理解也决定和影响了课堂中的技能学习。合理安排复习和学习新内

容可以使授课更有节奏、也更有利于学习。

**Fitts and Posner (Human Performance 1967)** developed a theory that suggests learning movements is a sequential process. Mastering a skill can be broken down into three distinct phases. As students pass through each phase they demonstrate specific behaviours that an instructor can recognise.

菲茨和坡森纳（**Fitts and Posner**）在 1967 年撰写的《人体运动》（Human Performance）中，认为学习是一个有序过程。掌握一项技能的过程，可以划分为三个阶段。当学生完成某一阶段时就会有相应的表现，教练可以清楚辨识出来。

Fitts & Posner's Model for Motor Skill Development suggests the following:

菲茨和坡森纳在运动技能发展模式进行了如下归纳：

### **Cognitive phase**

#### **认知阶段**

Identification and development of the component parts of the skill – involves formation of a mental picture of the skill.

辨识和吸收技能的分解内容：在大脑中演示。

### **Associative phase**

#### **关联阶段**

Linking the component parts into a smooth action - involves guided practicing of the skill and utilising feedback to master the skill.

将知识信息整合为流畅的身体动作：在他人指导下系统地练习，并通过反馈信息加以掌握。

### **Autonomous phase**

#### **自主学习阶段**

Developing the learned skill so that it becomes automatic – involves little or no conscious thought or attention while performing the skill. Note that not all students reach this stage.

不断打磨直至熟练，变成身体自发的反应：可以下意识完成该项技能，不再需要或几乎不需要意识上的注意。但并不是所有学生都能达到这个阶段。

## **1.3.1 COGNITIVE PHASE**

### **认知阶段**

When students are introduced to a new movement or task, their main objective is to understand what is being asked of them. This involves forming a mental picture of the skill or movement. During this phase the student will develop and try possible strategies for success through a process of trial and error and feedback and trial. This process requires considerable mental activity and concentration. Good strategies are retained and inappropriate ones are quickly discarded. During this process of trial and error the student's new movements are generally inconsistent, slightly confused and by no means smooth. This is usually because the student is going through a process of trial and error meeting various degrees of success along the way. The simplest way for a student to create an accurate mental picture of the task is through imagery. Accurate and frequent demonstrations are important throughout this phase. Accurate, specific and consistent feedback is necessary throughout this phase because the student has not fully associated positive movements with positive results. During this stage an instructor can expect the most dramatic improvements in a student's performance.

当面对一项新任务或新运动时，学生首先需要了解它们的要素，并在脑中形成概念。在这个阶段，学生通过一系列尝试、失败、获得反馈、再尝试而逐渐摸索进步，需要大量的思维活动和注意力。在这个过程中，不适用的方法被迅速淘汰，有效的内容得以吸收。试错时，新习得的身体动作通常都不会太稳定，可能有点混乱，更谈不上流畅，但学生也会获得不同程度、大大小小的成功和收获。要获得一个准确而具象的概念，最直接的方式是想象，因此在这一阶段反复正确演示相当重要。同时，由于学生在这一阶段还无法完全理解身体运动对滑行的影响，教练员有必

要不断给予有针对性的精准回馈。在这一阶段，教练员可以见证学生最为迅速的进步。

### **Example**

#### **案例**

A student attempting a wedge for the first time. The wedge has been explained, demonstrated and the key feelings highlighted. As students receive the information they begin to form a mental picture of what they are trying to learn. Despite the information received their first attempt is often inaccurate. The wedge may be asymmetrical, the student is often off-balance laterally or the skis may shoot out from under them and they lose balance.

学生初次尝试犁式滑行。教练对动作进行讲解、演示，并着重讲解了动作的主要感觉，学生根据这些信息开始在脑中形成概念。但即使拥有了所有理论知识，初次尝试动作通常都不会太标准。可能犁式角度不对称，身体左右歪斜，也有可能雪板控制不住而向前冲出，导致失去平衡。

From here the instructor provides feedback, generally something simple that will enhance a student's performance. The student then attempts the wedge again, trying a different strategy based on an enhanced mental image.

This process of trial and error and feedback and trial continues until some form of consistency is achieved.

教练员从这时开始给出反馈意见，通常是一些改善学生动作的简单意见。然后，学生继续尝试犁式，并根据强化后的动作概念做出调整。尝试、失败、反馈、再尝试的过程持续进行，直至学生能稳定地做出正确动作。

### **Cognitive Phase Characteristics**

#### **认知阶段特点**

- the student needs demonstrations and verbal explanations
- trial and error takes place
- performances are inconsistent, the instructor should expect errors
- 需要动作演示和口头讲解
- 需要试错
- 动作尝试不一定会成功，会有错误出现

## **1.3.2 ASSOCIATIVE PHASE**

### **关联阶段**

Once students have determined an effective way of producing the same result and therefore achieved repeated success, they have entered the associative phase. During this phase the student takes this newly learned skill or task and begins to master it through experimentation with subtle changes.

一旦学生找到完成的方法，并且能持续做出正确动作，学习就进入了关联阶段。这一阶段，学生通过不断尝试新技能，同时进行微妙的调整，逐步达到娴熟。

Performance improvements are gradual and movements become more consistent. This phase can continue for some time depending on the level of the student. At a beginner level this phase can last hours, at an upper level, many days or weeks. The student gradually produces small changes in movement patterns that will allow more effective performance.

进步是一个渐进的过程，动作会随着学习的进步而更为稳定。根据学生水平的不同，这一阶段持续的时间不一。初学阶段可能只需要数小时，高阶学习则可能长达数天甚至数周。关联阶段，学生通过逐渐对动作进行微调，可以使运动表现更臻完美。

### **Example**

#### **案例**

Once students can perform a gliding wedge with some degree of success they have created a functional mental image of the task and an ability to execute it. From this point they begin to refine and master individual components of the new skill. They might be balanced slightly aft creating muscle fatigue in the thighs. Students associate this feeling with being aft, creating a basic understanding of this cause and effect relationship.

当学生的犁式滑降取得一定成效，他们就有了一个具体的画面想象，并能够实际完成它。于是他们开始改善和掌握

动作的各分解要素。他们也许重心靠后，导致大腿肌肉疲劳。于是就有了大腿疲劳与重心靠后的关联感受，形成了一个基本的因果关系。

Through this process of association students learn ways of self-correcting. Progress at this stage still uses a considerable amount of mental energy due to creating relationships between the mental picture and a physical outcome. Because movements are more refined, progress is considerably slower than during the cognitive stage. Guided practice, allowing for mistakes and the realisation of more efficient choices, is key to success during the associative phase. Spending a considerable amount of time in this phase is important for learning to take place.

