

# The Dilemma and Development Strategy of Swimming Teaching in Colleges and Universities

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**ABSTRACT.** *Swimming is a popular sport among students and an important part of college physical education. Learning swimming can stimulate students' interest in physical fitness and cultivate students' awareness of lifelong physical education. However, in the actual swimming teaching, colleges and universities are faced with such major problems as poor practical ability of students, tight curriculum, insufficient differentiated teaching, lagging assessment standards and difficult teaching for female students. In order to comprehensively promote the rapid development of swimming teaching in colleges and universities and solve the difficulties faced by swimming teaching, through the methods of literature research and logical analysis, the difficulties of swimming teaching in colleges and universities are clarified, and the corresponding solutions are put forward according to the specific problems.*

**KEYWORDS:** *colleges and universities, swimming, teaching*

## 1. Introduction

Swimming can effectively improve the physical fitness of students. It has the functions of shaping and strengthening the physical fitness. It is also a very popular sport among the masses. However, in the process of swimming teaching in colleges and universities, there are many practical problems, which are difficult to integrate with modern times. The concept of education is to regard students as the main body of teaching and swimming as a key means of lifelong sports and a sports power. At the level of swimming teaching reform, relevant scholars and experts at home and abroad have proposed different reform directions. Domestic experts generally believe that swimming teaching reform should take advantage of the geographical characteristics, student source characteristics and student household registration differences of colleges and universities swimming pools, scientific and reasonable teaching reform plan [1]. Some scholars believe that the reform of swimming teaching should proceed from the perspective of the system, system and plan, and from the system level, change the existing teaching ecology, so that the reform of

swimming teaching can better meet the needs of modern education development [2]. This article combines the existing problems in colleges and universities physical education and previous research results to propose targeted swimming teaching reform strategies.

## **2. Analysis of the dilemma of swimming teaching in colleges and universities**

### ***2.1 Students have poor practical ability and lack theoretical knowledge***

At this stage, the students lack understanding of basic swimming knowledge in China. They have not yet formed a systematic understanding of the laws of swimming events, various principles, and their effects on physical fitness and health. This makes it difficult for students to teach swimming. The formation of a correct sense of self-rescue and safety has seriously affected the effectiveness and integrity of swimming teaching, restricted students' enthusiasm for participating in swimming, and was unable to master the basic skills of swimming. Especially in the initial stage of swimming teaching, due to the lack of basic theoretical knowledge and weak practical ability, students have difficulty understanding the teacher's teaching content, making them unable to feel the "physical charm" and "sports art" of swimming events, and eventually lose their understanding of swimming interest in fitness programs. The emergence and formation of this kind of problems are particularly unique external factors [3]. First of all, in a considerable part of universities in China, most students have difficulty in accessing swimming venues or corresponding sports, and naturally lack knowledge of swimming, and it is difficult to improve or form corresponding swimming practice capabilities. Secondly, some students with superior family conditions are able to master water proficiently and understand the basic methods and skills of swimming, so they ignore the corresponding theory and protection knowledge in the course of practice. It is necessary for colleges and universities swimming teachers to carry out corresponding theoretical knowledge education activities, especially at the level of protection and rescue knowledge. If students lack the mastery and understanding of this knowledge, it will cause serious teaching safety problems in the teaching process, which will greatly affect the long-term development of swimming courses in colleges and universities.

### ***2.2 Few class hours, tight courses, and insufficient supply of venues***

There are two types of physical education courses in colleges and universities. One is to divide classes according to students' majors, and the other is that students choose teachers and sports events according to their own hobbies. However, no matter which mode of composition is adopted, the number of physical education courses is generally maintained at about 40-50 people, and due to the tight teaching time, the number of teaching hours and the lack of professional teachers, the swimming courses are arranged in the total class time [4]. The low proportion, coupled with the fact that the college physical education curriculum is mainly based

