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The impact of a proposed physical sport program to develop water buoyancy as a swimming skill among students

Ibrahim Sbaihia

Innovation and Motor Performance Laboratory, Institute of Physical Education and Sports, Hassiba Benbouali University of Chlef (Algeria)

Soufiane Mahi

Innovation and Motor Performance Laboratory, Institute of Physical Education and Sports, Hassiba Benbouali University of Chlef (Algeria)
Corresponding author email: s.mahi@univ-chlef.dz

Abed Benerkia

Innovation and Motor Performance Laboratory, Institute of Physical Education and Sports, Hassiba Benbouali University of Chlef (Algeria)

Abstract---This study aimed to identify the effect of a proposed educational program in swimming on the level of skill performance for the skill of buoyancy in water and the degree of fear for first-year students of the Common Core of the Institute of Physical Education and Sports. A proposed educational program was developed for a period of four weeks at a rate of two educational units per week. The study sample was chosen intentionally and consisted of 10 students who had no previous swimming experience. We used the experimental method on a study sample of students from the Institute of Physical Education and Sports at Hassiba Ben Bouali University, and they were randomly distributed by lottery into two equal and equal groups, one of which was experimental to which the educational program was applied and the other a control group to which the regular generalization curriculum was applied.

Keywords---Physical Sport Program, Swimming, The skill of floating in the water, water buoyancy skill.

Introduction

In the recent period, the world has witnessed many developments in all fields, especially sports, due to the great interest and attention it has received in all societies, due to the importance it brings to the health of the individual, the

strength and solidity of society, and its strategic, political and economic importance in the expansion and dominance of some countries in the field of sports, among others. The sports that have received great demand are swimming, especially in countries overlooking the sea in particular, as it is one of the most important sports on the face of humanity that a person must learn, as it may be a reason for saving lives from perishing in the depths of the water. It relaxes the nerves, strengthens the muscles, gives a feeling of comfort and physical balance, and is distinctive and enjoyable for many people. Swimming is also one of the extremely important sporting activities that both genders can practice at all ages, and learning it is not affected by the stages of chronological, physical and muscular development, as it is a comprehensive sport. Perhaps few people realize the many benefits of swimming, so it is necessary for a person to learn swimming movements in order to make the water a natural place that enjoys its health and recreational benefits and to preserve his life and the lives of others if necessary. Swimming also benefits the demand in treating some diseases that affect joints and recovery in athletes, and Hence, swimming is distinguished by the different nature of its performance. It also requires the use of the mind to enter this new environment and adapt to it. It requires presence of mind to varying degrees in order to understand each movement with complete accuracy, comprehend it and be able to perform it. Thus, it requires complete compatibility between the muscular and nervous systems, as well as the use of some mental abilities and preparation. Psychologically, so that the important actions that make up the skill are felt, focused on, and the efficiency of motor performance is increased.

Studying in the field of swimming also depends on many skills. Some of these skills are primarily motor skills, that is, they depend on the bodily organs, such as the skill of buoyancy...etc., and are called practical skills. Others are mental skills, such as the skill in understanding and analyzing the motor skill, although the acquisition of the skill depends mainly on the method of education and opportunities. Available for training. However, it is linked to the quality of the curriculum topics, and the knowledge and principles related to them provided to the learners. (Salem, 1997, p. 127). Therefore, research and studies in the field of swimming education have tended to search for various methods and techniques that are compatible with the nature of these skills to be learned on the one hand and the abilities and inclinations of the students on the other hand, taking into account the individual differences among them and making students more positive participants in education and raising their level. This research also addresses The reality that students live in in the Algerian institutes for physical education and sports (swimming scale) and the most important existing data.