通过这种因果关联，可以逐步建立起自我纠正机制。在这一阶段，理论与实践的关联仍需较多的思维活动。而由于动作更精炼、更微妙，这一阶段的进步要比认知阶段慢得多。在教练的指导下练习、犯错并不断改善，是这一阶段学习的关键。要真正获得进步，就有必要在这一阶段花费大量时间深入。

### **Associative Phase Characteristics**

#### **关联阶段特点**

- longer than the cognitive phase, students sometimes never leave this phase
- learners begin to recognise and eliminate mistakes
- performances become more consistent
- 比认知阶段耗时更长，部分学生将一直处于这一阶段中
- 可以自主辨识和纠正错误
- 运动表现更稳定
- motor programmes are developed with sub-routines becoming more coordinated resulting in the skill becoming smoother
- the learner is able to recognise and act on relevant cues
- the learner develops the ability to use kinesthetic feedback to detect some of their errors
- 细节逐渐融合，技巧更娴熟，形成了身体的自发反应机制
- 可以识别因果联系，并据此做出调整
- 学习者能够通过身体的动觉反馈，发现自身错误

### **1.3.3 AUTONOMOUS PHASE**

#### **自发阶段**

When students produce the new movement skilfully with little thought or effort they have reached the autonomous phase. Students demonstrate this phase by producing the desired result almost automatically. Depending on the skill this stage can be reached very quickly and last for a very long time, or it may take weeks or months to achieve and may be only a fleeting experience.

当学生不太需要思维注意和精力就能将动作做得流畅时，他们就进入了自发阶段。在这一阶段，身体几乎可以自动达到预期结果。根据所学技术不同，进入这一阶段可能耗时极短，而效果持续时间很长，但也可能需要数周数月才能进入这个阶段，而且也许只是昙花一现。

This stage has the benefit of allowing students to reflect on their abilities and alter and apply the mastered skill in a variety of terrain and conditions.

进入这一阶段，学生可以审视自己的能力，可以在技术上进行调整，也可以将已掌握的技术运用在不同的地形和环境中。

#### **Example**

##### **案例**

A student who has mastered the wedge and can make it automatically will maintain the use of the wedge when introduced to turning. More accomplished skiers may however start the season with a lower skill level than they finished with the previous season.

掌握且能自动做出犁式的学生，在学习转弯时也会保持犁式的运用。不过，更高级别的滑雪者在新雪季开始时，会首先熟悉与上一雪季所用的技术相比，难度较低的技术动作。

Through practice skills will resurface in a reasonable timeframe. This may take minutes, hours, days or weeks.



This is simply the associative process, working to regain autonomy of skills they once had.

通过练习会逐渐重新熟悉已习得的技术技巧。这个过程可长可短，因人而异。技巧的重温也不过是一种关联学习，用来重获曾经的自发反应能力。

### **Autonomous Phase Characteristics**

#### **自发阶段特点**

- the student is able to perform the skill with minimum conscious thought and can concentrate on tactical situations
- the motor programme is established and stored in the long term memory and is able to be recalled with little prompting
- self confidence is increased and the student is able to consistently correct performance
- when feedback is given it can be specific and highlight errors to ensure improvement
- improvements are slow and if practice is not maintained the student may return to the associative phase
- 动作仅需少量的思维参与，学生可以将注意力更多集中于滑行策略和环境处理
- 建立了自发反应机制，并被写入长期记忆，随时可供调取
- 自信增加了，学生能够不断校正滑行表现
- 指导和反馈可以更有针对性，并着重分析出现的错误
- 取得进步的速度变慢，此外，如果不持续练习，可能还会退回关联学习阶段

Using this model for skill development will greatly help instructors pace the information in lessons and help students master the skills of skiing.

这一技能发展模式，有助于教练员安排课堂内容呈现的节奏，促进学生掌握滑行的技术。

## **1.4 COMMUNICATION MODES, LEARNING PREFERENCES AND THE EXPERIENTIAL LEARNING CYCLE**

### **1.4 沟通模式、学习偏好和体验学习循环**

The goal of teaching is to create learning. While every student will have a slightly different way of learning, all students will have to go through a cycle of experiences to learn the sport of skiing. It is important for instructors to have a method of developing experiences that will be effective for a broad range of students.

教育的核心在于学习。尽管学习方式各有不同，但在学习滑雪运动时，学生总会经历各种学习体验。为了更有效的为更多学生服务，建立学习体验，教练员需要发展出自己的方式方法。

#### **1.4.1 COMMUNICATION MODES**

##### **沟通模式**

Communication modes characterise the different ways instructors and students communicate and organise information and the way students perceive it. Communication modes can be broken into three basic categories

**Visual, Aural, Kinesthetic (VAK).**

沟通模式包括教练和学生之间交流、沟通和接收信息的方式，它有三个基本分类：视觉、听觉和动觉『**Visual, Aural, Kinesthetic (VAK)**』

Visual, Aural, Kinesthetic (VAK) largely depicts the channels that an instructor uses to deliver information and a

student uses to collect or receive information.

这三个分类涵盖了信息传递与接收的最主要方式。

## **VISUAL COMMUNICATION**

视觉沟通

This refers to an instructor's ability to demonstrate and create visual images to guide the student.

指教练员通过演示、展示、描绘等方式使学生形成教学内容的具体画面。

### **Examples of visual communication**

视觉沟通案例

- clear demonstrations from multiple angles
- video presentations and video playback of an individual or others skiing
- creating visual imagery including drawings
- 多角度的清晰演示
- 视频呈现，以及播放当事人或其他人的滑雪视频
- 通过画图等方式形成具象画面

## **AURAL COMMUNICATION**

听觉沟通

This refers to an instructor's ability to explain and communicate by sound to guide the student.

指教练员通过阐述和声音交流指导学生的能力。

### **Examples of aural communication**

视觉沟通案例

- clear and thorough explanations
- nuances of speech including tone of voice
- developing the use of verbal self-instruction
- developing an awareness of the sounds that the skis make on the snow
- 清楚详实的阐述
- 注意声调等语言上的细微差别
- 引导学生自行发出口头指令以辅助自身动作
- 让学生熟悉雪上滑行的声音

## **KINESTHETIC COMMUNICATION**

动觉沟通

This refers to an instructor's ability to develop what the student feels.

