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Features of the Methodology for Teaching Swimming to Preschoolers 4-7 Years Old

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ABSTRACT: The purpose of the study: to develop a methodology and program for mastering with water and teaching swimming, adequate to the age characteristics of preschoolers. The contingent of the subjects: children 4-7 years old, a total of 564 people. On the basis of the experimental data obtained, a methodology was developed for teaching the technique of sports swimming to children 4-7 years old, which helps to reduce the time for mastering with water and to study the methods of crawl swimming on the chest and on the back in all age groups. The expedient sequence of application of exercises is substantiated. The allowable total volumes of swimming and the ratio of swimming in full coordination and by elements at different stages of training have been established. A wave-like pattern of changes in the volume of swimming is shown, due to the peculiarities of the formation of a motor skill in each way. The optimal ratio between games and exercises for the study of swimming technique at different stages of training has been determined.

Key words*:* preschoolers, swimming, experimental data, full coordination, mastering with water, motor skills, games, teaching methods.

The development of this topic will provide an opportunity to analyze and summarize practical modern data on teaching swimming to preschool children and compare the results with data from earlier studies.

Decree of the President of the Republic of Uzbekistan dated June 3, 2017 PK-3031 “On measures for the further development of physical culture and mass sports” and Decree of the President of the Republic of Uzbekistan dated January 24, 2020 No. UP-5924 “On measures to further improve and popularize physical culture and sports in the Republic of Uzbekistan”, one of the most important issues in the preparation of sports resources for the national thermal community is the implementation of the tasks of the established pillars [1,2].

Decree of the President of the Republic of Uzbekistan dated March 5, 2018 PF-5368 “On measures to radically improve the system of state administration in the field of physical culture and sports”, special attention was paid to the formation of sports resources and the inability to prepare highly qualified athletes

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for qualitative adjustment [3].

The aim of the study is to develop a methodology and program for mastering with water and learning to swim, adequate to the age characteristics of preschoolers 4-7 years old.

Actuality. In young children, swimming skills are formed much faster if their interest in swimming is mainly associated with games in the water, so traditional methods of teaching swimming are given special attention to games [4,6,8].

When playing swimming with children, especially with preschool children 4-7 years old, it is important to use the game method. Games promote physical development, health and fitness for children. Participation in games encourages the child to be independent and proactive. In addition, water games can help to master and improve swimming techniques. Considering the fact that water games are played in a unique environment, their game will be more interesting for children [5,7,8].

Organization and research methods

The study was carried out in three stages. At the first stage - September 2016 - May 2017 - in the course of practical work, the selection and study of the effectiveness of various means and methods of teaching preschoolers on the basis of a small pool for kindergarten No. 425 in Tashkent took place. At the second stage - September 2017 - May 2018 - a preliminary experiment was carried out, which made it possible to clarify the content of the training program and the methodology for studying the technique of sports swimming in the age groups of 4-5, 5-6 and 6-7 years.

The total number of preschoolers involved in swimming training groups in the period from 2016 to 2018 was 346 people.

The third stage is the main experimental study, conducted in the form of an independent pedagogical experiment on the basis of a small swimming pool for kindergarten No. 425 in Tashkent from September 2018 to May 2019. The parameters of the pool are presented in the table.

The total number of children participating in the study was 118 people: 55 girls and 63 boys. Of these, 35 children are aged 6 years, 54 - 5 years old and 39 preschool children 4 years of age. The current control over the development of swimming skills was carried out at the control lessons at the end of each stage of training. Comprehensive testing of swimming training was held at the end of the academic year and included the following main exercises:

- swimming in the crawl on the chest in accordance with the breath (m);
- back crawl swimming with full coordination of movements (m).

The results obtained in the course of the study were compared with the data of literary sources [9, 10].

Pool parameters, temperature conditions, frequency and duration of classes

table 1

Dimensions (m)	Depth (m)	water t (°C)	Number of lessons per week	Lesson duration (min)
3 X 7	0,5-0,6	30-31	2	30-45

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Research results and discussion

The experimental swimming training program for preschoolers aged 4-7 years is designed to master the methods of crawl swimming on the chest and on the back during the school year. The basis of the methodology is:

a) integral-separate method of teaching;

b) parallel-sequential study of the technique of sports swimming in the crawl on the chest and on the back.

