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THE INDIVIDUALIZATION OF TEACHING: A CONSTRUCTIVISM PERSPECTIVE

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Abstract

Teaching
Swimming can benefit from a constructivist perspective on learning. The aim of the study was to verify the evolution of a student's water readiness in private lessons in a set of eight sessions.
Methodology
A 6 year old student. Program of 8 sessions in a 10mx5mx1.5m pool. Before starting the swimming teaching process, the domain they had (diagnostic evaluation) was verified. The sessions unfolded as the student solved and assimilated the tasks. The teacher took the material necessary for the various possible tasks, and that it was necessary to present to the student, who followed a certain path.
Results and discussion
After the 8 sessions the final evaluation was carried out, we verified a significant evolution from the first moment to the final moment. The student was able to respond to the stimuli motivated and noting that there is not a single correct answer for the presented task.
Conclusion
Conceptual understanding as a knowledge base from which users can interpret and make sense of the technical education provided by their teacher and enable them to develop as more independent students.

Attachments

DOCX

Session Set - The In...

22KB

Troubleshooting

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INTRODUCTION

Over time, the resource and ability to swim has been appreciated and valued, not only for leisure (Barbosa et al, 2012), but also for health and well-being, as well as war needs (Zaborniak, Tabaczek-Bejster, & Jedrzejczak, 2019; Tabaczek-Bejster & Zaborniak 2019) or even for the simple pleasure of swimming. Swimming is a modality that benefits a large part of the population with physical and psychological problems, as well as for its individual benefits that can stimulate and motivate social skills, attention, muscle development. Despite all these benefits, care for teaching Swimming is not always the best because it is not always taught according to the target audience (Bakar & Bakar, 2021). The teaching of Swimming in our country is recommended preferably in clubs and swimming schools, in other countries such as Australia, in addition to these forms of teaching, there are also vacation programs and private or private education (Peden & Franklin, 2020).

In our country, as in the vast majority of countries, it is mass education (Tabaczek-Bejster & Zaborniak, 2019). Learning to swim in our country has been part of the National Curriculum since the last third of the last century, unlike in other countries where it has been part of the curriculum of schools since the 1915s (Révész et al, 2007). In Australia according to the Bulletin of the Ministerial Swimming Review Committee-Report of 1995, a 1st Cycle child should swim 300m of which 50L, 50C, 25M and 175m of a survival style (Whipp, P., & Taggart, 2003) .

In all national policies, in which the national “curricula” enter, the final objectives, competences or final goals define a presupposition. In a minimalist approach, the description of swimming by the teacher always depends on his knowledge to draw conclusions (Révész et al., 2007). Learning often depends on the feedback that the teacher provides to the student, however, he must always be aware of how he can help the student.

The teaching and learning of Swimming in an individualized way must be taken into account, it could be a new tool for the new times that are approaching. However, conducting the session and offering the exercises will always be a problem to be solved (Magias & Shane, 2003; Bielec, 2007).

Learning is a voluntary process in which we must be actively engaged. Repetitive learning is one of the basic mechanisms for acquiring new knowledge and skills. It is based on exposing ourselves again and again to the same stimulus, internalizing until it becomes part of us. Because the individual must be motivated, repeat if he wants to learn, to memorize and reproduce it a long time later. A view of knowledge as something that the student actively constructs, rather than a view of the student as an object to be constructed. This perspective requires the teacher to act not as an instructor but as a facilitator of learning (Light & Wallian, 2008). The teaching style may influence dedication and motivation for learning (Razmaité & Grajauska, 2021; Santos 2021). The task where students will practice and apply gestures emphasize autonomy and inclusion, the inclusion teaching style provides students with different degrees of difficulty in practicing the same skills (Mardesia, Dlis & Sukur, 2019). In teaching aquatic activities, traditionally, a teaching style is adopted that is oriented towards “direct instruction” (Barbosa et al., 2012). However, the relative importance of the teaching style and its influence on student performance has not been given (Santos, 2021) Some teaching methods can encourage fear and stress and be counterproductive in the teaching process, so much so that in a study in Australia the highest number of negative experiences happened in swimming lessons (Peden & Franklin, 202 propose solutions, experiment and realize ideas. By adopting a constructivist view of learning, the teacher needs to provide physical education students with a supportive social environment in which they feel confident to be