指教练员帮助学生建立身体感知的能力

### **Examples of kinesthetic communication**

动觉沟通案例

- identifying specific sensations that a student will experience
- setting up movement, exercises or tasks to create specific feelings
- 指出学生将经历的特定身体感觉
- 通过设定动作、练习和任务，建立特定的身体感知

While students may have a preference for one or two of these communication modes it is important to recognise that most students will need to process information through all three channels to effectively learn a new skill.

学生对沟通模式的偏好不同，也许只偏好其中一二，但教练员应注意，只有充分使用以上三种沟通方式，才能让大

部分学生更好地吸收知识，从而更有效地学习滑雪技能。

## **1.4.2 LEARNING PREFERENCES**

### **1.4.2 学习偏好**

People learn to ski through experiencing the movements of skiing. They hear descriptions, see demonstrations and experience activities. Most people have a preferred way to process information. These preferences dictate the types of experiences that will be most effective for each student.

我们通过体会滑行动作学会滑雪。我们会听描述、看演示并亲身实践。大部分人都有自己处理信息的偏好方式，这决定了每个人最有效的学习方式会有差异。

Preferences are grouped into four basic categories

学习偏好划分为四类

#### **Feeling, Watching, Thinking, Doing**

感知、观察、思考、实践

### **FEELING**

#### **感知**

Refers to creating concrete experiences and processing new information through activity. The instructor must be clear about the sensations the student is to perceive, and be specific about the part of the body where the sensations will be felt, and what it should feel like when the movement is performed accurately. Tactile teaching (when appropriate) to guide students to a new skill can be very effective.

指通过实践获得具体感受，吸收教学内容。教练必须清楚知道让学生感知什么，并准确指出这种感觉产生于身体哪部分，以及当动作准确完成时，这种感觉是什么样的。在适当的时候运用一定的身体接触引导学生体会动作，也会达到很好的效果。

### **WATCHING**

#### **观察**

Refers to observing what is to be learned and processing information about new skills visually. Watching requires time to observe and reflect on those observations to reinforce the learning experience. Clear static and moving demonstrations are required to ensure that all necessary skills are observed by students.

指通过视觉观察、观摩学习新技术和吸收信息。这需要花一些时间进行观察和回顾，以强化学习内容。教练员应进行清楚的静态和动态演示，确保不遗漏任何必要细节。

### **THINKING**

#### **思考**

Refers to the process of looking for the “why” and figuring out the “how” in skills and understanding the logic for each movement. This is often a combination of a visual and auditory process using words and images to understand and describe movement. Students who prefer to process information this way will often consider multiple possibilities rather than exploring them. Skiers who prefer this style may need encouragement to try the movements instead of discussing them.

指探索技术的产生原因和实现方式，以及理解每个身体运动背后的逻辑。它通常综合了语言描述和情景画面两种视听教学方式。对思考有偏好的学生，对发散思考的兴趣常常大过动作本身。因此，教练可能需要更多地鼓励学生动作进行实践。

### **DOING**

#### **实践**

Involves creating kinesthetic awareness and trial and error to actively experiment with movement. Through experimentation people who prefer to process information this way will find the most effective way to move. Using the extremes of movement is a good way to help explore limits. Students processing information this way reinforce their learning experiences by being allowed to talk about what they discovered about the movements.

实践包括建立身体动觉感知和不断试错、试验动作。对实践有偏好的学生，可以通过不断试验性地做动作而迅速吸

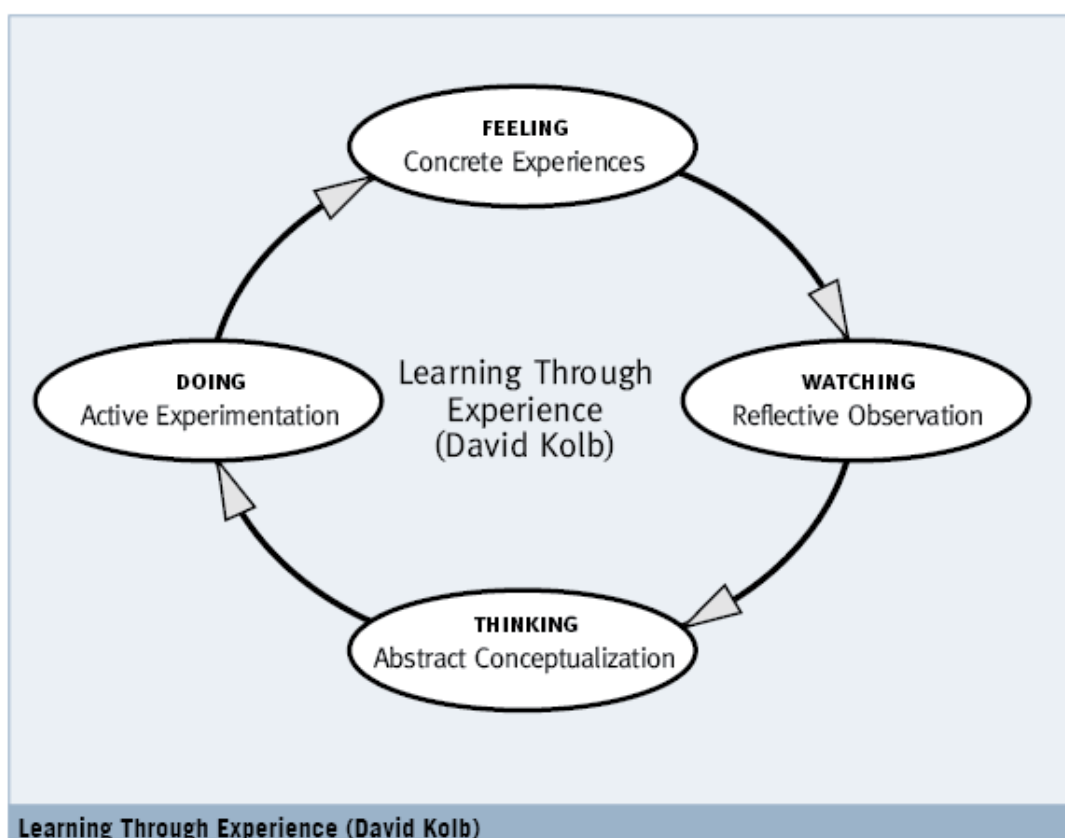
收学习内容。让学生做出各种夸张的动作可以很好的帮助学生了解身体运动的极限和边界。教练可以多与实践偏好型学生讨论他们对动作的发现和体会，有助于他们的理解吸收。

Much like the VAK model, students may be predisposed to learning in one or more different ways, but for learning to be effective and lasting most students will have to pass through a series of experiences. The following diagram is an adaptation of David **Kolb's** experiential learning cycle. It represents the process of moving from one category of experience to another to create effective and lasting learning. It is important to understand that the instructor's communication mode will alter with each shift in category.