Learning swimming movements in light conditions is the key to our training program and consists in learning and performing movements in elements and in "ligaments" using a movable support in the form of a swimming board. The study of freestyle swimming begins in the position on the chest. Swimming on the back is included in the training program after the students have mastered the working position of a swimmer in the position on the chest [5,8].

The whole process of teaching swimming to preschoolers was divided into 4 stages. At the first stage, acquaintance and mastering with the aquatic environment took place, at the second - mastering the working position of a swimmer in the supine position and familiarizing with the elements of the crawl swimming technique on the chest and on the back. On the third, the technique of swimming was studied in elements and in "ligaments", and on the fourth, the movements were combined into a whole method.

The ratio of exercises aimed at studying movements in the front crawl and back crawl methods is shown in diagram 1. Exercises in the chest position take more time than in the back position at all stages of training [10,11].

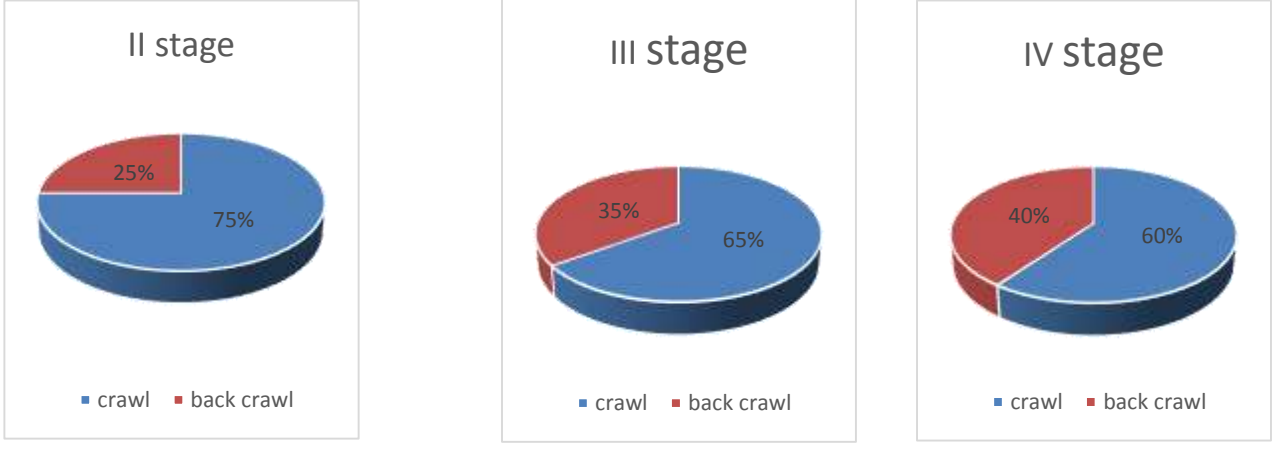

Diagram 1. The ratio of exercises for learning the ways of crawl swimming on the

This is due to a more complex breathing option, which is associated with the coordination of the studied movements and exhalation into the water.

The game occupies a leading place in the life of preschoolers, so the elements of the game or competition form the basis for the implementation of many exercises (diagram 2).

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At the stage of development with water, game forms of training were used in the study of most swimming skills, and the implementation of many exercises turned into a game or competition. In the presented figure, you can see that the share of games and entertainment in the classroom gradually decreased, due to an increase in the number of training exercises in the classroom [10].

The ratio of swimming by elements and in full coordination also changed at different stages of training (Diagram 3). In the second step, element floating is 100%. At the fourth stage, these indicators are compared: 50% - swimming by elements and 50% - with full coordination.