on land sports, and the resource supply and integration of resources are limited, which makes the creation and development of swimming courses face many difficulties. Although swimming venues have been generally established in Chinese colleges and universities in recent years, laying a solid foundation for the development of swimming courses, but under the influence of the concept of "maintaining the swimming pools", swimming venues are generally open to the outside world and operated throughout the year to achieve economy the purpose of revenue [5]. Especially in summer, the course arrangement of swimming teaching usually conflicts with "opening to the outside world", resulting in tight schedule and insufficient space supply. Under this kind of teaching environment, it is difficult for students to get sufficient practical training and deep understanding of the theoretical knowledge related to swimming, which in turn makes swimming teaching a formality. It is difficult for students to fully feel the "sports charm" and "physical charm" of swimming, and then lose the original intention of swimming teaching. According to the swimming syllabus of Chinese colleges and universities, it can be found that the theoretical part of swimming teaching mainly includes "Introduction to Swimming", "Swimming Event Development", "Swimming Event Classification and Competition", "Swimming Competition Principles" and "Swimming Competition Records" and choreography", and the practical part includes teaching content such as familiarity with water, body posture, leg movements, breathing and swimming arms, starting movements, hip movements, turning movements, breathing, legs and arms. However, limited class hours and limited venues will make it difficult for students to fully learn and master swimming skills, and there may even be phenomena such as poor understanding of students and low teaching efficiency.

### ***2.3 Obvious differences among students and insufficient differentiated teaching***

Affected by personal life, regional customs, basic physical fitness and other factors, there is a clear gap in the swimming ability of the student group. According to relevant data survey, it can be found that most urban students have better swimming ability than rural students, while southern students are better than northern students in water proficiency and swimming style practice. On the gender level, colleges and universities girls lag far behind college boys in physical quality due to their physical functions and their own personalities. In the teaching of swimming in colleges and universities, teachers lack the awareness of hierarchical education, and generally adopt traditional education models and methods to make uniform arrangements for students. This makes it difficult for some students to keep up with the pace of teaching, forming boredom and low self-esteem, and dispelling participation in swimming. The enthusiasm for sports affects the smooth development of swimming courses. For this reason, the colleges and universities swimming teachers should adopt a differentiated teaching model and carry out hierarchical teaching activities according to the characteristics and characteristics of students [6]. However, in actual teaching activities, differentiated teaching is difficult to implement and realize. The main reasons are the following three aspects: First, limited class hours, a large amount of teaching content, swimming teachers do not have energy and time, according to the learning characteristics and

characteristics of students, carry out corresponding teaching activities. Secondly, swimming teachers lack advanced teaching methods, and their thinking mode is relatively backward. They are seriously affected by traditional exam-oriented education and cannot form an effective teaching system. Finally, teachers have obvious ideological problems and are unwilling to devote a lot of time and energy to hierarchical teaching.

#### ***2.4 Defects in the formulation of teaching plans and assessment standards***

At the present stage, Chinese colleges and universities mainly adopt two methods of "standard" and "technical evaluation" in the assessment and evaluation of swimming courses to comprehensively evaluate the sports performance of the student group [7]. However, due to the restriction and influence of individual differences, it is difficult for some students to meet the uniform standards set by the school, resulting in a serious impact on students' self-esteem and self-confidence. The formation of this evaluation system mainly stems from the influence of traditional educational concepts, ignoring students' subjective consciousness and individual needs. At the same time, it also reflects the lack of attention and consideration of educators to the student group, making the evaluation system only the basic basis for the evaluation of educational achievements, and not fundamentally integrating evaluation and teaching, making teaching evaluation a fundamental means to promote teaching development. In addition, at the macro level, some colleges and universities lack an understanding of the basic conditions of students in the process of formulating teaching plans or teaching programs, and continue to use the traditional Chinese swimming education system, resulting in a significant deviation between the teaching effect of swimming education and the expected goal. It seriously affected the effectiveness of the entire swimming education and restricted the development and development of swimming courses.

#### ***2.5 Female teaching is the difficulty of swimming teaching in colleges and universities***

The colleges and universities female lag behind male in terms of willpower, psychological quality, and physical quality, especially female who rarely touch swimming events. Due to the influence of factors such as "shyness" and "fear", it is difficult to break through traditional concepts and psychological shackles, can't really participate in swimming. Analyzed from the movement characteristics, due to the changes in the body posture of the students after entering the water, the lack of a fixed support point and the impact of the water environment on the body, it will be difficult for female to maintain physical balance and cause fear and other psychology. In addition, swimming events and land events have distinct differences. When participating in swimming, female not only need to master the rules and rhythms of exhalation and inhalation, but also need to do breath-holding activities between exhalation and inhalation to master the basic swimming skills. However,

these will cause serious physical and psychological effects on women, which will lead to rejection and fear.