与VAK沟通模式一样，学生的学习偏好也各有不同，但为了学习的效率和效果，大部分人都需要数种兼修。接下来的表格根据大卫·库伯（David Kolb）的**体验学习循环理论**绘制，表现了持续有效的学习所应经历的学习方式的循环。请教练员注意根据学习方式的变化调整自己的沟通模式。

### 1.4.3 THE EXPERIENTIAL LEARNING CYCLE

#### 1.4.3 体验学习循环



## 1.5 TEACHING STYLES

### 1.5 教学形式

Teaching style refers to the method or approach the instructor uses to teach a class or individual. Teaching styles range from instructor-focused and led to entirely student-focused where the instructor becomes the facilitator or guide.

Understanding the student's level, developmental stage and preferred style of processing information will help the instructor choose the best teaching style to achieve the negotiated goals.

教学形式指教练的教学方式和方法。教学形式可以是教练主导，也可以是完全以学生为中心而教练成为引导者或协助者，也可能是介于两者之间。为了达到教学目的，应充分考量学生的个人水平、学习阶段和学习偏好，因材施教，选择最适当的教学形式。

## **COMMON TEACHING STYLES**

### **常见教学形式**

#### **1.5.1 COMMAND**

##### **1.5.1 指令式教学**

This focuses on the instructor and the subject. This style of teaching is used when the instructor takes total control of the learning process making all decisions and controlling all variables, specifying when, where and how as well as delivering all the feedback. The instructor determines the social and emotional climate of the class. This format is most effective during a beginner lesson when all movements introduced are new to the student.

指令式教学是将重点放在教练和教学内容上。教练对教学过程拥有绝对的决定权和掌控，控制课堂变量和要素，决定教学的时机、场所和方式，并由教练给出全部反馈意见。教练决定着课堂气氛。教学初期，学生从未接触过相关内容时，指令式教学能发挥最大作用。

#### **1.5.2 SKIING APPROACH**

##### **1.5.2 滑行实践**

This is an effective way to introduce new concepts; it entails describing the outcome to the skiers (setting a goal) and then providing a brief verbal, visual and/or kinesthetic description to try and achieve the goal and then letting the skiers have a go. Once the skiing approach has been attempted a progression can be developed to help achieve the goal. An example of a skiing approach would be to ask a student who is comfortable making a gliding wedge to make some slight direction changes. The instructor would give a small piece of information, such as "point your toes where you want to go" give a demonstration and then let the students try it. Once attempted the instructor is able to then provide further information and develop a progression to encourage the skiers to turn their legs to make direction changes.

这种形式适用于介绍新内容，它需要首先向学生描述要达成的成果（设立目标），然后从语言、视觉和/或动觉方面概述尝试和完成方式，最后让学生实践，在实践中可以根据完成情况进一步指导，有助于目标的达成。例如，如果某位学生已经可以顺利进行犁式滑降，教练就可以让他做一些小的转向动作。先简单说明，比如“将脚趾转向你要行进的方向”，然后演示动作，再让学生自行实践。开始实践后，教练就可以做进一步说明，逐渐达到鼓励学生旋动腿部做出转向动作的目的。

#### **1.5.3 TASK**

##### **1.5.3 设定任务**

This involves a partial shift of focus from the instructor to the student. Tasks are presented to the student which they practice on their own, stopping at a pre-arranged meeting area. They can travel at their own speed and choose their own route, providing more freedom during the learning process. The independence from the instructor begins to evolve.

在这个教学形式中，教学重心逐渐从教练转移到了学生身上。教练设立练习任务，学生自行练习，并于预先约定的地点会合。学生可以在速度和线路上有更多自由，学习过程趋于自主。

#### **1.5.4 RECIPROCAL**

#### **1.5.4 协同作业**

This involves creating situations where students work with one another to observe, co-operate and potentially provide feedback. In this style of teaching the learning is generated through the co-operative efforts of multiple students. An example is when a student performs a task that is set by the instructor as the partner observes, giving immediate feedback and reinforcement, with the guidance of the instructor. Another example is using a paired exercise, such as having one student pull on another student's poles from a downhill position, to develop edging and lateral balance. This style is most effective when the students have a certain level of knowledge, and it requires care and planning in setting clear parameters and expectations. The level of independence from the instructor continues to evolve.

教练安排学生之间协同作业，相互观察、合作甚至互相给予反馈，课程学习通过多名学生之间的合作实现。比如在完成教练设立的练习任务时，一名学生操作，他/她的同伴就可以在教练的引导下，观察、及时反馈和巩固其动作内容。教练也可以让学生做双人练习，例如让一位学生背坡朝下，拉住另一位学生的雪仗，以培养学生对刃的感觉和横向平衡。协同作业的形式适用于有一定基础的学生，它需要教练用心设立清晰的操作标准和目标。这种教学形式中学生的自主性进一步增加。

#### **1.5.5 GUIDED DISCOVERY**

##### **1.5.5 带领学生探索**

This is a student-centred method where the instructor guides the student toward a specific goal or outcome without specific instructions. The instructor creates experiences to slowly, gradually and securely lead the student to the desired result. Each step is based on the response or outcome from the previous steps. The instructor waits for answers and realisations to be generated by the student rather than providing definitive answers to them.

Guidance may include exercises and situations to lead the student to discover the intended movement or sensation. Because the student discovers or realises what is to be learned, guided discovery can lead to definitive and truly lasting learning experiences.

学生作为探索的主体，教练不做指令，在保障安全的前提下，循序渐进地带领学生完成学习目标。探索过程的每个步骤都依据上一步骤的结果进行安排。教练只需要等待学生自行体会和解决疑问，而不提供明确的答案。教练的引导可以包括设定不同的练习和情景，帮助学生探索动作或体验感觉。由于是学生自己的探索成果，学习效果会非常显著而持久。

#### **1.5.6 PROBLEM SOLVING**

##### **1.5.6 解决问题**

This is also a student-centred approach where the instructor poses a problem to be solved by the student. The main difference between this and guided discovery is that in problem solving the instructor should expect a number of effective solutions to be realised. The student is expected to seek out answers, working within a framework set by the instructor. This teaching style is used when the instructor wishes to emphasise a variety of solutions to a single problem. This style seeks to develop the ability to find alternatives, explore them and select the appropriate ones. It promotes experimentation and versatility.

