



## Research Article

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## The Method of Forming a Sustainable Swimming Skill Based on the Use of Aquatic Species

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**Abstract:** Formation of physical culture of personality and ability directed use of various means of physical culture and sports for preservation and promotion of health, psychophysical preparation and self-preparation for future life and professional activity is the goal of physical education students. For a teacher, swimming is an important professional and vital activity. However, previous studies have shown that most students entering the first year of pedagogical institutes have a low the level of swimming preparedness and motivation for physical education, which requires the search for new forms and methods of organizing the educational process, including for swimming. The following methods were used in the study: analysis of scientific methodological literature, pedagogical experiment, self-assessment and peer review swimming readiness, methods of mathematical statistics. This article presents an experimental method for the formation of a persistent skill swimming among students of the Pedagogical Institute based on the use of funds various water sports: synchronized swimming, water polo, aqua aerobics and jumping into the water.

**Keywords:** Teaching Methodology, Swimming, Water Sports, Synchronized Swimming, Diving, Aqua Aerobics, Water Polo, and Applied Swimming.

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## INTRODUCTION

The main goal of physical education of students is the formation of physical culture of the individual and the ability to use various means of physical culture and sports for the preservation and promotion of health, psychophysical training and self-preparation for future life and professional activities [5].

Swimming is a vital and professional skill of a teacher [4]. Once acquired, the vital skill of swimming is retained by a person for life. In the process of professional education of university students, swimming is one of the components of the discipline "Physical culture" [3].

However, the low level of swimming readiness of students entering the first year of institutes, which is shown in our earlier published articles [2], and the low level of motivation for physical education classes require the search for new forms and methods of organizing the educational process, including swimming.

The purpose of this study was to improve the pedagogical methodology for teaching swimming to female students of a pedagogical university based on the use of exercises of various water sports, which contributes to the formation of a stable swimming skill and has a positive effect on the emotional state of female students. The following tasks were set for this study:

- To substantiate the use of the most effective water sports exercises in the process of teaching

swimming to female students of a humanitarian pedagogical university.

- Show the effectiveness of using a variety of water sports for the formation of a sustainable swimming skill. Research methods and organization: analysis of scientific and methodological literature, pedagogical experiment, self-assessment and expert assessment of swimming readiness, methods of mathematical statistics.

The main pedagogical experiment involved 84 female students aged 17-23, who were divided into three experimental and three control groups, 14 people each. All students were practically healthy.

At the beginning of the experiment, an analysis of the initial swimming preparedness of 1st year female students of humanitarian pedagogical specialties was carried out. First, the students were asked to evaluate their level of swimming preparedness on a special qualimetric scale [1], then an expert assessment was given at the first practical lesson. The level of swimming preparedness of the female students was assessed as "uncertainly floating on the water". Moreover, self-esteem significantly exceeded the true level of swimming readiness.

Swimming training for female students was carried out within the framework of the discipline "Physical culture". The basis of the curriculum of the department was the study and improvement of sports swimming methods - crawl on the chest, crawl on the

back, breaststroke, dolphin (in parts) and applied swimming.

The control groups were trained according to the traditional method of teaching swimming, and the experimental ones - according to the experimental method using water sports exercises.

The basis of the experimental methodology for teaching swimming was the elements and exercises from water sports used in the training of athletes in synchronized swimming, water polo, and diving. For the female students of the experimental groups, they were introductory exercises for learning the basics of sports and applied swimming. Classes in the control group were conducted according to the generally accepted methodology using only swimming exercises. Here are the water sports exercises, the conditions for their implementation and the orientation used in the experimental methodology.

Synchronized swimming. The following exercises were used: planar positions (on the chest, back); planar constructions and rebuildings; rowing movements with arms and legs; the simplest figures: "turn back (forward) in a grouping", "rotation in a grouping", "pike". Exercises were performed with a fixed support, with a supporting device (belt) and without support.

These exercises were used to master the water environment and form water-support reactions, keep the body on the surface and maintain balance in the water while moving the body, and also served as lead-up exercises for mastering applied swimming.

These exercises helped to increase the emotional attractiveness of the classes.

Water aerobics exercises. Complexes of exercises were used to develop the muscles of the arms and shoulder girdle, muscles of the lower extremities, abdominal muscles and back, mobility in the joints and relaxation exercises. Exercises were performed at a fixed support, with and without a supporting device (belt). The exercises were aimed at the formation of a support stroke, increasing the level of motor fitness, acquiring the skill of moving from a vertical position to a horizontal position and the ability to strain and relax muscles.

Diving from the tower was used to master the basics of repulsion techniques and to acquire the skills of diving into the water upside down and head down (diving), mastering the starting jump, elements of applied swimming and orienteering under water. In addition, the use of water jumps contributes to the development of courage, determination and brings a bright emotional coloring to swimming.

Water polo exercises were used to master the methods of applied swimming. The exercises are specially applied and have a direct purpose for providing first aid on the water. The methods of movement in the water were studied: on the side of the leg "scissors"; crawl on the chest with a raised head (water polo crawl); exercise "trudgeon", diving down with legs and head from the water; "transition from front crawl to front crawl" and "transition from front crawl to front crawl". All exercises were performed without supporting devices and were carried out while studying ways to provide assistance to victims on the water.

During the experiment, at the end of the 1st, 2nd, 3rd and 4th semesters, the current testing of the swimming preparedness of female students, participants in the pedagogical experiment, was carried out using the studied sports swimming methods: "back crawl", "breaststroke", "front crawl" and "butterfly". At the end of the 5th semester, the swimming speed was determined, the subjects overcame a distance of 50 meters by the chosen method of swimming for a while.

At the end of the 6th semester, the students demonstrated the ability to carry out the transportation of an allegedly injured classmate at a distance of 25 meters in any way possible, and also performed a 12-minute swimming test by K. Cooper. The K. Cooper test evaluates the level of swimming preparedness by the length of the distance overcome in 12 minutes. Swimming technique was also analyzed.

The results of swimming readiness testing by K. Kupper's 12-minute swimming test showed that female students of the experimental group overcame an average distance of 502.4 meters in 12 minutes, while female students of the control group overcame an average of only 383.0 meters. Differences in mean values are significant at  $p < 0.05$ . The level of swimming readiness of female students of the experimental group is estimated at  $4.16 \pm 0.48$  points, and in the control group - one point lower.

The obtained test data of the 12-minute swimming test and the speed test testify to a higher level of swimming preparedness of the female students of the experimental group compared to the level of preparedness of the female students of the control group.

## CONCLUSION

The given data of testing the swimming readiness of female students at the end of the experiment testify to the effectiveness of the use of water sports exercises in teaching and improving the swimming readiness of female students of a pedagogical university.

The modern approach to the process of learning to swim consists in the possibility of using a wide range of exercises aimed at developing a stable swimming skill. In our opinion, such an approach will contribute not only

to the solid development of applied swimming skills necessary in pedagogical activity, but also to create interest and increase the motivational readiness of students for physical education.

A higher level of swimming preparedness, determined in these tests, is realized in high rates of applied swimming exercises, transportation of an imaginary victim.

The ability to rescue and transport victims on the water is a necessary practical skill for all teachers.

The results obtained during the pedagogical experiment testify to the effectiveness of the developed methodology with the use of water sports exercises.

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