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Organization Problems Construction of Students in Swimming

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Abstract
Abstract: The article presents the results of a theoretical analysis of the features of the organization and methods of conducting swimming lessons for students. The main tasks and problematic issues of organizing swimming. The results of a questionnaire survey and analysis of the protocol of results of determining the level of swimming readiness of first-year students are given.

Keywords: student; swimming; survey, organization of the educational process, work program.

ОРГАНИЗАЦИОННЫЕ ПРОБЛЕМЫ ПОСТРОЕНИЯ ЗАНЯТИЙ СТУДЕНТОВ ПО ПЛАВАНИЮ

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Аннотация:
в статье представлены результаты теоретического анализа особенностей организации и методики проведения занятий по плаванию студентов. Выявлены основные задачи и проблемные вопросы организации занятий плаванием. Даны результаты анкетного опроса и анализа протокола результатов определения уровень плавательной подготовленности студентов-первокурсников.

Ключевые слова: студент, анкетирование, плавание, организация учебного процесса, рабочая программа

Swimming, as an academic subject at higher educational institutions with a physical education profile, belongs to the disciplines of the sports pedagogical cycle. The compulsory academic subject “swimming” is designed to form in students special knowledge, practical skills and specific abilities for their durable, reliable and skillful use in future professional activities among students of different ages and physical fitness. [2,4,5]

An important element in the professional training of qualified teaching staff is the improvement of the theory and methods of teaching the special subject “Swimming and methods of teaching it.” [1,3] However, the results of many years of research indicate that progressive experience is not always implemented into practice, which naturally reduces the effectiveness and quality of the educational and training process in swimming.

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The organization of swimming training at a university involves the use of methods and techniques that represent interconnected ways of working for teachers and students, aimed at solving learning problems and organizing the cognitive activity of students. [6]

To date, there is a large number of works devoted to improving the system of organizing mass teaching of swimming skills to the population, methods of teaching children in preschool institutions, schools and students. However, to date, in our opinion, insufficient attention has been paid to the issues of teaching the discipline “swimming” in physical education universities. In existing scientific research, this problem is considered from a position that is not much different from the technology of education in children's sports schools. Whereas graduates of a physical education university are required not only to master the technique of sports swimming methods, but also to have a fairly high level of knowledge and skills in the technique and methodology of teaching sports swimming methods to children and adolescents. Swimming, as an academic subject at higher educational institutions with a physical education profile, belongs to the disciplines of the sports pedagogical cycle. The compulsory academic subject “swimming” is designed to form in students special knowledge, practical skills and specific abilities for their durable, reliable and skillful use in future professional activities among students of different ages and physical fitness. [2,4,5]

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A comparative analysis of the opinions of leading theorists in the field of sports swimming on the issue of interest to us allowed us to conclude that the process of teaching sports swimming techniques can be divided into three stages. Each stage is characterized by:

1) different levels of mastery of swimming skills by those involved;
2) the specifics of the learning tasks to be solved;
3) the content of teaching tools and methods.

At the 1st stage, a preliminary understanding of the swimming skill is formed, mastery of the aquatic environment and familiarization with the elements of sports swimming techniques are carried out.

At the 2nd stage, the elements, ligaments and technique of the swimming method as a whole are learned.

At the 3rd stage, the consolidation and improvement of swimming techniques is carried out, while simultaneously developing professional knowledge and skills in students when learning to swim front crawl and backstroke.

In the general education system, an important place is occupied by methods of self-control and self-assessment, which involve the comparison of objectively recorded results of movement with its subjective assessment, which places increased demands not only on the scientific and methodological justification for the organization of the educational process, but also on the content of the curriculum, as well as the final test standards .

In order to determine the state of swimming readiness of students who entered the first year at the Uzbek State University of Physical Culture and Sports, a questionnaire survey was conducted.

105 students took part in the questionnaire survey. Analysis of personal data showed:

Approximately half of the respondents (52%) indicated that they do not know sports swimming methods, but use their simplified versions: swimming “in their own way” without exhaling into the water, “fatches”, swimming on the back without extending their arms, etc. 26 % of students noted that they only know how to float on the surface of the water.

Students noted that they learned to swim in natural conditions or a water park (66%), 34% mastered swimming skills in a pool.

From among the respondents:

- 75% learned to swim at school age;
- in preschool age 25%;

Of these, only 22% learned to swim under the guidance of qualified coaches and teachers, 88% under the supervision of parents and friends. 22% of the students surveyed rated their swimming ability positively.

We also analyzed the working protocols of the results of determining the level of swimming readiness of first-year students. A total of 1,480 results were subjected to statistical processing for the period from 2013 to 2019.

At the first lesson, the technique of mastering sports swimming methods was assessed: front crawl and back crawl. The level of swimming readiness of 1st year students was assessed on a 5-point scale at a distance of 50 meters.

According to the study, the level of proficiency in front crawl and backstroke swimming techniques is not uniform across years of study and fluctuates within a fairly wide range. The year 2018 can be considered the most “successful” year in terms of students’ mastery of the technique of the studied swimming methods. The number of students who showed positive results in swimming technique significantly exceeds similar indicators in previous and subsequent years. The control swims conducted during the first training session fully confirmed

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the results of the questionnaire survey. More than 60% of first-year students not only failed to swim the proposed distance, but most of them refused to enter the water at all.

So, if in 2013, 2015, 2017, 2018 years of study, from 13 to 16% of students were able to swim a 50-meter distance in front crawl, and from 10% to 17% overcame the same distance with great violations in technique - "fatches", swam 50 m without exhaling into the water. Moreover, the lowest results were found among students in the 2016 and 2019 academic years - only 2% received a score of 5 points, and 5% of the total number of subjects received a score of 4 points. More than 50% of students who entered the institute in 2013 - 2015, 2017, 2019 received an unsatisfactory grade, below 3 points. It should be especially noted that the largest number of applicants (23%) who did not master the front crawl swimming technique occurred in 2015-2016.

A comparative analysis of the results of swimming methods showed that students' mastery of the back crawl technique was much worse. This is confirmed by the percentage of the minimum grade of one point for technology by year of study, ranging from 42% to 58%. Even those students who were able to technically correctly overcome the control distance on the front crawl had difficulty in overcoming the distance using the backstroke method.

Students overcame the control distance in a variety of ways, using the simplest folk methods known as "on the back", "frog-style", "on the side", "fat". Such a low level of swimming readiness is explained by the lack of ability to combine breathing with swimming movements. The main indicator of a swimmer's technical readiness is its effectiveness, and the stability of the technique is determined by noise immunity, regardless of external conditions and functional state.

From 2020, the entrance exam for swimming at the Uzbek State University of Physical Culture and Sports was cancelled. This decision will lead to the fact that people who cannot swim or have poor knowledge of this skill will come to receive higher physical education education.

Conclusion

As a result of the questionnaire survey and analysis of the protocol of the results of determining the level of swimming readiness of first-year students, the assumption about the need to revise the work programs in the academic subject "Swimming and its teaching methods" was confirmed. A revision of the content of the work program and an increase in training hours should help students master theoretical knowledge, motor skills of sports and applied swimming, methods of initial education and initial sports training. The focus of the curriculum should provide professional physical training and applied sports training in swimming for physical education teachers and swimming instructors.

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