The two methods of teaching swimming in hungarian schools

Zsófia Kovács¹, Ferenc Tóvári², Gyöngyvér Prisztóka³, Attila Kajos⁴


INTRODUCTION

Swimming, which is also known for a life saving function, has many important effects justifying that every child should be able to learn the basics of this sport in a school setting. In our country the “Every child should learn to swim!” program promoted by the everyday PE and the World Aquatics Championship, introduced in 2013, is providing broader opportunities for having swimming instruction in a school setting.

GOAL

The goal of our work is to show the application and efficiency in a school setting by comparing two swimming instruction methods – all in conjunction with the optimal timeframe that can be spent on teaching.

MATERIAL METHODS

We tested the swimming skills (n=474) coming from two county seats (Pécs, Kaposvár) one-by-one. I processed the resulting data with simple mathematical-statistical methods (average and percentage calculation) using Microsoft Excel® software.

RESULTS

Based on our results the fact that the majority of students learn the basics of different swimming moves in the lessons provided by the school’s time frame can be proved. However, it is not enough to reach the ability for continuous swimming, or to be recommended for water sports.

REFERENCES

Magyar Úszó Szövetség (2013). Minden gyermek tanuljon meg úszni [“Every child should learn to swim!”]. Budapest: MÚSZ.