这种形式也是以学生为主导，教练提出一个问题，在设定的范围内由学生尝试解答。与探索不同的是，问题可能会有不止一种解决方式。通过这种教学形式，教练可以让学生充分了解解决方式的多样性，有助于培养学生的发散思维、探索能力和筛选能力。有利于促进他们的探索精神和多角度思维。

#### **1.5.7 INDIVIDUAL**

##### **1.5.7 自主学习**

This demonstrates the complete independence of the student. The subject or information is manipulated in a manner so that it provides the skier with full opportunity for self-motivated learning, self-assessment and decision

making.

教学主题和信息的呈现方式可以让学生独立学习、自查和做决定，学生完全独立自主。

To teach effectively it is important to apply the appropriate mix of styles in any given situation and through the course of a lesson many teaching styles may be used. As the information evolves and the students demonstrate more autonomy of a given skill the instructor needs to alter the teaching style to promote continued growth and development.

为了良好的教学效果，上述教学形式应该根据情形综合使用，在整个教学过程中也要用到多种教学形式。随着教学的深入、学生的滑行技术更流畅自主，教练也应调整教学形式的运用，以促进学继续进步。

## 1.6 PROGRESSION BUILDING

### 1.6 教学次序

When a new concept is introduced (movement, skill, co-ordination) to students it needs to be presented in a linear manner so that it is easy to understand and perform. Generally the concept is explained, demonstrated and then attempted by the student prior to developing it. All new concepts should be developed through a linear progression. A progression in ski teaching is something that develops a skill from simple to complex and eventually integrates the new skill into the student's freeskiing. The following model is a basic method of organising activities in a simple to complex manner.

向学生介绍新内容（动作、技巧、协调）时，应遵循一定的教学次序，利于学生理解和掌握。大体上，这个顺序依次是讲解、演示、体验与尝试，最后才能被学生练习掌握。在滑雪教学中，这个次序体现在由浅入深、由简单到复杂，最终让新技术自然融入滑行当中，由简到繁的基本教学步骤如下：

#### STATIC

##### 静态教学

Introducing the concept in its simplest form such as a stationary exercise or a vivid description.

通过最基础的静态分解动作或一个生动讲解引入新概念。

#### ACTIVE

##### 动态教学

Putting the static exercise or description into motion. This is often done in a situation that is comfortable for the student and does not require tactical considerations.

将分解动作或描述变为动态动作。注意动作实践的环境应让学生感到安全放松，不需要有额外顾虑。

#### COMPLEX

##### 整合教学

Putting the concept or movement into basic turns or a level of skiing below the student's level of free skiing. This is important because students learn accuracy by practicing new skills below their personal speed and dynamic threshold.

将概念和动作整合为基础转弯或比学生实际掌握的要低一等级的滑行活动。在练习新技术时，无论是滑行的速度还是动作的幅度都应该比学生自身能达到的水准低一等级，这有助于增加动作的准确性。

#### WHOLE

##### 完成

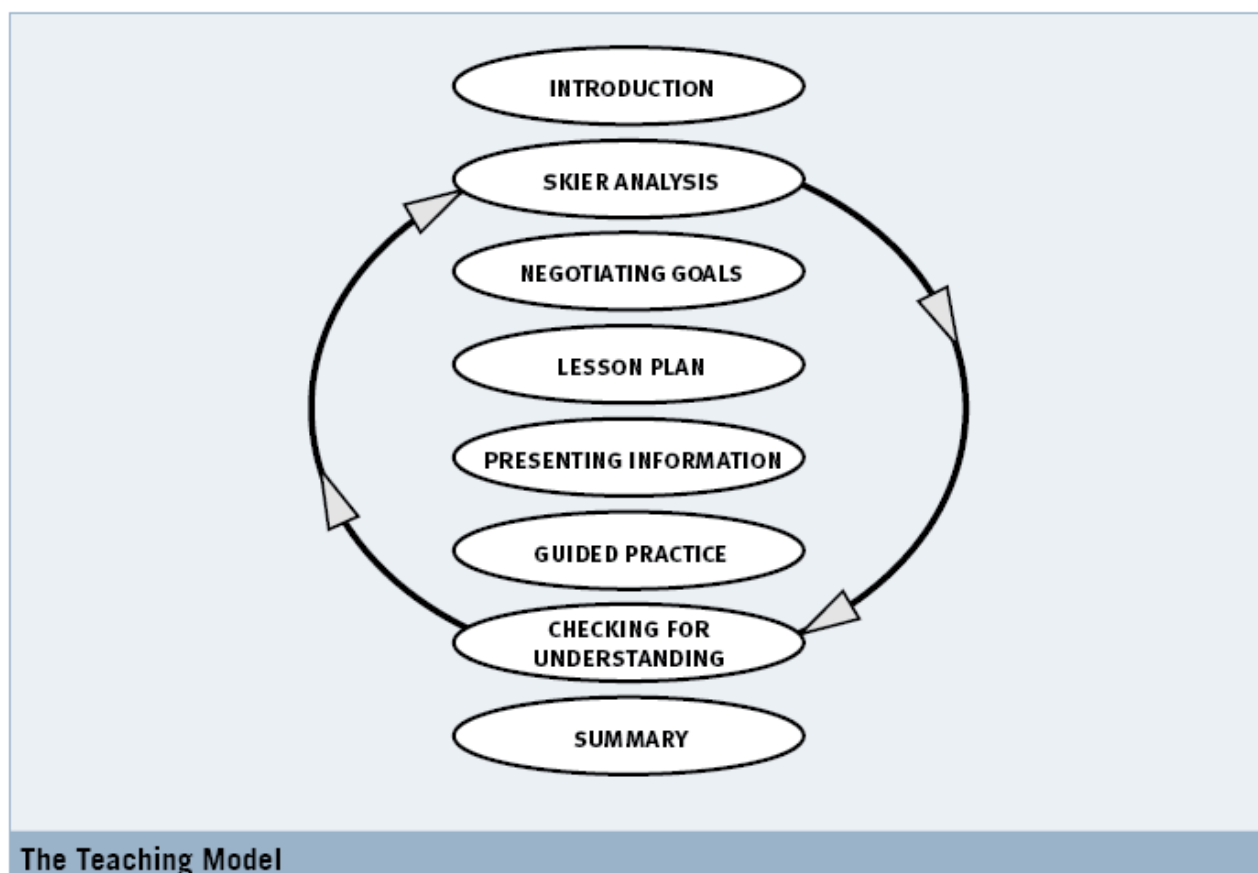
Take it skiing! Explore, play and discover the learning!

