

MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>EFFECTIVENESS OF THE GAME-METHODOLOGICAL
APPROACH IN THE FORMATION OF SWIMMING SKILLS IN PRIMARY
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ABOUT ARTICLE

Key words: basic swimming, game-based approach, game methodology, swimming instruction, swimming technique, motor coordination, adaptation to the aquatic environment, motivation, children's sports, sports and recreational group, competitive elements, pedagogical methodology.

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Abstract: This article addresses the issues of effectively organizing the process of teaching basic swimming skills to children aged 7–8. Within the framework of the study, the content, structure, and practical significance of a three-stage training program developed on the basis of a game-based methodology are analyzed. The program is aimed at facilitating children's adaptation to the aquatic environment, increasing their interest and motivation for swimming, as well as ensuring the gradual and safe acquisition of basic swimming technique elements. The article also highlights that the use of game-based tools and dynamic exercises contributes to the development of children's physical activity, motor coordination, balance abilities, and overall physical fitness.

Introduction. Swimming is not only an integral part of a healthy lifestyle, but also a necessary motor activity from the point of view of safety. Especially in 7-8-year-old children, the use of game and competitive forms in the formation of this skill provides high motivation and effectiveness. Today, the formation of a healthy lifestyle among children and adolescents, raising the culture of physical education and sports is one of the priority areas of state policy. From this point of view, the formation of initial swimming skills is of particular importance for

7-8-year-old children not only in terms of physical well-being, but also in terms of acquiring the skills necessary for safety and independent life activity.

Swimming is distinguished by its complex coordination structure, harmony of various movements, and beneficial effects on the respiratory and cardiovascular systems. Studies show that with the proper organization of the swimming training process in primary school children, the rate of their physical development, respiratory volume, and overall endurance increase sharply. In addition, swimming develops in children self-confidence, overcoming fear of water, and the ability to act independently.

But experience shows that traditional approaches (demonstration, explanation, repetition) do not keep children's attention for a long time, they quickly get tired or bored. Therefore, the game-methodological approach, that is, teaching through games, gives effective results in the pedagogical process. Games interest children, engage them in active activity, create a competitive environment, and increase the effectiveness of actions.

Although a number of methods for teaching swimming have been proposed in the available literature, most of them are aimed at ways to achieve high sports performance. At the initial stage, especially in young children, systematic programs based on a game-methodological approach to the formation of swimming technique, organized in stages, have not been sufficiently developed.

In this regard, the main goal of our research was the development and assessment of the effectiveness of a three-stage methodology based on game and competitive methods in teaching elementary swimming skills to younger school-age children in sports and recreation groups.

Materials and methods. Determination and implementation of the effectiveness of the three-stage methodology developed on the basis of a game-methodological approach in the process of teaching elementary swimming skills to primary school children.

Research objectives.

1. Study of the pedagogical foundations of teaching swimming, taking into account the age and psychophysiological characteristics of primary school children.
2. Formation of a system of training based on game elements in sports and recreation groups.
3. Development of a set of games aimed at forming basic swimming skills based on a three-stage system:
 - I stage: games for familiarization with the aquatic environment and adaptation;
 - II stage: games that teach technical elements;
 - III stage: team games that deepen and strengthen technique.

3. Selection of types of games corresponding to the elements of swimming technique at each stage and analysis of the effectiveness of their application in training.
4. Assessment of the impact on the technique of performing movements, breathing, coordination, and endurance during training.
5. Based on the research, develop an improved game-methodological model for teaching swimming and provide practical recommendations.

In the course of the study, the process of teaching basic swimming skills was analyzed based on training sessions conducted over a period of 1 year (312 hours) with 7-8-year-old children involved in sports and recreation groups. Training sessions, organized on the basis of a game-methodological approach, were carried out in three stages, and at each stage, the technical development, psychological state, physical fitness, and active participation of the children were monitored.

Result and discussion

I stage – Introduction to swimming technique. Children were introduced to the aquatic environment, its physical properties (density, load-bearing capacity, resistance) through play. Through games like “Sea Battle”, “Meduza”, and “Poplovok”, children’s confidence in water increased, and their fear decreased. At this stage, 87% of children showed positive results in performing basic movements such as lying down, sliding, diving.

II stage – Study of initial technical elements. The technique of movements was mastered through hand and foot movements, breathing, and coordination games. Such plot-based games as the “Rocket”, “Worm” relay, and “Bring the Ball” contributed to the conscious execution of movements and the gradual mastery of complex technical actions by children. Analysis showed that at this stage, 91% of participants achieved significant improvement in water navigation and coordination.

III stage – Deepening and strengthening of equipment. At this stage, the children deeply mastered the technique of the main swimming styles - crawl on the chest and back, breaststroke, dolphin. At the same time, starting and turning techniques were also reinforced through practical exercises and games (“Water polo”, “Big Ball Football”, “Chase”). According to the results of the control tests, 82% of the participants mastered the technical correct execution of at least two swimming styles.

1- Schedule

Indicators of the effectiveness of game-methodological training by stages

Stage name	Main goal	Applied games (examples)	Performance results (%)	Reminder
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I. Introduction Stage	Adaptation to water, overcoming fear, entering basic movements	“Sea Battle”, “Poplavok”, “Meduza”, “Bubbles”	87% of participants mastered lying down and diving.	Psychological barriers to entering the water have decreased
II. Technical elements training	Hand and foot movements, breathing, coordination	“Rocket”, “Worm”, “My Favorite Ball”, “From Coast to Coast”	91% of children began to perform movements correctly.	The technique was mastered step by step, in an interesting environment.
III. Deepening the technique	Basic swimming styles, starting turns, competitive situations	Water polo, football with a large ball, chase, relay races	82% performed at least 2 swimming styles correctly.	Competitive training fostered positive competition.

The table summarizes the content of the three-stage training program, compiled on the basis of a game-methodological approach, the main tasks, the game tools used, and the level of their effectiveness in percentage terms.

In the first stage, light, simple, and interesting games were used to familiarize children with the aquatic environment, overcome the fear of entering the water, and teach them to perform simple swimming movements. As a result, 87% of participants were able to perform movements such as lying down, sliding, and diving.

In the second stage, games were selected on the main elements of swimming technique - leg and arm movements, correct posture, breathing, and their coordination. Relay races and plot games increased children's active participation and independent performance. At this stage, 91% of participants learned to perform technical elements more correctly and consciously.

In the third stage, deepening the technique, forming a competitive spirit. Ushbu jadval natijalarni izchil va tizimli tahlil qilish imkonini beradi hamda mashg'ulotlar bosqichma-bosqich qanday pedagogik yondashuv bilan tashkil etilganini yaqqol ko'rsatadi.

Conclusion. The results of the conducted research showed that the use of a game-methodological approach in the formation of basic swimming skills is not only effective, but also psychologically and pedagogically convenient. The three-stage training system for primary school children, built on the basis of active, competitive, and plot-based games, significantly increased their interest, enthusiasm, and active participation in swimming. The use of game elements in the process of teaching swimming had a positive impact on the ability to consciously perform movements, master the technique naturally and without stress, not to be afraid of water, as well as on the development of physical qualities. Teaching through game tools has formed not only technical skills in children, but also such life competencies as

cooperation, teamwork, self-management, attitude towards losing and winning.

A methodologically developed three-stage game program is designed for each training stage.

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