

# COMPARATIVE ANALYSIS OF TEACHING METHODS SWIMMING

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## Abstract

The article examines the methodological techniques and features of the educational process in swimming. The choice and application of a specific method in practice depends on a number of factors and conditions. It is shown that the authors use various methods of teaching swimming.

**Keywords:** Teaching methods, formation of swimming skills.

## СРАВНИТЕЛЬНЫЙ АНАЛИЗ МЕТОДИК ОБУЧЕНИЯ ПЛАВАНИЮ

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## Аннотация

В статье рассмотрены методические приемы и особенности образовательного процесса по плаванию. Выбор и применение конкретного метода в практике зависит от ряда факторов и условий. Показано, что авторы применяют различные методы обучения техники плавания.

**Ключевые слова:** методы обучения, формирование навыка плавания.

## Introduction

Teacher training should emphasize the need to understand their students, combined with teaching methods and appropriate supervision.

According to the authors (Peden AE and Franklin RC. 2020), it is necessary to improve the skills of swimming teachers, including for managing and preventing negative experiences in the water when teaching children to swim.

When solving educational and training tasks and developing motor skills, the teacher is especially interested in the methods of using the selected means that will help to achieve them more successfully and productively. This search is associated with the choice of effective methods for teaching motor actions, developing physical qualities (abilities) and cultivating personal qualities.



Teaching methods are the ways and techniques of the teacher's work, the use of which ensures a quick and high-quality solution to the problem.

The choice and application of a specific method in practice depends on a number of factors and conditions. In particular, their choice is determined by:

1. Patterns of formation of professional knowledge and skills, development of motor abilities and the methodological principles arising from them.
2. The set goals and objectives of training, education and development of personal qualities of the students.
3. The nature of the content of the educational material, the means and methods of teaching used.
4. The capabilities of the students - their age, health, gender, level of training, motor ability, physical and mental development, psychophysiological characteristics, etc.
5. The capabilities of the teachers themselves - their previous experience, level of theoretical and practical training, ability to apply certain methods, means, work style and personal qualities.

Recently, a large number of literary sources have considered issues related to the methodology and organization of swimming training.

Worthy of attention are the works of the authors [2; p. 36-45, 6; p. 136,], where the expediency of using artificially created conditions for the formation of the rhythm-speed structure of motor skill, when teaching and improving technique in competitive swimming, is shown. This technique eliminates the need to perform preparatory exercises on land and helps speed up the training time by more than two times.

With the existing traditional teaching methods, movements are mastered through trial and error, which determines the long period of formation of motor skills in swimming. Sheiko L.V. [11] suggested using supporting technical devices to form motor skills when teaching swimming.

Supporting means - swimming belts, boards, fishing rods - do not always help to form the ability to create support and stay on the surface of the water. On the contrary, they free the student from the need to actively keep himself on the surface of the water. Students using supporting means get used to such "insurance", feeling false confidence. When supporting means are removed, they become insecure and afraid [5].

Raspopova E.A., Postolnik Yu.A. [7; pp. 57-63] suggest using a method of teaching swimming to female students of a pedagogical university based on the use of exercises in various water sports (synchronized swimming, water polo, diving). According to the authors, this method helps to develop a stable swimming skill and has a positive effect on the emotional state of female students.

Analysis of swimming programs used in universities shows that classes are usually based on the so-called parallel-sequential swimming teaching method. The essence of this method is that they initially teach two similar methods in structure: front crawl and back crawl. At the same time, the motives, needs and interests of students, as well as individual characteristics and predispositions to mastering a certain type of motor activity are not sufficiently taken into account [9]. Studying "inconvenient" swimming coordination leads to a delay in the educational process and negative reactions from students, since students are forced to obey existing priorities, when the teaching method is not selected taking into account the



characteristics of those involved, but the student adapts to existing developments [8; pp. 237-242].

I.L. Gonchar [5] prefers swimming crawl on the back, since this method, unlike the crawl on the chest, does not have a complex breathing technique, which allows you to quickly move on to overcoming relatively large distances.

A.D. Vikulov [4] recommends a simplified technique for initial swimming training for schoolchildren and students. In his opinion, in the first lessons it is advisable to familiarize yourself with the nature of the leg movements of each student and, based on this feature, determine the most accessible, simplified swimming method: breaststroke with a raised head, crawl leg movements without extending the arms, etc.

The methodology of teaching students the sport swimming "butterfly" and "dolphin breaststroke" developed by Andrianov A.K. [1] consists in the fact that mastering the skill of sport swimming occurs for all groups of students sequentially in turn, after mastering the butterfly, the "dolphin breaststroke" is mastered. This methodology determines its use for all students with different levels of initial basic swimming training or its complete absence in some students. This approach was developed on the basis of the basic American methodology. The author expanded and refined the methodology with exercises applicable to the initial training of sport swimming, allowing its use for all students with different levels of initial basic swimming training. This allows in a short time to form a modern technique of possession by athletes, which meets all the requirements of competitive practice at this stage of the development of world swimming. It is advisable to start teaching swimming with the basic parameters of technique, including buoyancy, streamlining, balance, and only then move on to studying leg movements, breathing, coordination of movements, start and turn techniques. [10] Conclusion: Teaching swimming techniques is exclusively differentiated in nature and directly depends on the individual anthropometric characteristics of each student. The methodology of initial training is based on parallel mastering of the swimming technique of the crawl and backstroke, since these methods are the easiest to master for a beginner swimmer. However, taking into account the individual motor capabilities of students, teachers adjust the sequence of the studied methods. And as the main method, some students are offered to master the breaststroke method, which allows you to form applied swimming skills and does not cause difficulties in mastering all other methods [3].

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