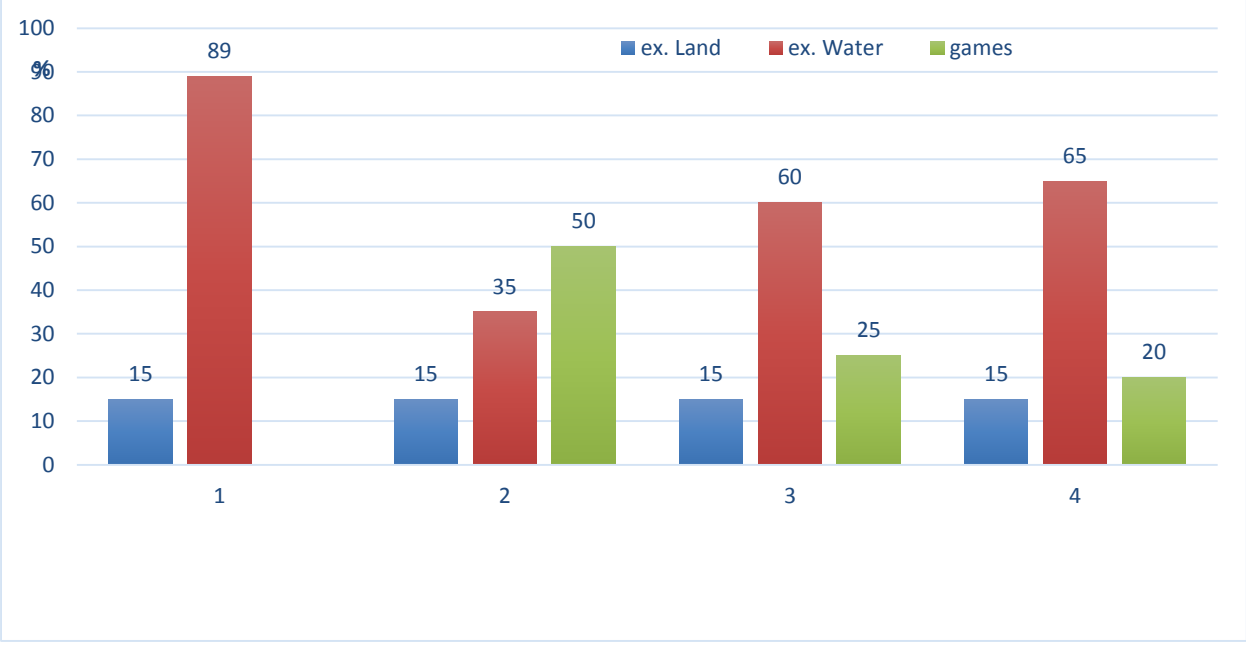

Diagram 2. The ratio of games and exercises at different stages of preschool education

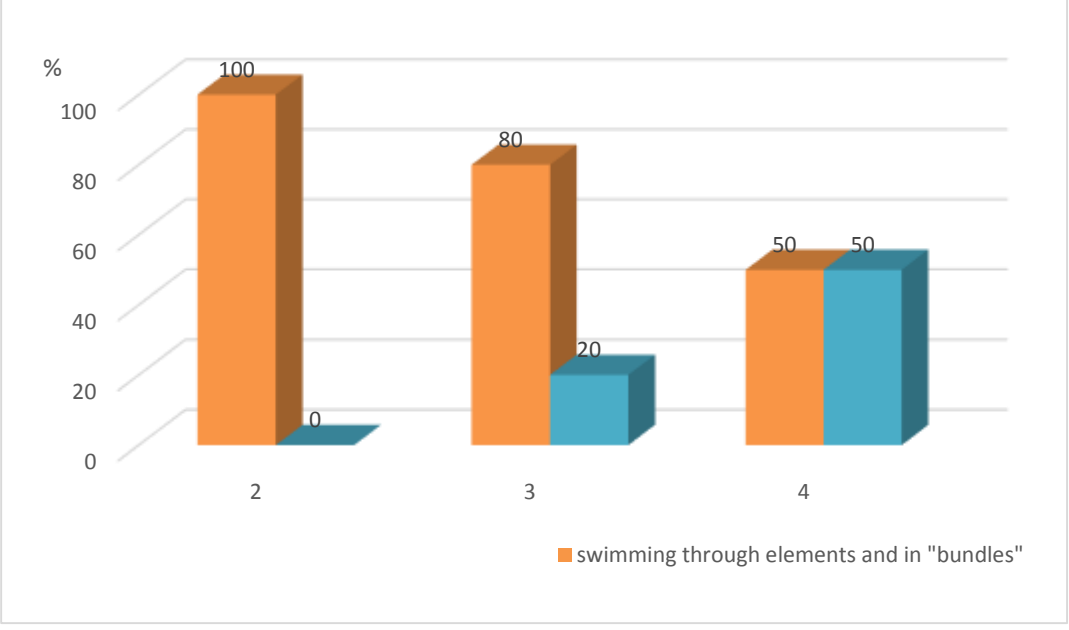

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Diagram 3. The ratio of swimming by elements and with full coordination of movements in the front crawl method at different stages of training

