

## SWIMMING TRAINING STUDENTS FUTURE TEACHERS AND EDUCATORS TO RECREATIONAL ACTIVITIES VALID EXECUTION

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(Preliminary communication)

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### Abstract

*In the elective course of Basic games and swimming it has been realized a seven days practical training program as a part of undergraduate studies for the following courses: classroom teacher, the preschool teacher and educator in children's homes. The purpose of this course is to enable students to track, organize, and continuously upgrade the teaching process in the field of outdoor activities and swimming techniques, as well as the elementary games on the water. With a good organization, under the existing conditions (indoor Olympic swimming pool), the methodological procedures that have so far proved as most effective in a very short time, non-swimmer students have mastered the basic elements of swimming. In the beginning they were practicing on the ground through a game and then through specific movements in the water. The participant's sample consisted of students of the Faculty of Pedagogy in Jagodina. A total of 116 students followed the curriculum, 44 of who were non-swimmers, 14 were swimmers and 58 were only swimmer beginners. After having the results at the final measuring, after carrying out the plan and program, we were been able to determine that a large number of students were able to learn the techniques properly and that the number of floaters decreased significantly, while the number of swimmers increased.*

**Keywords:** *swimming methods, motor skills, outdoor activities, swimming techniques, elementary water games, initial measurement, final measurement*

### INTRODUCTION

The problem of overcoming aqueous barriers is almost as old as the mankind itself (Grčić – Zubčević, 1996). During his lifetime, man encounters a series of barriers and one of them is definitely the water. The water has always been a big temptation for man. Today it is almost unthinkable that any man would not know how to swim. This skill must be learnt and improved during one's lifetime (Breslač, Jelenić, & Nikolić, 2006). The life pace today has brought man into a closer contact with the water surfaces. If knowing how to swim is an ordinary need of a modern man, then for students who will be a future teachers and educators, it is mandatory ability. For the professional performance of everyday activities within the

teaching framework and educational activities, in addition to the professional skills, various other motor skills, abilities and characteristics are also necessary.

On the initial measuring basis we've been concluded that every year we've been enrolling a certain number of students who have not been taught how to swim through their educational courses. For those students we are organizing the swimming courses. The current plan and program of this school, except the regular classes and occasional sports recreational activities, are involving preschool children and younger school children in this obligatory activities as a part of recreational education. Thus, a similar type of work has been included into the plan and program of involving the teachers and educators

who will have to realize this work as a part of their professional practice.

As part of the curriculum for the following professions: class teaching, kindergarten teachers, educators in various child homes and college course teachers, the offered basic college courses have been expanded by the introduction of the Elementary Games and Swimming as an optional course.

Professional training is necessary and every teacher or educator has to make an effort in order to obtain new knowledge in the field of swimming education (Grčić - Zubčević, 2000). In that way we will produce highly educated and quality teaching staff.

The educational aim was to enable the students to monitor, organize and permanently modernize the curriculum in the field of outdoor activities, swimming techniques and elementary water games.

The curriculum was carried out by physical education teachers with long-term experience in the educational process designed for the non-swimmers. The classes took place in a pool which was a part of the sports-recreational center in the town of Paracin, and the open door pools in Jagodina. The temperature of the pool water ranged from 28 - 30°C.

The aim of this paper is to verify the hypothesis regarding the effectiveness of concentrated class activities, to check the possibility of carrying out swimming lessons with students and to evaluate the effectiveness of the special program for the improvement of the swimming knowledge of students who already know how to swim.

Non-swimmer training has an aim to teach the students, as future teachers, to overcome their fear of water and teach them swimming techniques. At the end of this training, their knowledge was tested using the following criteria:

- The performance of the freestyle technique with a dive race start and turn at a distance of 25 m,
- The performance of the breaststroke technique with a dive race start and a turn at a distance of 25 m,
- The performance of the backstroke technique with a dive race start and a turn at a distance of 25 m,
- The performance of the butterfly technique with a dive race starts and turns at a

distance of 25 m.

