

**INCREASING INTEREST, MOTIVATION FOR SWIMMING LESSONS OF  
YOUNGER SCHOOL CHILDREN**

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**Annotation:** The article presents the results of scientific and experimental work to improve the effectiveness of the process of teaching swimming to children of primary school age based on the use of innovative visual material. The expediency of using a set of methodological materials at the stage of swimming training, aimed at increasing interest, motivation for systematic swimming lessons, achieving the optimal possible level of physical fitness and physical performance of younger schoolchildren, has been proved.

**Keywords:** swimming, training, education, children of primary school age, interest, motivation, means, methods, visibility.

Swimming - one of the most important links in the education of children of primary school age - promotes versatile physical development, stimulates the activity of the nervous, cardiovascular and respiratory systems, significantly expands the capabilities of the musculoskeletal system. It is one of the best means of hardening and forming the correct posture of the child. The process of learning to swim solves various problems, including health promotion and hardening, mastering the vital skill of swimming, the formation of sustainable interest, motivation for swimming and a healthy lifestyle.

A large percentage of younger students do not have a predisposition to high achievements in sports swimming, but this does not detract from the importance of this type of physical activity for the development and strengthening of the body, maintaining the health of the child. In this regard, it is relevant to develop ways to form a motivated need for systematic swimming lessons, both in sports and in the general developmental aspect.

Swimming does not develop in isolation, but in a system of social ties and relationships. Therefore, many processes and phenomena occurring in the sports movement have a deep social meaning, and they can be understood only in unity with the interests and needs of children. That's why children's interest in swimming lessons should be taken into account, because this is an important condition for the successful implementation of their physical education.

Swimming promotes harmonious physical development, stimulates the activity of the respiratory, cardiovascular and nervous systems, and significantly expands the capabilities of the musculoskeletal system. When children go swimming, they expand their volitional, motor, emotional experience. Swimming is considered one of the best means of hardening, the formation of the skill of correct posture.

Swimming is carried out under the influence of certain stimuli, motives, which act as the driving forces of the educational activity of students. Such motivating forces are needs, interests, beliefs, ideals, value orientations. They form the motivational sphere of educational activity. Insufficient physical activity negatively affects most of the functions of the growing organism. And this is a pathogenetic factor in the emergence and development of a number of diseases [1]. The teacher of physical culture and the coach of the youth sports school, observing and studying

their students, must combine the professional interests and needs of children. This, of course, will help determine the promising area of application of forces, in which their abilities can be most fully revealed.

As noted above, interest is an important condition for the successful implementation of their physical education. In psychology, interest is characterized by a number of specific qualities: breadth (range of human interests), depth (degree of interest in any object), stability (duration of interest in any object), motivation (degree of consciousness or chance, intentionality of interest), effectiveness (manifestation of activity to satisfy interest).

The essence of interest, researchers suggest a wide variety of its definitions, in particular: interest is the selective orientation of a person, his attention, thoughts, thoughts; identification of mental and emotional activity; activator of various feelings, active cognitive, emotional and cognitive attitude of a person to the world around him. In swimming lessons with children, it is imperative to use games and entertainment on the water. Games make swimming lessons more emotional, increase children's interest in repeating familiar exercises, help instill courage, independence, initiative, develop a sense of community, collectivism.

One of the most important factors in the physical improvement of children is the development of their interest in movement and motor actions. Therefore, swimming evokes in children a feeling of joy and pleasure from movements, promotes emotional and motor emancipation, desires to engage in, that is, teaches them to enjoy the movement. In order for schoolchildren to consciously go in for swimming, it is necessary to take into account their interests, develop quite simple, but at the same time effective individual programs that can eliminate the negative attitude of children to swimming lessons.

