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The Effect of using Specialized Exercises to Learning Some Basic Skills of Freestyle Swimming for Ages (9-11)

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Abstract: Specialized exercises are movements or sports exercises that are similar in composition in terms of the composition of the motor performance of strength, speed, and movement path. They consist of movements that are similar in their paths to competition movements, so that their type matches the characteristics and ability of the player and depends on certain parts of the body's muscles that are specific to the activity or sport. Specific movements that include movements similar to those of an event or sport, the importance of the study lies in the use of specialized exercises in learning some basic skills in freestyle swimming for ages (9-11), since the researcher saw that players of all ages (9–11) did not utilize the specific exercises in the game that required these abilities, and that other teaching approaches should be used. The researcher made the decision to conduct an experiment to add contemporary workouts in order to get the greatest outcomes, including specialized exercises, effectively to know the extent of its impact on the knowledge of some basic skills in freestyle swimming. "The researcher used the experimental approach with two groups, the control and experimental groups, with pre- and post-tests." The researcher identified his research population in an intentional way as the players of the Waves Academy for teaching and training swimming in Babil Governorate, who number (24). A budding swimmer, the research sample was chosen randomly, distributed equally into two groups: the group the control group (8) swimmers and the experimental group (8) swimmers. An exploratory experiment was conducted on a sample of (4) junior swimmers, after which educational units were designed using specialized exercises. The study was conducted over a period of eight weeks, with two 45-minute instructional units each week. Subsequently, the post-test was administered, the experiment was run for a month, and the researcher utilized the bag. Using statistics to get outcomes.

Keywords: Specialized exercises, freestyle swimming.

1. Detecting the Research

1.1. Introduction and Importance of the Research:

Learning is the goal that we strive to achieve in the educational process, which is based on an important means of transferring information from the teacher to the learner. This method is the method of learning, and through it comes the learning method, which whenever it is appropriate, makes the learning process occur better, faster, and with less effort. Learning is one of the most important aspects and characteristics that play a significant role in the progress of many peoples. In addition to the changes that occur in motor behavior through the process of teaching skills, the educational process has made great strides towards progress in our modern era, based on the use of different learning methods, which have had a clear impact on this progress and a prominent role in bringing the learner to the level of best skill performance. Its importance has reached such an extent that it has become an important basis for planning motor learning, as the progress and development of the educational

process plays a role in providing those in charge of the educational process with many methods that help him easily deliver information to the learners.

Today, swimming has become an important sport in our public and even private lives. Therefore, many countries have paid attention to it and included it in their educational programs, and have worked to develop educational curricula to reach the best methods used in learning to swim. There are different types of swimming, including (freestyle swimming, backstroke, breaststroke, swimming, butterfly), opinions differed about which of these types is easier for the learner to start with, and many experts in the field of teaching swimming indicated that most learners tend to start by teaching freestyle swimming, and in some special cases, breaststroke may be easier for some individuals or backstroke, but butterfly swimming comes in the advanced stages after mastering other methods.

Therefore, the research is important because it aims to identify alternative educational approaches by applying specialized exercises that, in the researcher's opinion, aid in the acquisition and development of skills in the free swimming event on a sample of emerging swimmers (10–11 years old) in the Waves Academy for swimming instruction and training. This will help to present an educational program that elevates the standard of learners' learning in the freestyle swimming event.

1.2. The Research Problem:

There were many teaching methods and educational methods for gaming skills and sports events, and the investigation remained in searching for the best of them and perhaps finding educational alternatives that led us to an effective learning method, and since each method has its own goals, implications and applications and reaches results different from others, therefore it is necessary to research and investigate the best of them to teach effectiveness. Freestyle swimming and its skills are included in the educational curriculum designated in academies and specialized educational schools.

From all of the above, the problem may be in a question about the methods and strategies that can be used in teaching and developing the abilities and capabilities of learners in the field of this game, as well as transferring the educational situations of the learners within the framework prevailing by most trainers and teachers to situations with which the learner interacts and thus finding answers with formulas. Logical explanation covering all aspects of the problem.

This is what motivated the researcher to carry out this study, which examines the impact of using specialized exercises to teach some fundamental freestyle swimming skills in order to raise learners' performance levels at the Waves Academy for teaching and training swimming using contemporary teaching techniques for students ages 9 to 11.