It was necessary to realize several of the tasks in order for the students to be able to achieve the goal set:

- To develop psychological stability (overcoming the fear of water),
- Realization of the plan and training program,
- Acquisition of skills and knowledge of the all methodological elements.

## METHODS

The sample of participants consisted of students of the Faculty of Pedagogy in Jagodina. A total of 116 students followed the curriculum, 44 of who were non-swimmers, 14 were swimmers and 58 were only beginner swimmers.

Each student was tested individually. The evaluation was carried out according to certain criteria:

The Swimmer – the student jumps into the deep end of the pool by themselves, swims 50 m and leaves the pool on their own.

The beginner swimmer – the student jumps into the deep end of the pool, swims a distance of 15 to 20 m and leaves the pool on their own or with help of the instructor.

A floater – the student on their own or with help jumps into the deep end of the pool, and is able to maintain their head above the water for a certain period of time.

A non-swimmer – a student who is scared of water, cannot enter the water and has no knowledge of the basic elements of moving through the water.

## Plan and program for non-swimmer training

The structure of the lesson in the broadest possible sense of the word requires an organized plan of work which will be used as a basis for each individual lesson. It's been taken on each lesson adaptation as much as possible to the abilities of the students.

I – the introductory part of the lesson 5-10%

II – the warm-up part of the lesson 10-15 % (warm-up exercises both on land and in the water)

III – the main part of the lesson 55-65 % (the basic program)

IV – the final part of the lesson 5-10 % (relaxation exercises and games)

The program includes 30 work hours, which has been proven to be sufficient to cover the basics of swimming. The methods that were used during

the training were the analytic method, synthetic method and the combined method. In addition, the method of demonstrating certain elements and assistance were also used (Rastovski, 2010, 14). The size of the pool was optimal and enabled individual and group work while under the constant supervision of the instructor.

### Course units

Land exercises were carried out at the beginning of each lesson. They included shaping exercises and specific exercises used to teach each technique individually: a land legwork (in a prone position and a supine position while mimicking legwork), a land hand movements (standing with legs apart, in a linear hyperextension position in order to mimic the stroke of a particular technique).

Water drills included water games, overcoming any fear of water, learning breathing techniques and keeping their eyes open underwater, assuming a horizontal position, gliding through the water, practicing each element of the technique individually while using the edge of the pool and later, practicing jumping on the both feet, the dive race start techniques and swimming a distance of 25m with mixed strokes.

### RESULTS

The initial and final measuring was carried out in a 25 m pool, where we evaluated the participant's knowledge of swimming and determined the three different categories:

- one category was consisted of students who were able to jump into the deep end of the

pool unassisted and swim a distance of 50 m and exit the pool on their own, which were then classified as a swimmers,

- second category consisted of beginner swimmers, students who were able to jump into the deep end of the pool unassisted, swim a distance of 15 to 20m and leave the pool on their own or with the assistance of the instructor,

- third category was consisted of floaters, students who were able to jump into the deep end of the pool unassisted or with the help of the instructor and then tread water for a shorter period of time.

Considering the results obtained at the final measuring, after finalizing the plan and program, we were able to determine that a large number of students have been able to learn the techniques properly and that the number of floaters decreased significantly, while the number of swimmers increased.

Table 1 show that of the initial 44 non-swimmers, following the completion of the program, not a single student was left unable to tread the water on his own. Of the overall number of 44 non-swimmers, at the end of the course there were 37 swimmers and 7 floaters. After the course completion, the final obtained results measuring indicated that the training had been carried out successfully and that 58 of the beginner swimmers had progressed into the category of a swimmer. It is also clear that the floaters improved their knowledge and were promoted toward the category of swimmers.

