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ORGANIZATIONAL AND METHODOLOGICAL ASPECTS OF PRIMARY SWIMMING TEACHING FOR JUNIOR SCHOOLCHILDREN

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Abstract

The goal. The current state of development of society makes quite high demands on man as a person and a bearer of universal cultural values, an important place in which are healthy forms of human life. One of the important components of these forms is the ability to swim, the foundation of which is laid in childhood. This is since the qualities formed in childhood are the strongest and play a major role in the formation of personality.

Methodology: To achieve this goal, research methods such as data analysis of scientific and methodological literature, a generalization of the experience of best pedagogical practice were used. Analysis of data of scientific and methodical literature, the generalization of experience of advanced pedagogical.

Results. The mechanism of forming a value attitude to swimming is the activity of resolving the contradiction between the awareness of its importance in human life and fear and psychological unpreparedness for water activities. Based on the analysis of the scientific literature, the main components of the methodology of primary swimming training of junior schoolchildren were identified, which contains the target, content, and methodological components.

Conclusion. The proposed components of organizational and methodological aspects of primary swimming training of junior schoolchildren form a system that combines based on a common goal target, meaningful, criterion, methodological component and provide the result – achieving sustainable positive internal personality changes and positive dynamics of swimming skills in young children.

Key words: swimming, junior schoolchildren.

Introduction. The current state of development of society makes quite high demands on man as a person and a bearer of universal cultural values, an important place in which are healthy forms of human life. One of the important components of these forms is the ability to swim, the foundation of which is laid in childhood. This is since the qualities formed in childhood are the strongest and play a major role in the formation of personality.

Numerous scientific studies by A. Dubogai [1], V. Ivashkovsky [2], N. Moskalenko [3], show that in its development the child's body passes from one stage to another, each of which has its own characteristics and characteristics.

Younger students progress rapidly in physical development, and from a mental point of view, they are still characterized by short-term concentration and the importance of playful forms of learning, which contributes to the formation of a positive emotional background.

Despite the efforts of several researchers N. Bulgakov [4]; L. Makarenko [5]; T. Osokina [6]; M. Savchenko [7]; V. Parfenov [8]; O. Skaliy [9]; I. Honchar [10] and others. in search of the most effective means, purposefully influence the formation of movement techniques in the process of learning to swim, the desired result has not yet been achieved: the learning process takes a long time, a high percentage of children have not mastered the skill of swimming.

This circumstance determines the feasibility of the study and the importance of identifying the main components of the methodology of primary swimming training of junior high school students, which led to the relevance of the choice of the research topic.

The goal of the research to analyze the organizational and methodological components of primary swimming training of junior schoolchildren.

Materials and research methods. To achieve this goal, research methods such as data analysis of scientific and methodological literature, a generalization of the experience of best pedagogical practice were used. The analysis of data of scientific and methodical literature, generalization of experience of the best pedagogical practice was carried out for search, systematization, and generalization of material concerning modern approaches to the initial training of children of the younger age of swimming, its organization. Elaboration of information sources on the theory and methods of physical education, pedagogy, psychology made it possible to identify the main components of the methodology of primary swimming training of primary school children.

Research results. These aspects allowed us to analyze the basic conditions of primary swimming training of junior schoolchildren based on the analysis of scientific and methodical literature [11-14] the consistent transition from easy and accessible exercises to difficult, moderate use of supporting means, use of game forms, and associations with fairy-tale heroes and animals languages.

These conditions will contribute to more effective implementation of organizational tasks for the initial training of swimming:

1. Involvement of children in activities that will help to overcome the psychological barrier and fear of water.
2. Creating a training space to activate all children.
3. Awareness of the purpose and importance of swimming in everyone's life, the use of examples.

The solution of the specified tasks will be promoted by:

1. Acquisition of vital swimming skills.
2. Forming the foundations of a healthy lifestyle and strengthening health.
3. Improving physical fitness.

The mechanism of forming a value attitude to swimming is the activity of resolving the contradiction between the awareness of its importance in human life and fear and psychological unpreparedness for water activities.

All this necessitated the separation of the main components of the methodology of primary swimming training of junior schoolchildren.