Organized swimming lessons can be conducted by teachers who have received preliminary training. They must be able to swim, be familiar with the technique of swimming methods and teaching methods. They need to master the methods of rescuing drowning people and measures to prevent accidents on the water. The attendants and the nurse are involved in the help. The doctor constantly monitors the sanitary condition of the swimming training place, systematically monitors the health of the children involved. According to a number of authors, the goal of primary swimming training is to teach children to confidently, fearlessly stay on the water, swim short distances (10-15 m) in an easy way, make the most of all the factors that contribute to strengthening the health of children and their physical development, lay a solid foundation for further development sports and applied methods of swimming. Proponents of the traditional approach note that at preschool age, the task of mastering the child with a solid technique of swimming movements is not set. It is important that children learn the elements of technique, the correct general pattern of movements, on the basis of which the swimming skill will be formed and improved. The more swimming movements a preschooler masters, the more durable the swimming skill will be. This can only be achieved through systematic and varied activities on the water. The method of teaching swimming is based on general pedagogical principles, taking into account the individual approach to the child: consciousness and activity, systematic, visibility and accessibility. The conscious and active attitude of children to exercises and games is of good importance for achieving positive results in learning to swim. Therefore, when explaining the task, the teacher should strive to ensure that the children understand how to perform the movement, what to pay attention to (push off harder to slide as far as possible; exhale completely into the water to float to the surface of the water, inhale again ). Understanding the meaning of tasks stimulates an interested and active implementation of them, contributes to the gradual assimilation and awareness of the meaning of exercises. Classes

should be carried out systematically. With regular classes, it is necessary to alternate physical activity and rest, it is useful to change different types of activities, alternate exercises and games. Motor skills and abilities are formed by repeated repetition of exercises. It is necessary that repetition be combined with the assimilation of the new. Classes in a program that involves changing exercises from simpler to more complex, from known to unknown, must be regular, otherwise the goal of training will not be achieved. Success in learning to swim is achieved only if the developmental characteristics of children of a particular age are taken into account, as well as the real strengths and capabilities of each child. Graduality and consistency in the transition from getting used to the water during a simple movement along the bottom to learning certain swimming movements (sliding, swimming with an object in hand or in a lightweight way, etc.) is one of the conditions for teaching children. This is the key to mastering more complex swimming techniques, their techniques and teaching children to independently perform exercises at ever greater depths (waist-high, chest-high, child-sized). The principle of visibility in teaching swimming is one of the leading ones. Good success is achieved with a skillful combination of the whole variety of verbal (explanation, command, etc.), visual (showing, sound and visual cues, direct support and assistance), practical (repetition exercises, games, competitions) methods and techniques. It is recommended to master the technique of sports methods of swimming and their facilitated varieties as follows: the formation of ideas about the method of swimming (demonstration, explanation) as a whole, learning individual movements, which are then connected. Performing simple, easy swimming movements leads to mastering more complex ones. Optimal success can be achieved by purposefully exercising children in those swimming methods that they have mastered quite firmly, developing motor qualities, especially endurance. In the classroom, it is advisable to combine individual preparatory exercises with swimming in full coordination, widely use games and encourage children to try to swim independently in their chosen way. Children go swimming in groups, and their number in one group should not be more than 12 people. In the group, it is necessary to select children of the same age or adjacent, close, for example, children of 4 years old are combined into a group with children of 5 years old, five-year-olds with six-year-olds, etc. When completing groups, one should pay attention to the physical fitness of children. Boys and girls work out together. The teacher conducts classes with each group of children in turn. Before entering the water, he must necessarily count the children or conduct a roll call. The same is repeated upon exiting the water. Swimming training in kindergarten is carried out in the form of classes. Throughout all classes, the main attention is paid to the comprehensive physical development of children, in each of them the following tasks are sequentially solved: to organize a group, to introduce new exercises in swimming technique, to learn exercises for mastering with water and elements of swimming technique, to play, to finish the lesson in an organized manner. The lesson begins with the formation of the group. Then, on the shore, children get acquainted with new movements, exercises for mastering the technique of swimming and games. Entering the water, they learn how to swim, play, and do a variety of exercises. At the end of the lesson, games of a calming nature and free swimming are held.

**Conclusions.** The purposeful use of complex forms of visibility significantly increases the effectiveness of the educational process of teaching swimming to children of primary school age. It is important to develop a child's observation, curiosity, attention, the ability to independently analyze and fix significant points in what they see.

To form a long-term sustainable motivation for systematic swimming lessons, it is necessary through educational technologies, updating the content and means, creating innovative teaching methods to form more mature motives for swimming: the desire for the harmonious development

of the body and the body as a whole, maintaining and strengthening health, preparing and further safety of pastime in open waters.

The introduction of a variety of complementary modern approaches, innovative methods of training and education into the process of teaching swimming helps to increase the emotional background of classes, serves as a powerful source of positive emotions, which creates additional opportunities for increasing interest, motivation for systematic health and sports swimming classes, introducing younger students to a healthy lifestyle life.

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