

Abstract

The impact of the educational method by free style swimming in reducing some motion learning difficulties in the stages of (the early and late childhood)

This thesis consists of five sections :

The First Section: the introduction and the importance of the research :

The learning of athletic motions associated with the ability and readiness of individual, depending of his former experience that related to psychological factors. The motion learning plays an important role in individual's personality building and integration. By what the dynamic performance gives continuance to the motion and functional systems through the learning process. Where it is playing an essential role in understanding the motion duty and interpret it by receiving ,understanding, and storing of information as compatible systems, the process of data entries and output related to short-long motion memory. Therefore, that one disorder or more in one of basic mental or psychological activities in children will lead to difficulty in acquiring language skills and know the regular teaching styles. Even those children neither defective nor have ocular or hearing hindering preventing them from acquiring language or learning. Those difficulties in behavior or learning related to deviation in nervous system functions, which express themselves in different groups of malfunction in perception, concepts of language, memory, concentration, focus, attention, and motion functions, which called difficulties of motion learning.

Here emerged the importance of finding successful learning methods of good scientific structure that reduces those difficulties. By creating educational methods in free swimming containing a lot of entertaining, interesting, and diverse activities. Those created to reduce some difficulties of motion learning. Those connected to motion system, and nervous-muscular accord. They are difficulties of sensational –motion coordination and general weakness of balance. Through this educational program reduce those difficulties and rehabilitate those children whom suffer from such difficulties, and bring them back to natural school life, and

practicing motion and study activities, which meet their ambition and progress.

The problem of the research is discovering the difficulties children suffering from in learning athletic motions that made the researcher study and handle them in scientific method, which enabled him to present successful solutions to reduce children's suffering and bring them back to study desks. That happened by early diagnose of what children suffering from in motion learning, and classify them in specific scientific frames established by specialized scientific foundations. And treat them as difficulties of sensational –motion coordination and general weakness of balance. They are part of many difficulties children suffer from in different age stages namely the early and late childhood. This made the researcher to develop an educational program of free style swimming containing many entertaining, interesting, and diverse activities during those age stages. This based on the specifications of what children suffering from in motion learning difficulties.

This research aiming at diagnose of those children who are suffering of motion learning difficulties (difficulties of sensational –motion coordination and general weakness of balance). Age stages namely the early and late childhood and preparing learning curriculum in free style swimming to reduce the difficulties of motion learning of age stages the early and late childhood, to know the impact of learning curriculum in free style swimming to reduce the difficulties of motion learning of age stages the early and late childhood .

The assumptions of the research that there is an impact of learning curriculum in free style swimming to reduce the difficulties of motion learning for children. And there are morale differences of statistics indications between the tests of the two groups (the early and late childhood), for the interest of the early childhood group to reduce the difficulties of motion learning for children by adopting this curriculum.

The second section, theoretical studies:

The researcher discussed in this section the theoretical studies in this research in the concept of learning difficulties, importance, types, methods of handle them, and the importance of swimming and the ways of learning it .

The third section: research methods

The researcher used the trial method due to its suitability for the nature of problem, the community of research selected from Al-Qaseem boys primary school they are (23 pupils), while the main research sample was (11 pupils) divided into two groups, each group represents age stage. Pre and posttests conducted the statistics results processed according to (Walkowikison and Man Whitney) test.

Fourth section: results and discussions

In this research , the researcher concluded and calculated the results and then discussed it in scientific way.

Fifth section: conclusions and recommendations

In the results, the researcher got the following conclusions:

1. What the individuals suffering from in the first experimental group (the early age stage) in learning athletic motions, reduces the difficulties of (sensational –motion coordination and general weakness of balance) that by results of their performance in posttests in the difficulties motion learning.
2. The performance of the first experimental group (the early age stage) was better in full swimming than in the test of motions of (streamline, legs movement, arms movement, and breathing).
3. The scientific method implemented on sample individuals of obvious impact on the performance of both experimental groups in learning of free-swimming skills in different percentage, the advantage was for the first group.

The recommendations are:

1. Making the children of difficulties in motion learning feel of love and they are desirable by surrounding people in the house or in school (teachers, parents, brothers, and friends).
2. Avoiding behaviors mistakes and alternative behaviors by the families of children with learning difficulties such as(refusal, anger, feeling guilty).
3. Supporting the families of children with learning difficulties and visiting them, training them according to prepared programs to help their children in developing their social skills, solving what they face of problems, and communicate with them .