<i>Target component</i>
<i>The purpose</i> is to create conditions for the formation of understanding of the importance of the ability to swim, overcoming the psychological barrier, the formation of a positive emotional background.
<i>Content component</i>
The focus of all classes is due to the need to develop swimming skills.
<i>Principles:</i>
<ul style="list-style-type: none"> • the principle of cognition and learning activity. • the principle of scientific and accessibility. • the principle of systematic and consistent learning. • the principle of clarity. • the principle of learning strength
<i>Conditions for organizing and conducting swimming lessons:</i> the number of children in the group, depth, water, and air temperature, duration of the lesson.
<i>Stages of the process of formation of swimming skills:</i> formation of imagination, emotional infection; practical mastering of basic movements, motor skills; ability to swim in coordination, motor skills.
<i>Methodical component.</i>
<i>Forms:</i> individual and group.
<i>Means:</i> general-developmental and special physical exercises, preparatory exercises for mastering with water, educational diving, games, and entertainments in water, exercises for studying the technique of swimming methods and improving it.
<i>Methods:</i> verbal, visual, practical, game, reflexive.

Fig. 1. Components of the methodology of primary swimming training of junior schoolchildren

Thus, the target component of the main components of the methodology of primary swimming training of junior schoolchildren states the goal: to create conditions for the formation of understanding of the importance of swimming, overcoming the psychological barrier, the formation of a positive emotional background.

The substantive component of the main components of the methodology of primary swimming training of junior schoolchildren contains three main categories, basic principles, conditions for organizing and conducting swimming lessons, and stages of the process of formation of swimming skills. Consider in more detail each of the categories.

In the context of our study, it was important to identify principles that are effective in teaching swimming to primary school children:

The principle of cognition and activity of children in the leadership role of the coach suggests that in the learning process children of primary school age easily comprehend, the material studied, understand the nature, causes, and consequences of various actions, and as a result can apply knowledge and skills [5, 15, 16, 20]

The principle of scientific and accessibility means the need to match the volume, severity of the material to the age and individual characteristics of those involved and the

level of their training. Implementing this principle, the trainer determines the time required to study the topic, section, question. It establishes the number of new ideas, concepts, terms available to participants, the depth of coverage of the issues being studied, the complexity of practical tasks, methods, and techniques of teaching [16, 17, 21].

To ensure an individual approach, the coach must observe the children. It is necessary to know the general level of development of everyone, the degree of activity and attitude to the subject, the speed and accuracy of perception of educational material, the depth of its understanding.

The principle of systematicity and consistency is the correct knowledge of reality offers an imprint in the minds of objectively existing connections between phenomena, objects, processes that take place in the real world. The principle of systematicity and consistency means bringing order to the study of facts, objects, and phenomena, ensuring consistency between the previous and subsequent material. This principle is ensured by the correct planning of the entire educational and training process, the rational distribution of material for classes, the logical construction of each lesson, the explanation of the coach [18].

The principle of clarity is that the teacher creates in students, clear, specific ideas about the subject and phenomena. Such ideas are the basis for a further deep understanding of the educational material. It should be noted that clarity, not only acts as a source of knowledge but also strongly influences the development of children of primary school age. The analysis of scientific sources allowed [5, 6, 14, 17] us to determine the main conditions for the implementation of the principle of clarity, namely:

- 1) clarity. corresponds to the purpose and tasks of employment.
- 2) clarity is combined with the word.
- 3) the lesson is not overloaded with clarity.
- 4) the coach correctly finds the place, time, and duration of the demonstration.
- 5) when performing clarity based on the characteristics of the participants and the level of their training.

Forms of a combination of words and clarity in swimming lessons used most often:

- 1) When learning something new. The movement coach usually first explains it and then clarifies the presentation obtained when explaining it.
- 2) When learning an exercise, the teacher simultaneously explains it or asks someone to do it.
- 3) The exercise is performed all together, and the teacher simultaneously explains it.
- 4) With the help of verbal comparison, based on the ideas previously received by children of primary school age, the coach leads them to comprehend new connections, components of movements.
- 5) Creating conditions in which there are the necessary ideas.

The principle of strength of learning - meant the need to equip children of primary school age with such knowledge, skills, and abilities that are quickly and accurately performed, long stored in memory, skillfully applied in practice [11, 13].

For this purpose, while training each exercise is carried out repeatedly, the passed material is systematically repeated. The trainer should know that it is impossible to include in the program of employment many new exercises it interferes, their success and strong mastering. Tasks can be well mastered only if each lesson introduces 1-2 new exercises [7].

The analysis of scientific sources allowed [7, 8, 9, 10, 13]; to determine the main organizational conditions of conducting classes for teaching swimming to children of primary school age:

- Number of children in the group – 10 - 12
- The height of the pool is 155 cm
- t of water - ° C - 28 gr.