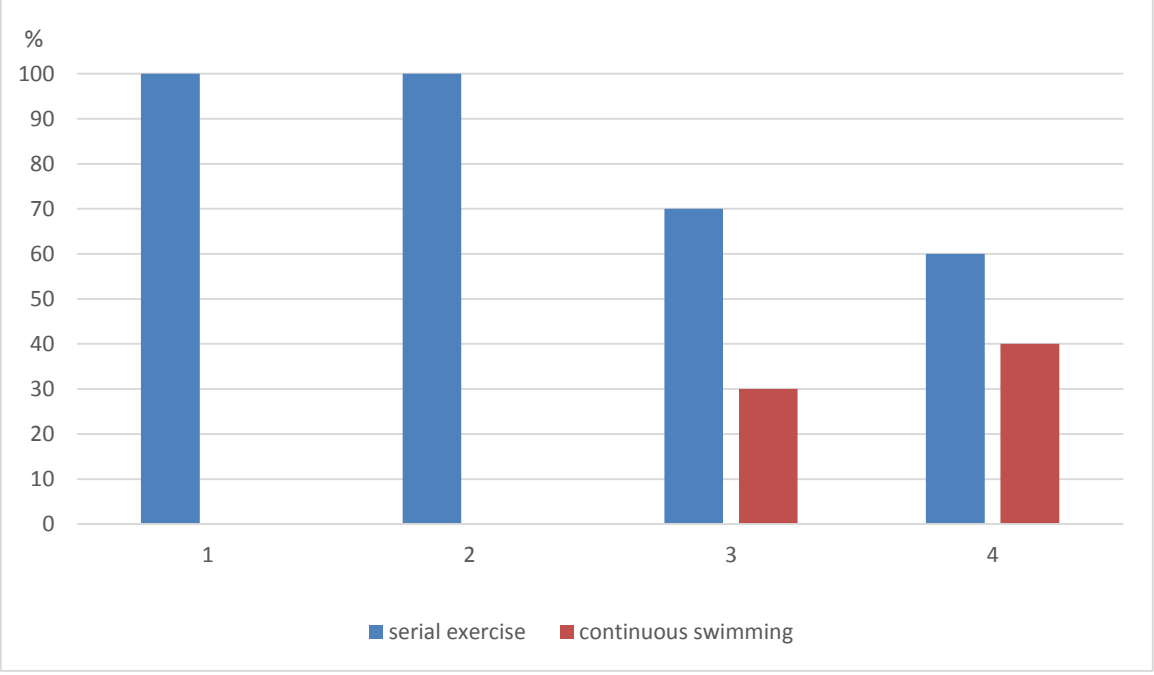

Diagram 4. The ratio of serial and continuous methods of performing exercises at different stages

When studying swimming movements, the main teaching method is to perform exercises in series in a repeated way, which allows you to increase the load without mastering the method as a whole, performing movements by elements and "in bundles" (Diagram 4). At the first and second stages of training, all exercises in the water are performed in series in a repeated way. At the third stage, due to the inclusion of continuous swimming in the lessons, the share of the serial method of performing exercises somewhat decreases, but remains predominant.

Mastering and improving the technique of swimming movements at the fourth stage of training lead to an increase in exercises performed by a continuous method, which is used in 40% of tasks.

The dynamics of the total volume of swimming among preschoolers aged 4–7 during the school year depends on the age of the students and the stage of education. At the second stage, the largest values of swimming volumes were noted in the preparatory group, and the smallest - in the middle group. At the third stage, the lessons include continuous swimming on the chest and on the back in elements and in "ligaments", which ensures a further increase in the volume of swimming [7,11].