The world has witnessed many developments recently in the field of sports because of its importance in the life of the individual and society. Swimming is considered one of the well-known sports that was born from nature, as it has been known since ancient times by primitive man. The process of learning to swim is an obligatory duty for every individual to learn it and teach it to others, as it enables him to preserve his life and save others from drowning. Also, playing in Water is a popular medium for motor development, Therefore, every person must have the ability to swim and learn its skill at an early age. Learning to swim has a positive effect on human health when practiced regularly by developing the vital functions of the body's systems such as the heart and lungs. Learning to swim

can be considered as a method that can be used at times. Emptiness or access to higher sporting levels that enable us to build political, social and economic relations, With the development taking place in various fields of life and in light of the scientific turn witnessed in the areas of science and knowledge in order to improve the educational process. (Abdul, 2009, p. 12). Swimming is one of the extremely important sporting activities that both sexes can practice at all stages of life, and learning it is not affected by the stages of chronological, physical and muscular development. It is a comprehensive sport, and perhaps few people realize the multiple benefits of swimming, so it is necessary for a person to learn. Swimming movements make the water a natural place for him to enjoy its health and recreational benefits and preserve his life and the lives of others if necessary. Swimming also benefits medicine in treating some diseases that affect joints and recovery in athletes.

Swimming is also related to the level of skill performance more than to the level of physical fitness. Water acts as an essential element in that swimming differs in its requirements from other sports. It dissipates a large amount of the swimmers' energy. Therefore, one writer considered that water is the middle environment for the person who is trying. Moving through it, and the specificity of that environment, made swimming a puzzling puzzle and different from other sports. Hence, swimming is distinguished by the different nature of its performance. It also requires the use of the mind to enter into this new environment and adapt to it. It requires presence of mind to varying degrees in order to understand each movement with complete accuracy, assimilate it and be able to perform it. Thus, it requires complete compatibility between the muscular and nervous systems, as well as the use of some Mental abilities and psychological preparation, where the important parts that make up the skill are felt and focused on and the efficiency of motor performance is increased. Studying in the field of swimming also depends on many skills. Some of these skills are primarily motor skills, that is, they depend on the body's organs, such as the skill of buoyancy, the skill of crawling on the stomach, the back, leg strikes...etc., and they are called practical skills, while others are skills. Mentality, such as the skill in understanding and analyzing motor skills, and although the acquisition of the skill depends mainly on the method of education and the opportunities available for training in it, it is linked to the quality of the curriculum topics, and the knowledge and principles related to them provided to the learners (Salem, 1997, p. 124). Codified training programs that are implemented on a regular basis bring about rapid and regular developments in the athlete's functional, physical, and skill proficiency, and reach the achievement of practical training goals. The success of the program is measured by the extent of progress that the athlete does not achieve in the type of activity practiced, and for the purpose of developing training programs for various sporting events, The coach must rely on the principle of specificity in training first, that is, specificity according to the working energy system, that is, he determines the dominant energy system in that event, and specialists in this point out that it is a training program that must be built in order to achieve the development of the special physiological capabilities required to perform the sporting activity that he practices. The individual. This is called the principle of privacy. (Helmy, 1998, p. 03).

We noticed that physical education and sports students (first year of bachelor's degree) who have not learned the skill of floating in water before have a slow pace of learning. This is due to the lack of equal skills or individual differences between the students. We find a group of students who have learned the skill of floating before, meaning they have the ability. To learn the next skill, as we find in the same regiment or group a group who do not master the skill of floating, and this hinders the professor's work on the one hand, as it takes him time, and on the other hand, due to the weekly hourly volume, and given that the swimming subject is taught in only one semester. Due to several factors and variables that affect learning at a rapid pace, students sometimes end up learning only the buoyancy skill and perhaps one type of swimming, meaning not completing the objectives or the prescribed program for the subject. The buoyancy skill is an essential skill in learning to swim, and this leads us to ask the following main question:

- Is there an impact of the proposed educational program on learning the skill of floating in water among students of the Institute of Physical Education and Sports?
- Are there differences between the pre-test and the post-test on the scale of fear associated with learning to swim among members of the study sample?

Hypotheses

- There are statistically significant differences between the pre-test and post-test on the water buoyancy test among members of the study sample.
- There are statistically significant differences between the pre-test and the post-test on a scale of fear associated with learning to swim among members of the study sample.