1.3. Objectives of the Research

1. Preparing specialized exercises to learn some basic freestyle swimming skills for ages (9-11).
2. Determining how certain activities affect the acquisition of some fundamental freestyle swimming abilities in children (9–11).

1.4 Research hypothesis

1. Specialized activities are beneficial for teaching beginners certain fundamental freestyle swimming abilities (9-11).

1.4. Fields of Research

1.4.1. The Human Field: Players for ages (9-11) years at Waves Academy for teaching and training swimming in Babil Governorate.

1.4.2. The time field : Includes the period from 11/9/2023 to 20/10/2023.

1.4.3. The space field: Waves Academy for teaching and training swimming in Babil Governorate .

2. Research methodology and field procedures:

2.1 Research methodology:

Because it is "the only method that can truly test the hypotheses of relationships related to cause and effect" (Muhammad Hassan Allawi, 1999, p. 217), the experimental method was chosen by the researcher due to its applicability and the nature of the research. Additionally, the experimental design included two equal groups with pre- and post-tests, making it the most reliable approach available. Given the nature of the issue that has to be resolved.

2.2 The research community and its sample:

The researcher defined the research community as emerging players belonging to the Waves Academy for teaching and training swimming in Babil Governorate, who numbered (22) swimmers aged (9-11) years. As for the research sample, which the researcher chose randomly from the research community, it amounted to (16) swimmers. Eight swimmers from the Waves Academy for teaching and training swimming were split evenly into two groups: the experimental group, which included eight swimmers, and the control group, which included eight swimmers. Four swimmers from the same research community were employed to perform the exploratory experiments for the study.

2.2.1 Equivalence of the research sample:

The researcher used the t-test for independent samples to confirm the equality of the two groups in order to be able to attribute any differences in the post-test results for the variables under study to the effect of the experimental factor and to give the sample members a single starting point, as indicated in the table (1).

Table (1) shows the equality of the sample:

Variables	Measruing unit	Pre- control		Pre- experimental		t value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Regular breathing test	Second	**4.22**	**1.034**	**4.63**	**1.221**	**1.022**	**0.061**	Non sig
Buoyancy test	Second	**5.51**	**1.003**	**5.74**	**1.229**	**0.661**	**0.072**	Non sig
front crawl test	Meter	**3.12**	**0.855**	**3.18**	**0.882**	**1.001**	**0.052**	Non sig

2.3 Methods, tools and devices used in the research:

2.3.1 Means of data collection

- Arabic and international references and sources.
- Individual interviews.
- Measurements and tests.
- Specific forms that students may use to record their test results.

2.3.2 Tools and devices used:

- (laptop) (1).
- Stop watch (2).
- Tow bench.
- Rubber ropes
- Freeboards
- Buzzer number (1)
- Forms for recording test results.

2.4 Field procedures for research

2.4.1 Description of tests

First: Regular breathing test for (10) seconds (Rateb, 1998, p. 271)

Test objective: To know the learner's ability to regulate the breathing process.

Test tools: swimming pool, stopwatch.

Description of the test: The tester stands facing the wall of the aquarium, with one leg in front of the other, bending the torso forward and down so that the torso is at the level of the surface of the water. He holds the wall of the aquarium with one arm while placing the palm of the other arm on the wall at a depth of approximately (110) cm below the surface of the water. After the start signal, the tester inhales through the mouth and from the side, then turns the head inward to exhale into the water gradually from the mouth and nose. He turns the head again to the side of the lower arm to inhale as quickly as possible. This breathing process is repeated several times, with emphasis on opening Eyes inside water.

Registration the test: The test is recorded from the time the start signal sounds until the tester head goes out high, and the time is measured in seconds.

Second: Horizontal buoyancy test on the abdomen (Rateb, 1998, p.271)

Purpose of the test: To measure the learner's ability to float horizontally (controlling body alignment).\

Test conditions: From a standing position in the water, the learner begins the process of horizontal buoyancy by leaning the body forward, extending the arms in front, raising the legs behind, and floating on the stomach so that the body becomes in one straight line.

Tools used: swimming pool, stopwatch, registration forms, pens.

Registration the test: measuring the test when the learner hears the starting whistle and the learner takes the forward horizontal position until the body position becomes inclined. The buoyancy time is calculated in minutes and its parts.

Third: Front crawl test

The goal of the test: the ability to flow for the longest possible distance.

