

Abstract

Name:

Flyboarding – methodology of teaching beginners

Goals:

The aim of this work is to compare ways of teaching a first flyboard lesson (American, Vietnam, Czech). The other objective is to create a picture diagram that will help instructors in teaching the theoretical part of the lesson.

Methodology:

In our thesis we used a methodology of analysis and used quantitative research. We applied the methodology of analysis in parsing each teaching method on 150 beginners.

In the period under consideration of the performance stage we evaluate the results according to the Zapata teaching manual [40] and the criteria (1. the length of the theoretical and practical part of the lesson, 2. the effectiveness of teaching, 3. the use of aids in the theoretical part of the lesson, 4. the quality of teaching history, safety, how flyboarding works, take-off, 5. the beginner feedback after the lesson)

Results:

We found out that the most effective teaching methodology is the American lesson. Instructional video effectively prepared beginners for the practical part of the lesson. They were able to fly in less than five minutes. The Czech methodology proved to be standard. This methodology contains all the important segments of a proper lesson, but is largely incomplete or can be easily misinterpreted. Beginners learn how to fly in seven minutes. Vietnamese methodology is the least effective, mainly because the theoretical part of the lesson is only five minutes long. Beginners learn how to fly after ten minutes of trying. From the analysis we had created a picture scheme that can improve every teaching methodology in the world.

Key words:

Hydroflight sport, water sport, adrenaline sport, extreme sport, flyboarding, lesson, instructor, methodology, teaching, Zapata Racing