

Elimination Strategies of Students' Fear in Swimming Teaching

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ABSTRACT. *Fear is a normal physiological reaction of human body, which is quite common in College Swimming Teaching. Swimming course in university is helpful to improve students' health and develop their willpower. Therefore, swimming course in university is favored by many students. However, in the current practice of College Swimming Teaching, students' psychological barrier is an urgent problem to be solved. This paper makes a detailed discussion on the causes and solutions of students' fear in College Swimming Teaching.*

KEYWORDS: *College swimming teaching, Fear, Solutions*

1. Introduction

Swimming is a sport in water, which is different from land sports. It is because people's body is under the pressure of water, which makes it difficult to breathe. The method of breathing in water is different from that on land. On land, people breathe by nose, sometimes they breathe by mouth and nose at the same time. In addition, the human body is completely supported by water. When swimming, not only the air resistance but also the water resistance should be overcome. In this way, the whole breathing rhythm is accelerated when swimming. The movement structure and movement rhythm have different characteristics and differences from other land sports. Therefore, when swimming teaching, we must understand the reasons of students' fear, so as to grasp the physiological activity rules of students, adopt corresponding teaching methods, overcome the psychological obstacles of fear, and make students learn to swim well.

2. The Causes of Students' Fear in Swimming Teaching

2.1 Objective Factors

2.1.1 School Teaching Equipment is Not Perfect

Although swimming course has become a compulsory course for many college students, but for various reasons, this course has not been paid attention by the relevant leaders of the school, which makes this course in the construction and introduction of equipment in a passive situation. Many colleges and universities that offer swimming courses have problems such as imperfect teaching equipment and inadequate protection measures. This causes the students to have a fear of this course before they study the swimming course, and brings this psychology into the actual study, which seriously affects the teaching quality and the improvement of students' swimming skills.

2.1.2 Teachers' Teaching Process is Not Standardized

Strictly speaking, teachers should make corresponding teaching objectives and syllabus before teaching. However, in the teaching of swimming course in many colleges and universities, teachers do not make specific specifications for their own teaching, and in the teaching process, they do not consider the individual factors of students, but generalize them and refer to the past teaching experience; some teachers even ignore the actual teaching progress and are eager for success, which is not only unable to alleviate the fear of students, but also in one To some extent, it aggravates its negative emotions.

2.1.3 The Influence of External Negative Ideas

In traditional Chinese education, the risk coefficient of "water" is very high. In the process of students'

growth, parents and teachers keep away from water. And in the media such as TV and newspaper, there are reports about drowning from time to time. This has increased the students' fear of learning to swim [1].

2.2 Subjective Factors

2.2.1 An Instinctive Response to the Unknown

As we all know, swimming is quite different from other sports. Because swimming is carried out in the water, the environment in the water, including gravity, pressure, etc., is different from people's daily contact range, even the breath that at least maintains the normal operation of human body function, also encounters great obstacles in the water. To a large extent, fear is the result of students' instinctive response to the unknown environment.

2.2.2 Lack of Self-Confidence

The lack of self-confidence is also a very important factor that leads to students' fear when they study swimming course. The reason for the lack of self-confidence comes from various reasons. Some students are not used to exposing their bodies because of their heavy traditional concepts, and some students are worried that their actions will be laughed at by other students because of the long-term influence of their inferiority complex, which will bring adverse effects on swimming teaching [2].

3. Elimination Strategies of Students' Fear in Swimming Teaching

3.1 Early Stage Teaching

3.1.1 Clear Learning Motivation to Overcome the Psychological Barriers to Swimming Key. It is to Have Good Learning Motivation

Because good learning motivation is the psychological motivation for students to actively learn swimming. Learning motivation refers to the driving force that directly promotes students' learning, and it is the core of students' learning enthusiasm. The generation of motivation is always closely related to the need. Therefore, teachers should let students fully understand the value of swimming in physiology, biomechanics and psychology, explain the important position of swimming in school sports, production and labor, national defense, and fully mobilize students' potential learning needs [3].

3.1.2 It is Very Important to Strengthen the Safety and Protect the Students' Psychological Sense of Safety

In swimming teaching, if the students have the experience of drowning, it will cause different degree of water fear and psychological obstacles to the students, which is very harmful to the teaching of swimming. In teaching, we should try our best to avoid the situation that students are unprepared: suddenly some strong stimulation causes students to drown [4].