- The total number of classes is 30
- Number of classes per week - 3
- Duration of classes at the beginning of training - 10-15 minutes.
- Duration of further classes - 40 - 45 minutes.

The most favorable water temperature in the closed pools of reservoirs for teaching swimming to children of primary school age - 27 - 32 ° C.

Table 1 shows the conditions for conducting swimming lessons for children of primary school age.

Table 1

The basic requirements that must be met when initial swimming training.

Authors	Number of children in the group	Water depth (cm)	t-water in the reservoir x (° C)	t-air (°C)	Duration of classes	
					At the beginning (min.)	At the end (min.)
N. Bulgakova [7]	10	120	20-25	28-30	5	30-35
V. Parfenov [8]	10	-	25 i >	27-30	5-10	30-35
V. Vasiliev [14]	10-15	90 i >	24-25	27-30	5	30

The substantive components of the methodology of primary swimming training of junior schoolchildren include two stages of the process of formation of swimming skills:

By the end of the first, children must have mastered the skills that allow them to confidently stay afloat and swim. At the second stage of already developed skills, the technique of sports ways of swimming, starts, and simple turns is learned.

In the first stage, children must confidently stay afloat and swim, acquire such qualities as the absence of fear of water and buoyancy. This is possible if children master the basic skills of swimming. As an example of the implementation of the stages of primary swimming training of primary school children, an algorithm is used [10].

1. Explain to beginners the purpose and objectives of the course. Demonstrate swimming technique. Get acquainted with the importance of preparatory exercises, rules of conduct in training, etc. Beginners are assured that they will learn to swim.

2. Beginners perform various exercises that help them overcome the fear of water and make them confident in their abilities.

3. Teach individual swimming movements, using diving exercises on land and on water, as well as various support tools.

4. Learn to combine individual swimming movements with each other and with breathing.

5. Consolidate and improve swimming movements.

Table 2.

Primary swimming program for children of primary school age

Class number	Teaching aids	Games	Dosage (min.)
1-6	Exercises to get acquainted with water resistance	"Catch up with me"	5-6 3
5-11	Exercises to get acquainted with the properties of water	"Geyser"	2
12-14	Exercises aimed at overcoming water resistance	"Crab"	2
15-18	Exercises to master the exhalation into the water.	"Bubbles"	4
19	Exercises to master the general coordination of movements in easy ways.	"Deft frog"	4
20-21	Exercises to master the skills of moving in the water and easy ways.	"Arrows"	6
22-23	Exercises are aimed at mastering the work of the legs after sliding.	"Torpedo"	5-6 "
24	Exercises to improve lying skills, ascent	"Jellyfish"	2
25-26	Exercises to master exhalation	"Underwater Telegraph"	3
27	Exercises to master the skill of "inhale-exhale" in the water	"Whale"	2
28-29	Exercises to improve the skill of breathing in water	"Distance"	2

The methodical component of the methodology of primary swimming training reveals the main forms, methods, and means of teaching swimming to children of primary school age. The main form of organization of the process of teaching swimming to children of primary school age is defined as classes (group and individual).

Group classes. The researchers note that the group should have consisted of no more than 15 children. This greatly facilitates the work of the coach. Completing groups is not necessary to separate girls from boys, as at that age the requirements for physical activity and motility in swimming training do not depend on gender. In practice, the system justifies itself in which the coach had assistants who, if necessary, go into the water, explain to children the nature of the task, show exercises, and monitor safety [13, 15, 19].

At the initial stage of swimming training in each group should be 2-4 assistants. Before classes, the coach should acquaint them with the content, objectives, and methods of training. In the future, instruct to deal only with lagging children individually.

Classes with several groups require a different approach. As a rule, after 10-15 classes, there is a difference in the success of swimmers-beginners. Therefore, it is advisable to divide children into groups depending on their level of preparedness. For the weaker, lagging for various reasons, it is necessary to develop special techniques. Children who have time will be engaged in groups that correspond to their level of preparation, they can be offered more complex exercises [17].

Individual lessons. From an organizational point of view, these classes are not difficult. This has its advantages and disadvantages. The coach can deal with one or two children.

increase the intensity of classes, but in these classes, there is no positive influence on the team [5, 9, 13, 14].

At individual training, many auxiliary problems which can be solved only at group employment cannot be solved. Therefore, the coach must pay great attention to the education of hygienic skills, independence, self-mastery, courage, perseverance, and strong-willed qualities [8].