Research aims

This study aimed to:

- Identify the impact of the proposed program on the level of skill performance of the skill of floating in water among members of the study sample.
- Identify the impact of the proposed program on eliminating fear of water among members of the study sample.

Research importance

The importance of the research lies in the following points:

- Strengthening the scientific library in the field of learning the skill of floating in water.
- Developing a codified educational program that takes into account all variables related to students to improve the skill of floating in water.
- Highlighting the role of the teacher or trainer in choosing the best educational methods used to reach the required levels.

Reasons for choosing the topic

- Lack of studies and research that dealt with topics such as this one.
- Lack of previous studies on the nature of the topic.

- Knowing the reasons for the difficulty of learning the skill of floating in water.
- Trying to implement an educational program in the field.
- Subjective and personal tendencies, as the researcher has previously practiced swimming.

Definition of terms

Educationl programs:

It is a group of educational and recreational activities, competitions, and dramatic situations, organized or unorganized, that aim to learn skills. The program constitutes a list of the contents that must be taught, the learning styles, the materials, and the classes to be taught. As for Dolandshire, he sees the curriculum as a set of planned activities in order to train the learner. It includes goals, tools, and preparations related to the appropriate training of teachers. (Abdul Khaleq, 2005, p. 2).

Swimming:

Swimming is one of the many water sports activities in which the individual uses his body to move through the water medium, which is somewhat strange to him as it is a medium that is completely different from the medium in which he is accustomed to moving (land). The position he takes in the water is completely different from that on land, in addition to the effects of water pressure. On the swimmer's body, which may cause physiological changes in the internal organs, in addition to psychological effects in this strange environment and his exposure to many emotions. (Hussein, Ahmed, 2000, p. 50).

Buoyancy skill:

Both (Rateb, 1999, p. 89) and (Raysan Khuraibet, Majeed and Najah Mahdi Shalash, 2000, p. 278) agree that buoyancy is keeping a body, wholly or partially, above the surface of the water. Archimedes' principle states that (if a body is immersed in a medium, it He is pushed from the bottom to the top, the force of which is equivalent to the weight of the displaced fluid (meaning that this force, which is directed upward towards the swimmer's body, is equal to the weight of the volume of water displaced and is equal to the volume of the part of his body submerged in the water. From this it is clear to us that pushing the water from the bottom to the top depends Regarding the relationship between the weight and size of a floating body, the heavier an individual is relative to his size, the less opportunity he has to float. Usually, the body floats due to its gravitational characteristic (weight per unit volume), which is considered less than the gravitational characteristic of water.

Motor learning:

Motor learning is one of the branches of the general educational process that changes the individual learner from birth until his death, as no human activity of all kinds is devoid of learning and motor learning. The process of motor learning is consistent with sports training in the process of transferring information from the teacher or coach to the learner or player, as is the case. Motor learning is "the consistent change in performance resulting from training and practice and is a series of variables that occur during training, rehearsal, or repetition." (Al-Dulaimi, 2008, p. 30).

Research Methodology

The nature of the problem to be studied is what determines the research methodology used, and since our study is tagged with: "The effect of a proposed educational program to teach the skill of buoyancy in water to students of the Institute of Physical Education and Sports."

Therefore, we used the experimental method because it suits the nature and objectives of the study.

The experimental method is the method that is the true test for imposing cause or effect relationships.

This approach also represents the most honest approach to solving many scientific problems in a scientific and theoretical manner, in addition to its contribution to the advancement of scientific research in the humanities and social sciences, including sports sciences. (Allawi, Ratib, 1999, p. 217).

Search variables

Based on the concepts and terminology of the study, and based on the study hypotheses, the study variables can be determined as follows:

- a. Independent variable: the proposed educational program.
- b. Dependent variable: The level of performance related to learning the skill of floating in water.

Research community

It means a set of vocabulary or elements that are included in the study of a particular phenomenon. (Al-Jadi, Abu Helou, 2009, p. 92), the study community represents the category on which we want to conduct the applied study according to the chosen and appropriate approach for this study, so that the research community is represented by first-year bachelor's degree students, a common trunk of the Institute of Physical Education and Sports at Hasiba Ben Bouali University (University Chlef).

