Didactic and methodological conceptions on surfing teaching

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Introduction
Surf is a sport that in the last few years has had a considerable increasing number of athletes and that's why it's important to develop studies in order to describe and explain how the learning process of the athlete occurs, in what conditions he learns and how coaches develop the Surf's teaching and training process. The aim of this study is to determine specific features about the knowledge concerning coach’s conceptions and methodologies as well as the way they proceed when organizing curricular contents.

Method
Having as source the Grossman model (1990) and with the help of Rink’s theoretical table (1993), this work is based on a qualitative methodology. For this purpose an open answer interview with questions concerning curricular organization of contents built by Rosado e Mesquita (2003), was putted in practice. This study had the participation of 11 Surf coaches of formation stratum, having all of them level II surf courses, and being two of them trainers in the mentioned courses and six physical education teachers.

Results
The source of specialized knowledge, concerning Surf’s teaching and training, comes from the acquired experience as performers, competitors and coaches, as well as from the academicals studies, the coach and judge courses and from self- study.

The coach’s conceptions concerning the specific knowledge of a surf expert are convergent. This knowledge should embrace specific areas such as Training Pedagogy, Training Methodology, Training Psychology and Ocean Knowledge (reading and evaluating conditions).

The skills to teach on each level of practice were determined and unique progressions weren’t found. The technique teaching sequence was diverse among coaches.

Making a reference to teaching organizational skills, we can say that there is no agreement between coaches in a way to obtain a linear sequence.

Considering the levels of practice, coaches have conceded more emphasis in the beginner level, to the take-off techniques, paddling, trimming and bottom-turn. In the intermediate level, the bottom- turn, along with the cut- back, the floater and paddling were the highlight techniques. In the competition level, the coaches conceded bigger emphasis to tubes and aerials techniques. We have also emphasized a thoroughness approach in each one of these techniques, describing their critical elements.

The teaching of the techniques is made after a general preparation period and through all the season, always bearing in mind the competitions calendar. The application of the techniques happens just before the heats and through the meetings with other surf schools.

Context interference is always conditioning the learning process and in order to prevent this, the coach must get acquainted with the oceans knowledge so that he can adapt the practice conditions to the practice level.

Physical condition training is accomplished through a straight connection with technique, mainly after the intermediate level that fall upon the athlete’s weaknesses.

The main didactic materials used by coaches were also categorized.

Discussion/Conclusion
This study allowed us to accomplish a characterization of the didactic- methodology model on surf teaching, considering the extension, sequence, depth and application dimensions.

The way how contents are organized is distinct, nevertheless, its sequence is connected with the development made, concerning the basic and advanced techniques.

References