### **3. Swimming teaching reform and development strategy in colleges and universities**

#### ***3.1 Strengthen the transfer of basic knowledge***

Basic knowledge and theoretical knowledge of swimming is a prerequisite for students to master and understand swimming. In particular, in terms of swimming safety matters, colleges and universities should integrate all educational resources inside and outside the school to publicize and explain the basic knowledge, precautions and essentials of swimming. For example, campus broadcasts, online media, publicity boards, etc., can also deepen the students' understanding and mastery of theoretical knowledge by conducting swimming seminars and guiding students to watch teaching videos, and enhance students' rescue, self-rescue ability and safety precaution spirit [8]. However, in the process of carrying out basic knowledge explanation and publicity activities, swimming teachers should first clarify the ideological and conceptual problems existing in the student group, understand the students' misunderstandings in swimming, and explain the lack of swimming through case studies. The hazards of safety knowledge and basic swimming knowledge, such as showing the commonality of swimming safety accidents in recent years, the commonality of the victims' thinking, etc. In formulating teaching plans, teachers should teach the principles of swimming events according to actual conditions, arrange course content according to theoretical levels, pay attention to depth, grasp the scale, focus on training and education, and gradually enable students to master the theory and practice, in order to acquire practical skills in swimming events better and faster. In the process of improving and formulating the teaching evaluation system, teachers must grasp the individual differences of different student groups, form a diversified evaluation system, and use the evaluation system as a starting point to improve the hierarchical teaching goals and stimulate students to participate in swimming positivity. However, it should be noted that in this process, teachers or universities must take students as the main body and formulate corresponding evaluation content according to the training goals and needs of students, so as to promote learning and teaching by evaluation, and then realize the evaluation and teaching organic integration.

#### ***3.2 Constructing a teaching model of group mutual assistance***

Insufficient venues, large numbers of students, and tight curriculum arrangements are the main problems that plague swimming teaching in colleges and universities. Therefore, in order to effectively promote the healthy development of swimming education in colleges and universities, and solve practical problems, physical education teachers should improve the utilization rate of swimming venues on the basis of integrating internal and external resources. Generally speaking,

although the model of "maintenance by museum" can effectively improve the maintenance and operation quality of the stadium, it seriously affects the development of swimming courses and squeezes swimming lessons. Therefore, in order to balance the relationship between the two, colleges and universities should introduce the information platform presents the use of venues in front of physical education teachers, so that physical education teachers can better grasp the time of course opening. For example, a flexible teaching mechanism can be formulated, and physical education teachers can release information in a timely manner according to the degree of vacancy of swimming venues and organize students to conduct swimming training. However, in this process, some students will be unable to arrive at the stadium on time due to the influence of professional courses or personal activities. However, teachers can divide students into study groups with different abilities, different levels, and different majors, so that all students can fully participate in swimming teaching activities. In addition, teachers can encourage each study group to enter swimming venues autonomously and actively through their spare time to carry out swimming practice activities, so as to improve students' swimming skills and consolidate theoretical knowledge. However, in this process, colleges and universities should systematically exempt college students from using swimming pools.

### ***3.3 Increase the construction of swimming venues***

The construction of equipment and venues is an important guarantee for swimming education, and university administrators should increase their attention accordingly. In the context of the continuous promotion of the expansion of enrollment policies in colleges and universities, the total number of students has increased significantly. However, the quality and quantity of sports equipment and facilities in colleges and universities are unable to meet the needs of modern physical education, which brings severe challenges to the development of swimming education activities. Challenges, it is difficult to effectively guarantee the rapid development of swimming education. In this regard, colleges and universities should strengthen the construction of swimming venues, integrate teaching resources, and improve the effectiveness of swimming education. First, increase capital investment, improve existing sports facilities, strengthen safety protection equipment, and improve the construction quality of stadiums. In this process, colleges and universities should learn from the swimming pool construction system of well-known foreign colleges and universities and the existing teaching situation of colleges and universities, put safety facilities in the first place in the construction of facilities, and strive to make sports facilities gradually meet the development needs of modern education. Secondly, strengthen the introduction of talents and build professional teams. Professional teams play an irreplaceable function and role in the construction of swimming venues. The colleges and universities should recruit social talents or professional talents from fraternal colleges, and make clear during the construction and development of swimming venues. Insufficiency of the existing system and system, as well as the deficiencies in the swimming pool system, according to the development needs of modern education, combined with the talent

training goals of colleges and universities, the system is used to coordinate the relationship between "opening to the outside world" and "physical education".