The research sample

It is part of the original research community, chosen by the researcher in different ways and in a way that represents the original community, achieves the objectives of the research, and enriches the researcher from the study's derivatives, the original community. The study sample was selected intentionally from students of the Institute of Physical Education and Sports. The number of sample members was 24 students out of 140 students in the first-year section of the joint session (from 8:30 to 10:30 am) who did not have any previous experience. In swimming, their ages ranged from 18-29 years, with an average of 25.6 years.

The limits of the study:

Temporal and spatial scope of study:

- Time domain:

The proposed educational program was applied to the first year, a common core of the first phase of the Institute of Physical Education and Sports at Hasiba Ben Bouali University for members of the local community in the period between

02/15/2023 and 05/18/2023, with two educational units per week and the time of each unit is 120 minutes from the hour (8:30 to 10:30 a.m.) on Wednesdays and Thursdays.

- Spatial field:

A semi-Olympic swimming pool in the municipality of Shatiya, contracted with the Institute of Physical Education and Sports.

- The human field:

It consists of 10 students, a common branch of the Institute of Physical Education and Sports, University of Chlef.

Study procedures

Before starting to apply the proposed educational program to the sample members, and to ensure that the participants did not have previous swimming experience, each participant was asked to do the following:

- Go down to the pool in any way the participant deems appropriate (stairs, jumping with the legs, or jumping with the head.)
- Move forward in any way the participant deems appropriate (walking or trying to swim.)
- Collect the five objects from the bottom of the bathroom in the shallow area (coin.)

Based on the above, participants who performed any of the following were excluded:

- Get into the pool by jumping headfirst.
- Move forward by swimming more than half the width of the pool.
- Whoever manages to pick things up from the bottom in three or fewer attempts.

Those who had any previous educational experience in swimming were also excluded, regardless of their skill level.

Search tools

a. Scale of fears associated with learning to swim:

A scale of concerns regarding the aquatic environment according to Dr. Sadiq Al-Hayek and Abdel Salam Jaber 2004

It was built after reviewing many previous researches and studies related to the subject of the study, and after analyzing them, it was used to construct new expressions. Among these studies are: Al-Jubaili's study (1990), Omar's study (1988), Tawfiq's study (1981), and Mansour's study (1977). (Al-Hayek) (Jaber, 2004, p. 8) After presenting it to arbitrators to express their opinions and scientific observations about this scale, and proposing what they deem appropriate according to the Algerian environment, such as adding, deleting, or amending some paragraphs, the appropriate amendments were made, and the scale was returned in its final form to consist of twenty items. The response scale was divided into 1-5 degrees according to a five-point Likert scale, as follows:

- 1-I am very afraid.
- 2-I am very afraid.
- 3-I am moderately afraid.
- 4-I am very afraid.
- 5-I am not afraid

B. Accordingly, the total score of the scale ranges between (20) at the minimum and (100) at the maximum.

Suggested tutorial

The proposed educational program included 12 educational units, which were built and distributed based on the findings of previous research and studies and what was reported in scientific references: Ratib 1999, Mahmoud 1998, Al-Bagouri 1988, Orabi et al. 1994, Vickers, Misbah 1989, David 1993, Al-Hayek 1994. , Vincent, Vickers, Vincent and Al-Bagouri 1991, Al-Jubaili 1990, Rasmi 1989, Al-Kurdatt and others 1985, Al-Samarrai 1984, Tawfiq 1981, Morsi 1978. In addition, the opinions of a number of professors and coaches in the field of swimming were sought.

In its final form, the program contained the following skills:

First: Confidence and getting used to the water, which includes:

- Identifying the aqueous environment.
- Go under the surface of the water while holding your breath and opening your eyes.
- Jumping into the water with your feet and head from different heights.

Second: buoyancy, which includes:

- Horizontal floating on the abdomen.
- Horizontal float on the back.
- Vertical buoyancy.