开始滑行！探索、体验、发现学习的乐趣！

## 1.7 TEACHING MODEL

### 1.7 教学模式

The teaching model outlines practical steps that will create successful learning experiences for students. This adaptable guideline can be used in a linear or cyclical form. The teaching model is comprised of eight points. 教学模式涵盖了有效教学的 8 个步骤，在教学中的运用可以是依次进行，也可以循环使用。



#### 1. INTRODUCTION

##### 1. 介绍部分

The introduction sets the tone for the lesson. The initial meeting between student and instructor creates a lasting impression. It is important that this is positive and provides a basis for a good student/instructor relationship.

介绍部分设立了课程的基调。学生与教练的初次见面会形成长远的印象，务必让这种印象是积极的，会为良好的师生关系打下基础。

Some important practical tasks that will start to establish rapport and create a positive learning environment include:

要建立和谐的关系，创造上佳的学习氛围，可以使用以下重要技巧：

- introduce oneself clearly and courteously and ensure that everyone in the group knows each other's names



- outline the lesson product, how it will be organised, the time frame and confirm the finishing place
- ask the students if there are any immediate concerns before heading away from the meeting area
- equipment should be checked ensuring that it is suitable for the level and the size of the student and in safe working order

- 进行清晰友善地自我介绍，确保大家互相知道名字
- 概述课程产品、教学安排、时长和教学的最终目标
- 在从汇合处出发前，确认学生有没有准备好，比如是否有疑问、有没有生理需求需要解决等
- 检查学生装备，确保装备情况与学生的水平相符，且大小合适、运作正常

To facilitate a positive environment:

以下方法亦有助于创造良好的氛围：

- a positive and professional approach by the instructor will begin to establish rapport and trust
- the instructor's body language and tone of voice are important elements. Positive body language should include smiling, being open and relaxed making eye contact and displaying good listening skills
- create a safe, fun, open and supportive learning environment. The sooner the student feels at ease and has confidence in the instructor, the sooner learning will begin
- 教练积极的态度、专业的教学都是建立和谐信任关系的条件
- 教练的语气语调和肢体语言也很重要，积极的肢体语言包括微笑、包容放松地进行目光接触和倾听
- 建立一个安全、有趣、开放、鼓励的学习环境。学生越快放松，越早与教练建立信任关系，学习的过程就会越早开始

## 2. SKIER ANALYSIS

### 2. 学生的分析与评估

To create a great learning experience an instructor needs to know what level students are at and why they are taking the lesson. Without the “what” the instructor does not know where to start, without the “why” the instructor does not know where to go with the lesson. The two basic ways to assess a student is to watch them ski and ask questions.

为了顺利教学，教练需要知道学生所处的水平和学习的目的，否则教练既无从切入，更不知道课程要如何设置。学生的评估有两种基本方式，即观察学生滑行和提问。

#### What

##### 水平评估

- what is the student's current level?
- 学生目前的水平？
  - this includes speed, terrain and comfort level
  - 包括速度、适应地形和流畅滑行的水平
- how do the student's skis move through the snow?
- 学生的雪板在雪上运动的情况？
  - this includes turn shape and turn type
  - 包括转弯形状和转弯类型
- what are the movements of the body that create this?
- 滑行的身体运动如何？
  - this includes the movements of the body and how they blend and co-ordinate
  - 身体运动，和身体运动的融合与协调
- what is the student's current understanding of skiing?
- 学生目前对滑行的认知和理解是怎样的？

#### Why

##### 目的

- why have they come to the lesson?
- what does the student want to learn?
- 学生上课的目的是什么？
- 他们想学到什么？

This assessment enables the instructor to produce a lesson focused on the student's wants and needs at any level. Assessment must be a continual process as the needs and wants may change as the students progress. 评估有助于教练围绕学生各层次的需求开展课程教学。随着学生水平的增长，需求也可能会发生变化，因此应持续地进行评估。

### 3. NEGOTIATING GOALS

#### 3. 沟通设立目标

A goal is the aim, intention, objective or purpose of a person or group of people. Great lessons need goals to make the direction of the lesson clear. Goals must be negotiated, not prescribed, to be relevant to the students.

目标是个人或群体的注意力、目的和意向所在，目标使课程的方向明晰。但目标不是由教练为学生单方面设置的，它必须通过与学生的沟通讨论确定，才能与之契合。

Determining goals is a blend of what the student wants (motivations) and what the student needs (movements and understandings). Both are assessed through skier analysis.

目标的确立要综合考虑学生的需求（学习动机）和需要（当前的身体运动和认知水平），需求和需要均通过前述的评估了解得到。

When establishing goals the following areas should be considered:

设立目标需要考虑：

- goals should be specific and based on student's wants and needs. This will give incentive and clear direction for the lesson
- 根据学生的需求和需要有针对性地设立目标，这可以给课程提供清晰的方向和激励
- goals must be attainable for the time period of the lesson and skill level of the student. This will set the students up for success – accomplishing the goal makes the experience enjoyable and will motivate students
- 必须是在课程时间范围内、以学生的技术水平能够达到的目标，才有助于学生的成功：目标达成带来的成就感可以极大激发学生的积极性
- goals need to be moderately challenging. This will progress the student and facilitate a feeling of accomplishment. If the goals are too high students can become frustrated, if they are too low they may become bored
- 同时，它也应该有一定的难度，以促进学生进取、激发成就感。目标难以企及只会让人挫败，但过于容易则索然无味
- goals should be short-term and build on each other to achieve long-term success. Short-term goals provide an immediate incentive, as they allow the student to experience early success. Short-term goals will also allow flexibility in the lesson plan
- 设立阶段性的短期目标，合理安排、依序完成，最终获得一个长期成效。短期目标是一个直接的激励，学生可以尽早体会到学习的成效，同时短期目标也给课程安排提供了灵活性
- goals should be effort based wherever possible (controlled by the level of effort put in by the student) rather than outcome based (measured by the outcome or results) so students have complete control of their success
- 尽量使目标的设立着重强调学生的努力，而非以最终效果来衡量，学生因此可以完全掌控目标的完成情况

### 4. LESSON PLAN

#### 4. 课程安排

This is the series of steps or activities that the instructor plans to achieve the negotiated goals. When planning the lesson the following areas need to be considered:

课程安排是教练员为了达成既定目标，而规划的教学步骤和教学活动。课程的安排需要考虑以下要素：

##### Prioritising needs

需求的排序

Based on the analysis of the student and the agreed upon goal, the instructor will have to choose a starting point for the progressions. The order in which needs are prioritised should be addressed from simple to complex. 基于学生的评估情况和确立的教学目标，选择教学的切入点。教学需求的排序应遵循从简单到复杂的顺序。

### **Linear approach**

#### **进阶式教学（线性模式）**

A linear approach refers to building one step on top of the next. The easiest task should be achieved first with the next step leading on from this. Each step should introduce and include a new concept (movement, skills, co-ordination).