### ***3.4 Innovate and reform the swimming teaching model***

At the level of teaching content of swimming programs, colleges and universities should combine actual teaching characteristics, make targeted innovations and reforms, change traditional swimming teaching concepts, innovating current teaching content, enhance curriculum interest, and achieve hierarchical education goals. First of all, in the form of teaching, swimming teachers should adopt a form of integration of online theoretical teaching and offline practice teaching in venues. According to students' personality differences, ability deviations and differences in personality, student source, gender, household registration, etc. Based on the online course system of sex and level, the student group selects corresponding course resources for learning according to their own needs, so as to make up for the differences between the student groups at the level of knowledge and experience. For example, for students who lack actual swimming experience, teachers should present to the students the swimming competition cases and basic knowledge that can stimulate students' interest in the process of constructing the online teaching resource system, show the learning resources of skills, methods, and rules to students. Secondly, to implement a hierarchical education system, physical education teachers should formulate two or more sets of teaching systems based on the differences in learning characteristics and abilities of different students to cultivate students' swimming skills in a differentiated and targeted manner. For example, students who are familiar with water in the city and the south can carry out endurance exercises and swimming posture training activities, while for students with poor basic abilities, they can carry out "familiar with water" and "rotating water" exercises. But on the basis of group teaching, swimming teachers need to make specific arrangements according to students' classroom performance and practical ability. For example, students with a weak foundation should concentrate the teaching process in the classroom teaching, while students with a good foundation and strong ability can encourage students to enter the stadiums to carry out training or practice activities independently and actively.

### ***3.5 Focus on female in swimming teaching***

Psychological barriers are the main factors affecting female participation in swimming teaching activities. Therefore, if physical education teachers want to cultivate female interest in swimming, they must combine female psychological characteristics and characteristics, increase their psychological counseling, and help female deepen understanding of theoretical knowledge. In addition, it is necessary to help female gradually recognize the movement rules of swimming events and enhance their self-confidence based on the effects and influence of "swimming events and underwater environment" on physical functions. In terms of system, teachers can stagger the teaching time of male and female through group teaching,

and gradually guide female to open up their hearts and feel the beauty of swimming and sports. If conditions permit, colleges and universities can carry out swimming teaching activities through "female teachers to female students" and "male teachers to male students", so as to solve the problems of female shyness and timidity in swimming teaching. However, in order to truly improve female swimming ability and stimulate female interest in swimming, colleges and universities need to start from the perspective of psychology and form a teaching system that is different from that of male based on the physical and psychological characteristics of female. The basic movements, breathing rhythm, and life-saving techniques help female master basic swimming skills.

### ***3.6 Enhance the professional ability of physical education teachers***

Swimming teachers should enhance their professional ability, actively carry out educational exchange activities with swimming teachers from another colleges and universities, sum up experiences and lessons, share teaching experience, and participate in various seminars to integrate modern technology and educational concepts into swimming teaching. In the process, we will improve the teaching mode and teaching methods and enrich our professional knowledge. In this process, colleges and universities should strengthen the training of teachers' post competency, pay attention to the function and role of teaching reflection in teachers' professional development and career growth, so that swimming teachers can truly apply "teaching reflection" to ordinary teaching activities, to form the teaching habit of "reflection-practice-inquiry", thereby helping teachers obtain the essence of modern education theory and enhancing students' main body status in teaching. In addition, teachers should analyze the restriction and influence of college evaluation system on swimming teaching through subject research, teaching and research work, and guide college leaders to develop an evaluation system that meets the needs of "differentiated teaching" through suggestions or opinions, and stimulate students' interest, promote the rapid development of physical education.

## **4. Conclusion**

In the process of vigorous development of modern education, colleges and universities swimming teaching is facing many challenges and difficulties, which seriously affect the construction of modern talent training system and the long-term development of colleges and universities. In this regard, colleges and universities sports departments should integrate internal and external resources on the premise of, increase investment in swimming venues, improve and strengthen the teacher construction mechanism, reform teaching methods and teaching methods, so as to create a good swimming teaching environment and realize the sound development of swimming education.



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