Third: slipping by pushing the bathroom floor and pushing the bathroom wall.

Fourth: Breathing and emptying air into the water.

Fifth: Progress in moving the parties, including:

- Horizontal floating on the abdomen,
- Horizontal floating on the back while moving the legs/arms.

Sixth: Primary backstroke.

Seventh: Swimming crawling on the stomach.

Eighth: Standing in deep water.

Time distribution of the program.

The introductory part includes:

- Warm up in the water (5 minutes).
- Review of the previous skill (10 minutes).

The main part includes:

- Educational activity: Explaining the new skill, explaining its importance, then performing a model (10 minutes).

- Practical activity:

- Performing exercises to develop the performance level of the new skill (35 minutes).
- Competition (8 minutes).

The concluding part includes:

- Free activity (8 minutes).
- Getting out of the bathroom.

Cazorla, Montpetit, Chatard and Miller buoyancy test

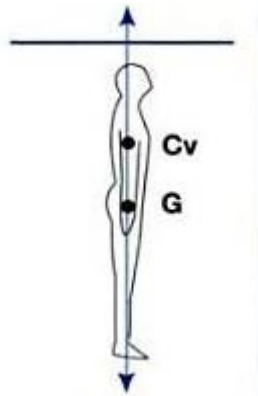
- Test description:

There is a very simple test to measure buoyancy.

First of all, the swimmer (or swimmer) stands vertically in the water, legs tight and tight, arms along the body and head in alignment with the latter. This amounts to attention, for example. Then he takes a deep breath and keeps it from floating. Of course, the feet do not touch the ground. Depending on your experience, several attempts may be necessary to successfully stabilize the float.

Working principle:

In water, our body is subject to two forces: gravity and Archimedes' push.



Gravity acts vertically downward and its point of application is our center of gravity.

The push is also done vertically but upward and its point of application is our geometric center.

In this configuration, our body is in balance but depending on the environment in which we find ourselves, according to our weight, according to the type of figure and equipment used, our water line will not be the same.

To float well, you need to be bulky and light.

Water line and its measurement:

Once the swimmer is stabilized, another person sets what is called the "waterline."

As can be seen from the chart above, there are several waterlines:

- Less than or equal to 0 => very bad.
- Between 0 and 1 => bad.
- Between 1 and 2 => quite average.
- Between 2 and 3 => average.
- Between 3 and 4 => very good.
- Between 4 and 5 => good.
- Between 5 and 6 => very good.
- Between 6 and 7 => Excellent.
- Greater than or equal to 7 => exceptional.

It is very difficult to adjust your waterline naturally because it depends on your morphology and the ratio of fat mass, fat mass and bone mass. Ideally, you need a massive ribcage with relatively long, slender legs. Unfortunately, you can't target fat loss or increased leg length. With the help of weight training, you can slightly increase the volume of the rib cage, but this will also lead to an increase in muscle mass. So the result does not always live up to expectations.

In conclusion, if your score is close to zero, you are doomed to master your chosen swimming technique(s) as closely as possible, otherwise you will always struggle in the aquatic environment. As seen above, you can improve your waterline by artificially increasing the volume of water you move using bulky, light equipment such as a tow buoy and a neoprene wetsuit, however this must be used sparingly or you will never progress. With this test, you'll at least know what you need to do to advance.

Statistical methods used

SPSS was used to analyze and process the data statistically.

- 1- Arithmetic average.
- 2- Standard deviation.
- 3- Correlation coefficient.
- 4- The standard error of the correlation coefficient.
- 5- T-test.

Discussion and interpretation of the first hypothesis

The first hypothesis states: "There are statistically significant differences between the average scores of students in the sample on the buoyancy test before and after implementing the educational program."