At the fourth stage of training, the volume of swimming reaches its maximum values due to the improvement of swimming with full coordination of movements in the crawl on the chest and on the back.

Thus, the total volume of swimming increases from one stage of education to another in all age groups of preschoolers.

The dynamics of the swimming volume during the academic year had one characteristic feature: starting from the third stage of training in all age groups, it begins to be undulating, which is due to the

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stages of motor skill formation. Consider the formation of wave-like volume dynamics using the example of the front crawl method. The entire crawl swimming course was divided into five blocks, including several exercises. The exercises within the blocks and the blocks themselves are interconnected with each other and provide continuity and consistency in solving learning problems [9,10,11].

I block

1. Studying the movements of the legs in a crawl with a fixed support (at the side: sitting on the side, leaning with straight arms, with a raised head, with a lowered head).

2. The study of sliding with crawl leg movements while holding the breath with different hand positions.

3. Improving gliding with crawl leg movements while holding the breath with different hand positions.

II block

4. The study of the movements of the crawl legs in coordination with breathing with a fixed support (at the side).

5. Studying the movements of the crawl legs in coordination with breathing with a movable support (with a board), inhaling with raising the head up.

6. Improvement of crawl leg movements in coordination with breathing (with a board, without a board, inhaling with raising the head forward, with a turn to the side) [4].

III block

7. Studying the movements of the hands with a crawl with a fixed support (imitation exercises at the side).

8. Studying the coordination of movements of the arms and legs with a freestyle crawl while holding the breath ("ligaments" with the movement of one hand, "fastening" with the board, without the board).

9. Improving the movements of the arms and legs with a crawl while holding the breath ("ligaments" with the movement of one hand, "fastening", "clutch").

10. Swimming crawl on holding the breath [10].

IV block

11. Studying the movements of the hands in a crawl in coordination with breathing with a fixed support (at the side).

12. Studying the movements of the arms and legs in a crawl in coordination with breathing with a movable support (with a board).

13. Improving the movements of the arms and legs with the crawl in coordination with breathing with and without the board [5].

V block

14. Learning to swim in front crawl with full coordination of movements.

15. Perfection of swimming crawl on the chest with full coordination of movements.

16. Continuous front crawl swimming with full coordination of movements.

The content of each individual block corresponds to the stages of formation of a certain motor skill. Within each block, the decrease in the volume of swimming occurs at the time of the beginning of the

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development of a new swimming movement (exercise 7, 11, 14). This is due to an increase in the time spent on simulation exercises performed in a static position. As swimming movements are mastered, the volume begins to increase, and its peak falls on the last stage of each block, corresponding to the level of motor skills (exercise 10, 13 and 16).

It is important to note that the decrease in volume at the beginning of each subsequent block of exercises is smaller, and its peak is higher than in the previous block. These patterns lead to an increase in the total volume of swimming from one stage of training to another, putting into practice the rules of sequence and gradualness and providing the overall cumulative effect of training [11].

The magnitude and dynamics of the swimming volume was significantly influenced by the fact that the training was carried out in two ways in parallel.

The values of swimming volumes in the position on the chest and on the back are inversely related to each other and provide a comprehensive development of the technical and physical fitness of preschoolers.

The study of a new motor action in the position on the chest always corresponds to the improvement of the already studied one in the position on the back, and vice versa. Thanks to this, it is possible to avoid significant fluctuations in the magnitude of the swimming volume, which would be inevitable when learning a new exercise in one lesson both in the position on the chest and in the position on the back [9].

Conclusions

The volume of swimming in children of different ages varies at all stages of education. The highest values are demonstrated by children aged 6–7 years, and the smallest values are demonstrated by children aged 4–5 years. The values of swimming volumes in the position on the chest and on the back are inversely related to each other and provide a comprehensive development of the technical and physical fitness of preschoolers.

The use of a game method of teaching at the stages of familiarization and mastering with water and repeated exercises with a gradual increase in the length of the distance and the number of repetitions in a series, leading to the development of continuous swimming, were the most adequate for all age groups of preschoolers and, especially, for children 6–7 years old . All swimming movements were first imitated on land, then in water using a fixed support (sideboard or ladder) and only then - in motion using a movable support in the form of a swimming board.

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