3.1.3 Familiar with Water-Based Exercises

① Walking in water: This is the first time for beginners to practice water resistance, pressure and buoyancy, and initially learn to maintain body balance in water. ② Learning to breathe: swimming without breathing cannot be called swimming. It can only be "suffocating". The right way to breathe is to breathe in through your mouth, or out through your mouth or nose. The steps to learn to breathe are as follows: stand in shoulder deep water, hold the pool side with both hands; or hold the hand of the net companion. Take a deep breath with a wide mouth, and bury your head in the water. Hold your breath for 10 seconds to 20 seconds, then lift your head out of the water, and then take a deep breath with a wide mouth, and then bury your head in the water. Such repeated practice (breath holding practice can also care when washing face). On the basis of the above, after burying your head in the water, don't hold your breath, but slowly exhale with your nose until you have exhausted the exhaust gas in your body, and quickly raise your head and inhale with your mouth. Practice again and again, and gradually increase the frequency of practice. Proficient in the above techniques, can achieve continuous, coherent and natural completion of multiple exhalation and inhalation techniques, and requires their own independent completion of slow exhalation and fast inhalation techniques. ③ Floating in water: learn the floating technology in water, mainly to understand the buoyancy of water on human body, and preliminarily master the balance ability of human body in water. Eliminate the fear of water [5].

3.2 Middle Stage Teaching

3.2.1 Model Law

The demonstration should be correct and easy. Swimming teaching practice has proved that correct demonstration actions, especially the first demonstration, should not only have a clear purpose and focus, but also strive to be proficient and give students a relaxed feeling, so as to stimulate students' enthusiasm and confidence and courage to complete the action. On the contrary, if the teacher's action is stiff and uncoordinated when demonstrating, it will give students a bad impression. This will inevitably reduce students' enthusiasm for learning, frustrate their confidence and courage to complete the action, and then generate fear [6].

3.2.2 Psychological Suggestion

Students' self suggestion can relax their spirit, focus their attention and build up the belief that "others are not afraid, others can do what I can do". For example, recall the teacher's demonstration actions several times. Then imagine that you are swimming in the water. When you are gliding and floating, you will hint that "my leg muscles are relaxed". The arm muscles relax, the whole body relax. In this way, students can quickly master the technique of relaxation in water.

3.2.3 Psychokinesis

In the process of swimming teaching, the combination of reading and practice can effectively promote students' learning of technical actions. "Recitation" is to grasp the action link in recitation. The combination of thinking with emotion can make all areas of motor center establish correct neural connection. "Movement" means that the corresponding moving organs of the body are stimulated and reflected gradually in "thinking", and the concept of action process is gradually formed and consolidated from weak to strong orderly. For example, the technique of breaststroke leg coordination can be divided into two parts, one is holding and the other is pushing, which is strengthened through the combination of thinking and movement, the coordination between the motor centers and the connection between the centers and the motor organs. The fear can be eliminated in the concentrated recitation, which is helpful to understand the movement.

3.2.4 Incentive Method

In swimming teaching, teachers should take the methods of password and goal motivation to stimulate students' interest and enthusiasm, and use the expression of password and classroom language to motivate students [7].

3.3 Teaching in the Later Stage

3.3.1 Competition Law

Competition can motivate every student to strive for the top. In swimming teaching. Once the classroom has formed the vigorous competition situation, the teaching effect will obviously improve.

3.3.2 Incentive Method

In the later stage of teaching, students have mastered certain basic technology, which can only be improved by continuous improvement and error correction. Simple encouragement and praise are not conducive to students' progress, so praise and criticism should be combined. Students often try to do better after being praised, which is the incentive effect of praise. However, not all students do well. Those who criticize should be criticized. Proper criticism will not only demoralize people, but also inspire people. Praise the students who have overcome their difficulties and achieved good results. Criticize the students who don't want to practice even if they don't feel tired. As a result, the students will devote themselves to the new practice with high passion [8].

4. Conclusion

In swimming teaching, the emergence of fear and teaching environment, physical quality and psychological

factors are not only related to each other, but also restricted each other. Teachers should, according to the specific situation, reasonably exercise, teaching methods and teaching methods, eliminate students' fear in time, and cultivate all-round development talents with physical and mental health.

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