To confirm the validity of this hypothesis, a two-sample t-test was applied to compare the students' scores on the reading test in the pre- and post-measurements, and the results were as follows:

Table No. (01): represents the results of the "t" test to compare the average scores of students (sample members) in the pre- and post-measurements on the buoyancy test

	Measurement	Sample volume	SMA	standard deviation	Degree of freedom	Calculated T value	Tabulated T value	Total value	Significance level
Buoyancy test	Pre-test	10	1.2	0.789	9	10.776	2.26	0	0.01
	Posttest	10	3.5	0.707					

Show results

It is clear from Table No. (01) that the number of members of the study group was estimated at 10 students. The arithmetic mean of their scores on the buoyancy test in the pre-measurement was (1.20) with a standard deviation of (0.789), while the arithmetic average of their scores on the buoyancy test in the post-

measurement was estimated at (3.50) with a standard deviation of (0.707), which is smaller than the standard deviation of the pre-measurement.

The value of the "t" test calculated for two correlated samples was equal to 10.776 - which is completely greater than the value of the tabulated "t" test, which was estimated at 2.26, and the probability value (sig) of (0.000) is less than the level of significance (0.01).), with a degree of freedom of 9 and a significance level of (0.01).

Based on these values, we can say that we are 99% certain that there are statistically significant differences in the average scores of students on the buoyancy test between the pre- and post-measurements.

Analysis of the first hypothesis

Which states that there is a statistical significance between the level of grades of students among the sample members in the buoyancy test before and after implementing the program. To ensure the validity of its validity, we used a tabulated (T) to calculate the difference between the pre-test and the post-test, and the clear statistical result is shown in Table (01). There are statistically significant differences between the pre-test and the post-test in the study sample, as there are differences between the test before its application and after its application. This result goes in the direction of predicting the hypothesis, as it was achieved at the level of previous studies. By linking the results of the first hypothesis to the results of previous studies, we find that they agree with the results of each study.

Discussion of results

It was also shown from Table (01) that the study members showed a clear improvement in the skill level after the post-tests that were conducted for them, and the presence of numerical values such as the arithmetic mean and the standard deviation of the pre-measurement makes it easy to determine a numerical percentage for this improvement. This is due to the fact that the sample members conducted pre-tests, and this shows the extent of the effectiveness. The proposed educational program includes exercises planned according to sound scientific foundations that are compatible with the characteristics and inclinations of dental needs. This result is consistent with the findings of many previous studies, such as those of Mahmoud (1998), Orabi et al. (1999), Al-Hayek (1993), and Al-Jubaili (1990).) and Abdel Hadi et al. (1990), They unanimously agreed that organized educational programs built according to sound scientific foundations that work to develop the skill level of the study sample members had a positive impact on the speed of learning, and this is what Tawfiq (1981) and Lamb (1989) agree upon, that the response and development of beginners is the best level. It can be said that this proposed educational program, with its content, diverse educational elements, and methods, has helped the sample members to advance their skills in many of the researches and studies that were conducted previously. For example, the program contains exercise activities of varying difficulty by B'arabi et al. (1994), Allawi et al. (1987), and Iskandar et al. (1985) contribute effectively to learning to swim.

Discussion and interpretation of the second hypothesis

The second hypothesis states: "There are statistically significant differences between the average scores of the students in the sample on the fear scale associated with learning to swim before and after implementing the educational program."

To confirm the validity of this hypothesis, a two-sample t-test was applied to compare the students' scores on the reading test in the pre- and post-measurements, and the results were as follows:

Table No. (02): represents the results of the "t" test to compare the average scores of the students (sample members) in the pre- and post-measurements on the fear scale associated with learning to swim

	Measurement	Sample volume	SMA	standard deviation	Degree of freedom	Calculated T value	Tabulated T value	Total value	Significance level
Fear scale	Pre-test	10	37.20	1.619	9	26.754	2.26	0	0.01
	Posttest	10	92	5.578					

Discussion of results

It is clear from Table No. (02) that the number of members of the study group was estimated at 10 students. The arithmetic mean of their scores on the fears scale in the pre-measurement was (37.20) with a standard deviation of (1.619), while the arithmetic mean of their scores on the fears scale in the post-measurement was estimated at (92.00) with a standard deviation of (5.578), which is greater than the standard deviation of the pre-measurement.