If the time and place for group classes are firmly planned, then the individual spends hours scheduled for mass visits to the reservoir.

When working with beginner swimmers, you need to know about the teaching aids that are used. It is recommended to use a swimming bar, which is used to develop such skills as diving, gliding in the water, jumping, breathing exercises. Besides, it is light and younger students can use it [12, 14].

The main means of the components of the methodology of primary swimming training of junior schoolchildren are:

- general developmental and special physical exercises,
- preparatory exercises for assimilation with water

These include: diving, jumping into the water, sliding, moving in the water, proper breathing.

Immersion helps the child to gain a sense of confidence in the water. She learns to go underwater arbitrarily, orient herself there, and move. Mastering these skills allows the child to move underwater and hold air at the same time, and then exhale learning to regulate breathing [11, 12, 19].

Jumping into the water develops in children's determination, self-control, and courage. Sliding is the first step to swimming. Technically correct and strong repulsion plays an important role in successful sliding performance.

When teaching breathing, make sure that the child's head is raised above the water or turned to the side from the beginning, as this requires a certain way of swimming. At immersion, it is necessary to teach hold the air and gradually exhale it [16].

The most important thing for successful movement in the water is the ability of the swimmer to combine rhythms of breathing and movements.

At the first stage of initial training, attention should be paid to the technique of breathing: exhalation into the water is performed through the nose and mouth, inhalation only through the mouth [4, 9, 11].

General scheme of swimming training for junior schoolchildren:

1. Explain to beginners the purpose of the training course and how it will be carried out. Demonstrate the technique of swimming movements, get acquainted with the importance of preparatory exercises, rules of conduct in class, etc.

2. Beginners perform various exercises that help them overcome the fear of water and make them confident in their abilities.

3. Teach individual swimming movements using, diving exercises on land and water, and various supporting means.

4. Learn to combine individual swimming movements and breathing.

5. Consolidate and improve swimming movements [4, 5, 7, 8, 10, 12, 13, 14].

Consistently moving from easy and affordable exercises to more difficult and difficult, the beginner learns the technique of swimming. However, you should not indulge in preparatory and introductory exercises. When they are generally performed satisfactorily, you can move on to the next exercise.

It is not necessary to abuse the use of supportive means, as the swimmer is accustomed to support and does not learn to perform rowing to keep himself on the surface of the water.

Children should be given such tasks, the solution of which would be for them to

remember the basic principles of learning from simple to complex, from easy to difficult, from known to unknown, and which must be followed in the learning process [13].

For better mastering the ability to swim, studying movements, it is necessary to repeat many times, to achieve their correct execution. It is best to lay the foundation for the correct execution of swimming movements in the early school years, they can reproduce the movements being studied [8].

The best form of communication with children when learning to swim is an explanation in the form of comparisons with the movements and actions of animals and fairy-tale characters.

They are not yet familiar with the command language at the primary school age, so it is recommended to use a whistle to organize the beginning and end of the exercises [14].

Skillful use of games in learning contributes to the successful solution of many pedagogical problems, has a positive effect on the psyche of children, increases their interest in classes.

Children playing in the water, gradually get used to it, imperceptibly free from fear, and as a result, begin to move in the water boldly and without tension.

During the game, the child receives a large load, however, they are so fascinated by it that it is relatively easy to tolerate these increased loads. It is only necessary to ensure that excessive enthusiasm for the game does not lead to fatigue, which can adversely affect the body [17].

Each game has a multifaceted effect on the body. Together with him, the games differ from each other in pedagogical orientation. Teaching beginners to swim, use games that help them get used to the water to learn the exercises [12].

Games should be played at the same time with other children who are in the water and at the same time use familiar movements. To a stranger, the game is first explained and memorized on land [13].

Especially important when bringing games with children of primary school age, is a brief and figurative explanation of the rules of the game with the mandatory display of individual exercises [6].

It is known that the element of competition stimulates children to the maximum mobilization of their capabilities, training the ability to show the maximum level of preparedness. The game, like competition, brings emotionality to swimming. Is a good way to switch from the monotonous movements that are characteristic of swimming [4, 6, 7].

Conclusions and prospects for further research. The proposed components of organizational and methodological aspects of primary swimming training of junior schoolchildren form a system that combines based on a common goal target, meaningful, criterion, methodological component and provide the result – achieving sustainable positive internal personality changes and positive dynamics of swimming skills in young children.

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