进阶式教学是指基于前一个教学步骤安排下一个教学内容。最容易的教学内容应该最先完成，下一个教学内容在上一个内容完成的基础上开展进一步的学习。每一步都应该引入新内容（动作、技术、身体协调）。

### **Terrain selection**

#### **地形选择**

Appropriate terrain choice is essential to the students' progress, both psychologically and physically. Students will not learn effectively if they are too physically challenged or feel unsafe.

选择适宜地形教学，对学生心理和运动技能的进步都非常重要。当学生觉得对身体的挑战过大，或者感觉不安全的时候，是无法有效学习的。

The following areas need to be considered:

因此，需要注意以下几点：

- the degree of challenge that the terrain presents for the student
  - slope angle of the hill
  - snow conditions and terrain variations
- traffic patterns and crowds
- weather conditions which may change the level of challenge
- 地形对学生带来多大挑战
  - 坡度
  - 雪况和地形变化
- 人群和其他滑雪者穿梭的情况
- 天气条件带来的影响

### **Pacing Information**

#### **教学节奏安排**

For students to learn effectively, information must be paced according to their ability to absorb it. The following concepts should be considered:

高效学习需要教练根据学生吸收新知识的能力水平安排教学节奏，其中应考虑的内容包括：

- it is easier to process small amounts of information
- It is easier to understand information within a concept or common theme than it is to understand blending of multiple concepts
- information about skiing needs to be experienced to be understood. Planned activities need to create different types of experiences using similar information
- 少量信息更易吸收
- 与理解复合概念相比，在一个概念或主题范围内的信息更易理解
- 滑行的理论需要通过实践才能被充分理解。教学活动应在教授相似信息时尽量创造多种体验，以促进理解。

### **Time Management**

#### **时间管理**

To achieve the negotiated goals the plan needs to fit within the time frame allowed. The following concepts should be considered:

- length of the lesson

- time needed to present material and practice
- lift rides and lift lines

要完成教学目标，教学安排应设立在既定的时间范围内，需要考虑的因素包括：

- 课程时长
- 内容展示和练习的时间
- 缆车和排队时间

## 5. PRESENTING INFORMATION

### 5. 教学内容的呈现和展示

The instructor is required to present information more than once and often presents the same information in different ways.

教练须对教学内容以不同的方式进行多次展示。

Although students generally use a combination of learning preferences to process information they are likely to have a bias towards one or two. Instructors must use a variety of communication modes to ensure students process information. They must also match teaching styles to the level of the student and the complexity of the concept to be learned. Initially using an explanation, demonstrating and letting students have a go, will communicate all options for receiving the information.

尽管学生通常会综合运用多种学习偏好，但也常常主要使用其中一到两种。因此，为了确保学生对教学内容的吸收，教练必须使用多种沟通方式。同时也要根据学生的水平和教学内容的复杂程度，选择要使用的教学形式。通过阐述、演示和学生实践，可以使用到各种方式确保学生学习与吸收。

The following areas need to be considered:

- the presentation must be technically accurate
- the instructor should accurately describe and show what the student is to learn
- the instructor should explain and show why it is desirable to have certain skills
- the instructor should explain and demonstrate how this new skill is to be accomplished
- the presentation needs to be clear, concise and delivered in an organised manner
- progressions should be organised in a linear manner

需要考虑的方面包括：

- 呈现的内容必须准确
- 清晰阐述和展示学习内容
- 对某项技术进行说明时，解释和展示它的作用
- 解释和演示一项新技术如何完成
- 以清晰、简明、有条理的方式呈现
- 教学进度应该采取进阶式的方式安排（线性）

The pacing and amount of information needs to be driven and adapted by the student's capacity to receive it.

教学的信息量大小和节奏应该以学生的吸收能力为依据。

Demonstrations made by the instructor are an important part of presenting information and complement any verbal cues. Static demonstrations are effective when focusing on a particular phase of the turn. Moving demonstrations are effective while skiing towards and away from the class. The instructor can demonstrate while students are following, however this will only benefit the student directly behind.

教练的动作演示作为语言授课的补充，是教学呈现很重要的一部分。在解释转弯的一个特定阶段时，更适合演示静态分解动作。在滑向或滑离学生们时，更适合动态演示。教练也可以在前方演示，学生在身后追随，但这种情况通常只会惠及紧随其后的部分学生，有一定局限性。

When presenting information it is important to constantly assess the learning environment to avoid or overcome learning barriers that may affect the ability of students to understand.

在教学时，还须随时注意学习氛围的变化，防止产生或及时克服影响课程理解的教学障碍。

## 6. GUIDED PRACTICE

### 6. 引导学生练习

This is the part of the teaching model where the information is processed and refers to the instructor guiding the process by offering feedback.

学生在练习时吸收教学内容，教练通过提供反馈意见引导学生的理解吸收。

#### Time

Practice should take a large portion, if not the majority of the lesson, depending on how quickly the student absorbs and learns the information. During this time students will practice through repetition as the instructor guides the effort to achieve the desired result. The instructor should ensure there is plenty of time and enough flexibility in the lesson plan to make adjustments.

#### 时间

课程的很大部分时间都应用于练习，具体时间分配的多寡依学生吸收教学内容的速度而定。学生通过不断重复动作进行练习，教练给予相应指导以达成练习目标。教练需要在教学安排中留出大量时间用于学生练习，并且应根据实际情况灵活调整时间分配。

#### Guiding the practice

Consideration needs to be given to:

- class management. Various ways to manage the class on the snow will achieve differing results, e.g.
  - managing the group as a whole, such as following the instructor, will benefit the turn shape of the students who are directly following
  - skiing one at a time will allow students to work individually on a particular focus
- tasks, exercises and teaching styles that are appropriate to the skill level and encourage development
- appropriate terrain and speed need to be selected. An increase in terrain and speed are also elements of effective practice time and can be used to challenge and test the success of the guided practice

- feedback

#### 练习的引导

应注意以下几个方面：

- 课堂管理。不同的课堂管理方法可以达到不同的效果，例如：
  - 将学生们看作一个整体，比如，在跟随练习中，教练的转弯引领会有助于提高紧随其后的学生的转弯形状
  - 让学生依次滑行，可以使其独立操作某个教学内容
- 选择适合学生水平、并能激发进步的任务、练习和教学形式
- 选择适宜的地形和速度进行练习。提升速度和地形的难度也是练习的一部分，可以用于考验练习的效果。
- 给出反馈意见

Feedback is essential during practice time to guide the success of the student and has two main functions – information and motivation.