The value of the "t" test calculated for two correlated samples was equal to 26.754 - which is completely greater than the value of the tabulated "t" test, which was estimated at 2.26, and the probability value (sig) of (0.000) is less than the level of significance (0.01).), with a degree of freedom (9) and a significance level (0.01). Based on these values, we can say that we are 99% certain that there are statistically significant differences between the average scores of the students in the sample on the fear scale associated with learning to swim before and after implementing the guidance program.

Analysis of the second hypothesis

Which states that there are statistically significant differences between the level of grades of students among the sample members in the fear scale test before implementing the program and after implementing it. To ensure the validity of its validity, we used a cross-tabulated T to calculate the difference between the pre-test and the post-test, and the statistical result shown in the table (02) There are statistically significant differences between the pre-test and the post-test in the study sample, as there are differences between the test before its application and after its application, and this result goes in the direction of predicting the hypothesis, as it was achieved at the level of previous studies. By linking the

results of the second hypothesis to the results of previous studies, we find that it agrees with the results of Every study.

Discussion of results

It was also shown from Table (02) that the study members showed a clear improvement in reducing the phenomenon of fear after the post-tests that were conducted for them. This improvement is due to the sample members conducting tests on what the program contains of precise exercises to reduce fear of water and the progression from easy to difficult. Training in the shallow zone and the deep zone helped them greatly in reducing fear (Abdul Hadi et al., 1981 and Farghaly, 1977). Introducing the learner to information related to the aquatic environment and the characteristics of the body in the water helped reduce the degree of fear, and this shows the extent of the impact of the proposed educational program due to its positive impact in reducing the phenomenon of fear. In this, we see that the results were parallel to what was reached by (Tawfiq, 1981), that familiarizing the learner with the characteristics of the body and the water environment gradually reduces the phenomenon of fear. In addition, using the reciprocal method in swimming provides a feeling of security with a colleague (Rasmi, 1989). It was also concluded (Farghali, 1977) that the learning method plays an important role in the degree of fear during the learning process among the sample members, and the lesson in teaching swimming requires The teacher has complete control over the educational session and makes decisions in the first periods of education, and this helps the learner feel reassured and safe (Al-Kateb, 1995).

Conclusion

In conclusion, it is clear that swimming has precise principles and foundations that require continuous and ongoing research into this sport in order to bring the learner to the highest levels. One of the problems faced by the students of the Institute of Science and Technology of Physical Activities and Sports is the lack of swimming pools, one of the main reasons that was a direct obstacle in learning it and implementing various training programs. Which contributes significantly to the development of the special physiological capabilities required for performance, various mental perceptions, and basic skills such as buoyancy skill, This is what attracted the researcher's attention to reach results for these problems raised and present the essence of the topic and the extent of the researcher's ability to present future assumptions and continue the research and re-study it from other aspects, as we started from definitions and terminology, embodied in collecting, processing and analyzing information, relying in this on methodological work that is not devoid of Methodological controls, which we set at the beginning of the research to remove the ambiguity and ambiguity that we noticed at the beginning of this topic, were therefore among the most important steps adopted in organizing the work within a practical and systematic framework.

Through the results and conclusions we reached in this study that we conducted, it was proven that the proposed educational program has an effective and successful role in teaching the skill of buoyancy in water to students of the Institute of Science and Technology of Physical Activities and Sports.

Suggestions

In light of the objectives of the study and the results revealed by the study, we presented a set of future suggestions:

1. Taking into account all changes affecting the educational process while writing the program.
2. Paying attention to teaching basic skills at a relatively early stage in order to ensure their development, refinement, and consolidation in the coming stages.
3. Providing various tools and means necessary to learn skills.
4. Periodic follow-up of swimmers' condition.
5. Establishing special schools to select swimmers and train them well.
6. Relying on professors specialized in the field of swimming to teach students.
7. Pay attention to skill tests before, during and after implementing any program.
8. Finding ways and means to finance sports activities.

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