*Table 1. The results from the initial and final measuring*

	Initial measuring	Final measuring		
		Non-swimmer	Floater	Swimmer
Non-swimmer	44	0	7	37
Floater	14	0	1	13
Beginner swimmer	58	0	0	58
Total	116	0	8	108

Only one of the students showed no progress and remained in the floater category. The remaining students significantly increased the level of their swimming techniques (arm and leg coordination accompanied by a proper breathing, the quality of individual hand and leg movement, different

jumping and diving techniques).

### CONCLUSION

In this paper we wanted to point out the problem of non-swimmers at our college and to motivate the globalization of that problem on the

entire country level. We believe that the problem should be focused on the non-swimmers and a bigger importance should be allocated toward them, starting within the elementary school education. Working with student non-swimmers is not going easy at all. The training has certain specificities which are result of abilities and characteristics of each individual (Grašovec, 2000,). Every student is an individual at his own and we should primarily take a note on their differences and act accordingly. Considering the fact that colleges are attended partly by a non-swimmer population, we should work on their swimming skills and organize swimming training at these institutions.

Leading and organizing a training program for non-swimmers is very demanding. Precisely for this reason, at the present time there is a common practice to lead preschool children through an adaptation process so that they could get used to the water, a process which consists of fewer classes and as such can be realized more easily in modern-day conditions. In order toward the students to be able to teach the preschool and young schoolage children to swim, an Elementary Games and Swimming course has been added as an alternation at the Faculty of Pedagogy in Jagodina. In order to successfully and safely carry out the swimming lessons, an educated swimming instructor is needed, along with an obligatory associate person who would be present during the course of the instruction. We are aware of how demanding and difficult this job is and just how responsible the instructors have to be.

The fact is that students are burdened with the obligations imposed on them as part of their schoolwork, as well as their obligations outside the classroom. Very little time is set aside for locomotion and exercise. This is why it is important to include these kinds of elective courses as much as possible.

On the basis of everything that has been mentioned previously, the authors can conclude

that swimming lessons should begin as soon as possible and that effectiveness of the classes can be realized through frequent teaching for a period of seven days. Toward this model successful functionality, it is important that all of its elements must operate with a high quality as well. The professionalism and highly qualified staff is a guarantee of this kind of functioning, so a special attention should be paid on educating new and existing professionals in the field.

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## ОБУКА ЗА ПЛИВАЊЕ НА СТУДЕНТИТЕ - ИДНИ УЧИТЕЛИ И ВОСПИТУВАЧИ СО ЦЕЛ НА ВАЛИДНА РЕАЛИЗАЦИЈА НА РЕКРЕАТИВНАТА НАСТАВА

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(Преходно соопштение)

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### Апстракт

Во рамките на изборниот предмет Елементарни игри и пливање кој е дел од студиската програма на основните академски студии за насоките: професор по одделенска настава, воспитувач во предучилишните установи и воспитувач во детски домови, реализиран е практичен дел на настава по пливање во траење од седум денови. Целта на овој труд претставува оспособување на студентите за следење, организирање и перманентно осовременување на наставниот процес во областа на активностите во природа, пливачките техники и елементарните игри на вода. Со добра организација во постојните услови (отворен олимписки базен), со методските постапки кои досега се покажаа како најефикасни, за мошне кусо време студентите непливачи да ги совладаат основните елементи на пливањето, во почетокот низ игра и вежби на суво, а потоа и низ специфични движења во вода. Примерокот на испитаниците го сочинуваа студенти од педагошкиот факултет во Јагодина. Наставата по пливање ја посетуваа 116 студенти, од кои 44 беа непливачи, 14 плуташи и 58 полупливачи. Според резултатите во финалното мерење, по реализираниот план и програмата на работата, констатирано е дека голем број од студентите квалитетно ги усвоиле пливачките техники, при што значајно се намалил бројот на плуташите, додека бројот на пливачите се зголемил.

**Клучни зборови:** *методи во пливањето, моторни знаења, активности во природа, пливачки техники, елементарни игри на вода, иницијално мерење, финално мерење*

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