反馈意见在练习过程中非常重要，它有提供信息和激励的作用。

The two main ways in which feedback is received are intrinsic and extrinsic:

反馈的接收主要是内在和外在反馈（本体反馈和外源性反馈）：

- intrinsic feedback is received internally. Students use their senses to determine how they have executed a skill or movement. Intrinsic feedback develops students' self-awareness and ultimately gives them the ability to control their own performance when they practice on their own. This type of feedback usually comes through seeing, feeling and hearing sensations
- extrinsic feedback is received externally. This can be given in a number of ways but is most effective when it is positive or motivational, well timed or immediate, relevant to the task, precise and delivered in a constructive manner with solutions on how to improve
- 内在反馈是个体的自身反馈。学生运用自己的感受判断技术或者动作的完成情况。内在反馈培养自我意识，最终

使人能够在自行练习时掌控滑行表现。这一类型的反馈通常通过观察、感觉和听实现

- 外在反馈来自外界。外在反馈形式多样，但最有效的是正向积极、鼓舞人心的，且反馈的时机恰当、及时，围绕主题、内容精准，并含有建设性的改善意见。

An example is the “sandwich technique.” This is when the instructor commends - recommends - commends. The commending will have the effect of being positive and motivational. The recommend must be precise and constructive.

有效反馈的一个方式是“三明治法则”，即夸奖-指出问题-夸奖。夸奖部分是正向积极、鼓舞人心的，指出问题的部分则要内容精准、有建设性。

The instructor’s feedback (extrinsic) should be focused on developing student performance and self awareness (intrinsic).

教练的反馈（外在反馈）重点是改善学生滑行表现和培养其自我意识（内在反馈）。

## **7. CHECKING FOR UNDERSTANDING**

### **7. 检查学习情况**

Checking for understanding is when the instructor receives feedback from the student to gain a clear picture of the student’s level of understanding. The instructor uses this feedback to assess the student’s ability to repeat the performance away from the lesson situation or to move on to new information.

教练通过学生的反馈了解学生目前的学习情况，评估学生的水平，看他们是否在课堂之外能保持当前的表现，或者是否能够进入下一步学习。

This process requires the use of a number of senses including:

这需要用到：

#### **Observe**

##### **观察**

The instructor can watch students perform the task and evaluate the level of understanding by their performance. It is important not to depend solely on this evaluation to determine the student’s understanding because they may mimic a task but have insufficient understanding to repeat the manoeuvre.

通过观察学生的表现评估其对内容的理解情况。很重要的一点是不能过度依靠观察下判断，学生有可能很好地对教学内容进行模仿，但并不一定足够理解，可能当前表现无法保持。

#### **Ask**

The instructor needs to ask open questions that require a detailed answer and promote conversation. By asking students to describe what is happening or what they are doing and feeling allows an assessment of the students’ understanding.

##### **询问**

教练向学生提出开放性问题，问题要求学生给出详细具体的回答，利于双方就此进一步沟通。通过让学生描述当前的情况和感觉，也可以有效评估学生的理解情况。

#### **Listen**

The instructor needs to listen carefully to answers to questions. Descriptions that students provide often identify the cause of a problem a student is experiencing. Listening carefully to the student at all times during the lesson, will provide the instructor with feedback, even when a question is not being specifically asked, e.g. A student could complain about cramp under the foot. This could indicate that they are not balanced effectively along the length of the ski.

##### **聆听**

用心聆听学生的回复很重要。学生的描述常常指出了当前的问题所在。即使没有问出某个特定问题，在课程中聆听学生的描述仍然可以让教练获得反馈信息。比如学生抱怨脚底抽筋，可能表明他们前后平衡有问题。

*The body of the lesson is constantly revolving. Points two – seven are interactive and repetitive. Instructors are constantly assessing the student, readjusting the goals of the lesson, planning, presenting information, practicing and checking for understanding.*

课程会随着学习的深入不断发展。教学模式内容的第2项至第7项互相关联、反复循环出现。教练需要持续地对学

生进行评估、按需调整课程目标、合理安排教学、有效传达教学内容、引导练习并检验学生学习情况。

## 8. SUMMARY

### 8. 总结

The summary at the end of the lesson is the instructor's opportunity to review what has been achieved.

教练员可以利用课程完结时的总结，回顾教学成果。

Important points to include are:

总结应该包括以下重点内容：

- review the lesson starting with the goals and the steps that students have taken to reach their current performance. This part of the teaching model becomes particularly important when varying teaching styles are used, because the steps the instructor has undertaken may not be immediately obvious to the students
- 首先应回顾课程目标和学生达到当前表现的学习过程。如果教学形式较多，总结就非常重要，因为学生并不一定能立刻领会教练员的教学步骤安排
- reinforce any changes in terrain and/or situations and the focus areas to handle those changes
- 重申地形或滑行环境的变化，讲解应对要领
- offer guidance on how and what to practice independently, including terrain and snow conditions. This will allow students to repeat and continue the development they made during the lesson
- 指导学生自主练习的内容和方法，包括地形和雪况要求。学生可以据此继续练习课堂中所学内容
- make students aware of their current level. They should finish the lesson with an understanding of the next step in their development as well as what products are available to them. It is important for the instructor to be aware of the current ski school products
- 让学生了解自身水平。在课程结束时，他们应该知晓接下来的进阶内容，以及有哪些相关课程可供学习。教练员对滑雪学校的课程产品应该充分了解。

Teaching high quality, well structured lessons benefits both students and instructors. In a group or private situation use of the teaching model will help provide a successful learning experience.

合理设计的高质量课程使学生和教练员教学相长。在团体教学或私教中，使用上述教学模式有助于形成一个好的学习体验。

# NOTES

## 附注

### PHOTO CAPTIONS:

图片内容：

**Drawing on the snow is an example of visual communication**

在雪上绘画是一种视觉沟通

**Clear explanations are an example of aural communication**

清楚的阐述是一种听觉沟通

**Manipulating body parts is an example of kinesthetic communication**

驱动身体部位是一种动觉沟通

**Learning Through Experience (David Kolb)**

通过体验进行学习（大卫·库伯）

**The Teaching Model**

教学模式