Performance specifications: The learner stands inside the pool at its beginning, in the shallow side area, to the basin, and when the start signal is given, the learner takes a deep inhale and lowers his head into the water, then pushes wall with your feet and glide for the longest possible distance.

Performance conditions: The learner performs two attempts and the best of them is taken

Registration: Is for the longest possible distance using a tape measure.

2.4.2 The exploratory experiment

The exploratory experiment is regarded as an initial experimental study that the researcher conducts on a small sample prior to starting his research in order to evaluate the instruments and procedures, as well as to ascertain the correctness and integrity of the work. The researcher introduced the assistant work team to the type of skill tests and clarified the workflow mechanism with the assistant work team. Giving them a clear idea of the research topic, explaining the tests and how to record data, as a result of this meeting, an idea was formed for the assistant work team, the skills under research in free swimming were clarified, and the factors and obstacles that the researcher might encounter when implementing the main experiment were identified. The researcher, with the assistance of the assistant team, conducted the exploratory experiment on Wednesday, 13/9/2023, at (ten) in the morning to learn about the validity of the tests and the ability of the assistant work team to implement the tests. The group excluded from the basic research sample consisted of four swimmers from outside the research sample and from Waves Academy for training and teaching swimming players.

2.4.3 Pre-tests

Pre-measurements were performed by the researcher on Friday, 15/9/2023, at 09:00 in the morning on the experimental and control research groups at the Waves Academy for Training and Teaching Swimming, in accordance with the guidelines and parameters for each test..

2.4.4 The main experiment

2.4.4.1 Steps for preparing and applying specialized exercises

The implementation of the specialized exercises on the research sample began on Monday, corresponding to (18/9/2023), until Sunday, (18/10/2023), at a rate of (2) units per week on the days (Friday, Monday).

1. The time period for carrying out the specialized exercises is (4) weeks.
2. The number of educational units per week is (2) two units.
3. There are eight educational modules in all.
4. Each instructional lesson lasts for forty-five minutes.
5. The experimental group followed the method of specialized exercises to learn some basic swimming skills for ages (9-11) at the Waves Academy for Teaching and Training Swimming. These units will include the following:
   A. Using cooperative learning groups among learners.
   B. Using educational aids, training tools, and specialized exercises with skills during the educational units.
6. The control group followed the educational method used by the trainer.

2.4.5 Post-tests

After applying the customized workouts, the researcher administered the post-tests to the study sample with help from the assistant staff. This took place on Friday, 20/10/2023, and followed the same test order as the pre-tests since the court considered the identical circumstances surrounding the pre-tests' administration.

2.5 Statistical methods: The researcher used the statistical package (SPSS) to analyze the research results:

3. Presentation, analyze and discuss the results

3.1 Presentation and interpretation of the control group's pre- and post-test findings in relation to the study factors:

Table (2) displays the pre- and post-test means, standard deviations, T-values, test significance levels, and significance of the difference for the control group for the variables under investigation.

Variables	Measruing unit	Pre-test		Post-test		t value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Regular breathing test	Second	**4.22**	**1.034**	**5.5**	**1.201**	**5.101**	**0.011**	Sig
Buoyancy test	Second	**5.51**	**1.003**	**6.32**	**0.998**	**4.881**	**0.004**	Sig
front crawl test	Meter	**3.12**	**0.855**	**4.22**	**0.773**	**5.023**	**0.002**	Sig

3. 2 Presentation and interpretation of the experimental group's pre- and post-test findings in relation to the study variables:

Table (3) displays the means, standard deviations, T-values, test significance levels, and the significance of the difference between the experimental group's pre- and post-test results for the variables under investigation for the correlated samples.

Variables	Measruing unit	Pre-test		Post-test		t value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Regular breathing test	Second	**4.63**	**1.221**	**7.15**	**1.441**	**6.017**	**0.001**	Sig
Buoyancy test	Second	**5.74**	**1.229**	**8.11**	**0.936**	**8.613**	**0.000**	Sig
front crawl test	Meter	**3.18**	**0.882**	**9.23**	**0.819**	**11.016**	**0.000**	Sig

3.3 Presenting and analyzing the post-test findings for the experimental and control groups in relation to the study variables:

The means, standard deviations, T-values for the correlated samples, test significance level, and significance of the difference for the post-tests for the experimental and control groups for the variables under investigation are shown in Table (4)..

