

## **THE USE OF WATER SPORTS TO OPTIMIZE THE PROCESS OF TEACHING SWIMMING**

The purpose of students' physical education is to use various means of physical culture and sports to preserve and strengthen health, psychophysical endurance, and self-preparation for future life and professional activity.

For the formation of the physical culture of the personality, one of the components is the ability to swim, the value of which is difficult to overestimate, which is simply a vital skill. However, we observe that every year among the students entering the university there are more and more who cannot swim at all, and more and more students with a very low level of swimming fitness, which requires a search for new forms and methods of organizing the educational process in swimming. It is necessary to increase the level of students' motivation to learn swimming.

To form persistent swimming skills among university students, we use various methodological practices and affiliated water sports: scuba diving, synchronized swimming, diving, water polo, aquafitness, etc.

First-year students have mandatory physical education classes and they can choose any sport from the 15 offered. When registering for the chosen sport, the prerequisite question is "Can the student swim?" Students who cannot swim are required to go through the training process and learn how to swim.

Students who cannot swim take a swimming course in the training pool of NTUU "Igor Sikorsky KPI" (depth up to 1.2 m) during the first year of education at the university. If necessary, the learning process can be continued in the second year of education. And only after passing the basic swimming skills test, students can continue their physical education in other sports offered by the department of physical education of the university.

After passing the course in swimming, students develop solid swimming skills. In addition, the level of development of motor qualities like endurance, dexterity, strength, and speed improve significantly. It is very important for such students because their self-esteem and the level of psycho-emotional state escalate; many overcome the fear of water - aquaphobia; get rid of a number of psychological complexes, which in turn improves the quality of life.

For those students who can swim 25-50m and have chosen swimming for mandatory physical education classes, swimming training programs have been developed for three levels of swimming readiness. At the first lesson in the water, students are divided into groups according to their swimming abilities.

The first group consists of students who have been taking swimming classes in childhood, or who were trained in swimming at the swimming department of NTUU in their first year, and in the second year decided to continue to improve their swimming skills.

The second group consists of students who swim in quaint amateur ways but have a sufficiently high level of development of motor qualities such as speed, endurance, etc.

The third group consists of students who know how to swim in quaint amateur ways, but with a low level of development of physical abilities. Students of all groups study and improve swimming techniques of all swimming strokes as well as the techniques of turns, starts, and skills to provide assistance and first aid in case of accidents in the water.

To increase interest in swimming and motivate students to learn swimming, a wide variety of teaching and training approaches are used in the process of teaching students at the swimming department. These are special exercises used in teaching different swimming strokes and various activities used in other water sports. All in all, swimming provides balanced movements, this is the best that a person can select to improve his relationship with water.

It is important to teach the trainees the correct breathing: inhale fast deep, exhalation into the water slowly, but vigorously; also, not to wipe your face and keep your eyes open underwater. Moving, diving, floating, gliding - all these are exercises for mastering coordination in general and get more familiar with the aquatic environment. The repetitiousness of performing monotonous exercises is tiring. To optimize the performance of these exercises, various water games are implemented into the training.

When teaching swimming, we use breath-holding exercises like in scuba diving and in synchronized swimming, aquafitness exercises, and diving to make classes more exciting and enjoyable. To increase the level of development of motor skills, a variety of water games are developed, which usually take place at every lesson.

It is advisable to use swimming with fins when performing exercises to correct mistakes while learning such swimming strokes as a crawl or a butterfly.

As in swimming crawl, or swimming with fins, the main coordination of movements is a six-beat technique. A noteworthy exercise for swimmers while learning the butterfly is swimming in flippers, though hands perform crawl movements, and legs do the butterfly kick.

By using exercises from the arsenal of diving skills, we promote more effective ways of performing exercises and mastering the aquatic environment. It is also useful for improving breathing, holding the breath, learning crawl and butterfly strokes, proper leg movements, diving, etc.

The use of aquafitness exercises in teaching swimming accelerates the learning process for students.

In addition, aquafitness can also act as an antidepressant: movements in water are slow due to its high resistance. It soothes, the body feels light and weightless.

Aquafitness makes it possible to diversify exercises when learning how to swim. Musical accompaniment helps to raise the students' mood, influences their motivation to study, and relieves psycho-emotional stress when performing unfamiliar movements. Aquafitness exercises are dynamically used in solving problems of getting familiar with the aquatic environment for students who cannot swim and are afraid of water.

In addition, with the help of aquafitness, you can increase the level of development of other physical abilities of students. This is an improvement in coordination skills, and it strengthens the muscles of the core, back, legs, arms, and develops endurance.

When learning how to swim, additional equipment is used: fins for performing various exercises to learn and improve leg movements when swimming crawl and butterfly, and aquafitness inventory such as noodles, aqua dumbbells, aqua belts, paddles, and water polo balls.

A modern approach to the process of learning how to swim contains a wide range of exercises aimed at the formation of sustainable swimming skills, it contributes not only to the mastering of applied swimming skills necessary in life but also to creates interest and increases students' motivational readiness for physical education, in general, and swimming, in particular.

The use of methods and elements of other water sports in teaching swimming optimizes the learning process and increases the emotionality of the lessons, which contributes to the acceleration of the learning process.

A high level of swimming training is manifested in the implementation of applied swimming skills in case of emergency: transportation, the ability to quickly get rid of the victim's grips under the water, the ability to dive in length and depth. The knowledge and ability to rescue and transport victims of accidents in the water should be a necessary practical skill for everyone.