Variables	Measruing unit	Post-Control		Post-Experimental		t value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Regular breathing test	Second	**5.5**	**1.201**	**7.15**	**1.441**	**4.115**	**0.004**	Sig
Buoyancy test	Second	**6.32**	**0.998**	**8.11**	**0.936**	**4.198**	**0.003**	Sig
front crawl test	Meter	**4.22**	**0.773**	**9.23**	**0.819**	**6.663**	**0.001**	Sig

4. Discussing the results

The tests (basic abilities in freestyle swimming) yielded results that were significantly different from the pre- and post-tests, favoring the post-tests for both the control and experimental groups (Tables (2) and (3)). The curriculum's elements are responsible for the notable variations in the competence assessments of the study's control group's participants, according to the researcher. used by the trainer, as the curriculum was designed and examined in accordance with solid scientific principles, resulting in the achievement of the learners' efficacious performance. Consequently, the researcher concurs with what (Amayreh, 2002) said: “Putting the student in educational situations or atmospheres and providing an effective environment stimulates him to achieve the best performance, and this comes by helping him obtain information, skills, and experiences in a scientifically studied and properly planned manner” (Amayreh, 2002,p. 312).

Additionally, as "achieving and acquiring the best degrees of proficiency in educational situations is due to the educational curriculum because it is a way of organizing the academic material on the basis of gradual steps so that The learner can easily acquire it," the learner's acquisition of a set of skill abilities to enable him to reach a good level of performing the skill to be learned forms the basis of the learning process for the skill aspects” (Abdel Fattah Lutfi, 1982,p. 466).

Among the reasons are also the trainer’s experience and his special style of conveying information through comprehensive explanation, clear presentation, and application.

The results of the tests (basic abilities in freestyle swimming) shown in table (3) likewise demonstrated a significant difference between the pre- and post-tests, with the experimental group's post-tests doing better. The researcher attributes the reasons for these differences among the experimental research sample to the use of specialized exercises and the prepared educational curriculum that the research

sample was subjected to it, as achieving a good level of learning by designing a learning process on scientific foundations, by taking into account the components of the learning process, and this is what the specialized exercises achieved, since the movement of the arms is considered the main basis, and good technique for the movement of the arms is the best helpful factor in reducing time and obtaining the best results, as placing the learner in educational situations or atmospheres that he invests in to achieve the best performance comes through helping him to process information and experiences in a scientific, thoughtful and planned manner. Correctly (Al-Amayra, 2000,p. 312). The researcher believes that taking into account the individual differences between learners according to their capabilities and capabilities leads to increasing the effectiveness of the learners and developing their levels, that the learners' ability to perform increases by providing them with individual and group verbal and visual feedback directly from the trainer, and that the learners learn by looking at other learners. They perform the correct performance and correct mistakes" (Hashim, 2012,p. 110)

The results for the tests (basic skills in freestyle swimming) in Table (4) also indicated significant differences between the pre- and post-tests, favoring the experimental group's post-tests over the control groups. The researcher attributes this improvement to the experimental group's use of specialized exercises and educational units that include breathing exercises that promote positive breathing behaviors in learners. The breathing process in swimming is very important because lack of self-control in the first exercises makes it difficult to teach swimming. Correctly, learning will be delayed, and failure to control breathing will lead to disturbance of inhalation and exhalation due to water entering the beginner's mouth, as it is necessary for the learner to visualize the skill in a correct and sound way, as it works to strengthen the neural pathway that will help in correct performance and the task of the mind to receive the skill and avoid making mistakes, which It leads to developing its level and makes the learner master the skill in a shorter time and in an enjoyable manner (Saleh, 2011,p. 511).

5. Conclusions and Recommendations

5.1 Conclusions:

1. The specialized exercises contributed positively to evaluating performance and learning basic skills in freestyle swimming for ages (9-11) years.
2. The positive effect of specialized exercises on raising the skills of learners.
3. The experimental group's members outperformed the control group's members in acquiring the fundamental abilities under investigation (front crawl, buoyancy, and regular breathing) thanks to the implementation of tailored exercises.

5.2 Recommendations:

1. The researcher recommends the necessity of using specialized exercises effectively because of their positive effectiveness in evaluating performance, learning basic skills in freestyle swimming, and benefiting from the results of the current study.
2. Interest in conducting research and studies that use creative educational methods that depend on the learner in teaching motor skills.
3. Conduct similar studies on other samples and compare their results with the results of the current research.

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