creative, develop ideas and see if they work
(Light & Wallian, 2008).
The context is defined by a strategy focused mainly on the individuality of the user/student and the stimuli that the teacher presents, and which defines the course of the class and the sessions to proceed. The terms that define the capacity for autonomy in water range from aquatic readiness (Barbosa et al, 2012) to aquatic literacy (Hubená, 2021), however both go against the adaptability of safety maintenance in any aquatic condition. The space in which the session takes place may not be new for the student but should always be taken with due caution. Developing a sensitivity to water is an important aspect of learning to swim well and necessarily involves the swimmer's interpretation of their kinesthetic experience and a form of non-conscious embodied cognition as well as conscious cognition. This is perhaps the aspect of learning to swim most suited to a pedagogy informed by constructivism. In order for students to develop an awareness of water use, constructivism suggests that the teacher adopt a different approach than direct instruction. It is necessary to provide experiences through which the student learns to do and in which the body and its sensations are fundamental for learning (Light & Wallian, 2008). To make known is to familiarize every nook and cranny of the workspace as well as security. The complex elements described here are often overlooked and can be the key to high-level throttling stats. When these elements are combined, they form a pretty solid defense. When one or more elements are missing, the results can be fatal. Some may find teaching swimming very enjoyable, but teaching certain elements will be less enjoyable and more difficult. The knowledge that elements other than skill are a part of the causal image must be conveyed to all users. For certain target groups, private teaching will be more beneficial, as well as maintaining patience and instilling confidence in the user (Bakar & Bakar, 2021). The nature of Swimming teaching involves a social process of relationships between the student and the teacher and does not offer space for doubts or stress to arise at the moment of interaction. But there must be opposition, advances and setbacks for learning to take place.
The traditional methodology is defined by the teacher (Bírró et al., 2007), regardless of the student in front of him, contrary to what we intend in our study in which there is a dynamic interaction between teacher and student. And in which the student himself makes the choice of his path with the guidance of the teacher. By taking a pragmatic approach and choosing a perspective that best fits the nature of the activity and the physical environment to take a more cognitive perspective for teaching in the pool and a more sociocultural perspective. Constructivist perspectives on learning emphasize learning through processes in which students struggle with problems.

METHODOLOGY
In swimming sessions there are always conditions that in this case may not exist, such as anxiety/stress with the aquatic environment, outside noises from other classes or from the class itself, inappropriate material (Bielec, 2007). The teacher must demonstrate confidence, security and be always available to the student (Bakar & Bakar, 2021).
The objective of the study was to verify the evolution of a student's aquatic readiness in private lessons in a set of sessions (8).
Next, we will address the Methodology. The study was carried out with a 6-year-old female student. The sessions took place in a 10mx5m pool with a depth of 1.5 to 2m, the foot space was on the first 3 steps, at the beginning of the pool. Before starting the process of teaching swimming, the domain that the user had was verified, thus a diagnostic evaluation was defined (Chávez & Morocho, 2020), which consisted of: does not

dive; eyes closed in contact with water; moves (standing) with apprehension in water; take shelter on the first step.
The sessions unfolded as the student solved and assimilated the tasks. The teacher took the necessary material for the various tasks that it was necessary to present to the student and followed a certain route. The sessions were built as shown in the annex.
According to some studies (Bírró et al., 2007; Hebená, 2021) with certain programs oriented towards the Crawl (Cyclic), Back (Cyclic) and Breaststroke (stability, rescue) techniques, we opted for a concern of stability, alignment, balance and ease of water travel.
At the end of the sessions, the final evaluation was carried out with the following results: moves with a kick and with the help of the arms under water, with eyes open; it moves easily with a plate on the surface of the water in a ventral position; has difficulty in dorsal positioning; moves in PHF position.

DISCUSSION
According to the initial assessment and the final assessment (previous paragraph) we verified that there was a great evolution in the subject who performed the set of sessions. In which the possibility of fitting and building the learning elements gave him a positive result in his aquatic readiness. In this case, the teacher and the student became builders of the same will. Building on the Buddhist concept of mindfulness, reflection can also occur in action (as a conscious action) as well as in action in a more abstract way, it provides us with a useful way of looking at the cognitive processes involved in thinking. Swimming and the relationship between mind and body. Negative aquatic experiences can cause fear or even phobias that influence the development and acquisition of aquatic skills as well as the ability to swim, which can last over time (Peden & Franklin, 2020). Awareness can lead to transferability of skills and abilities. Swimmers who are encouraged to explore and feel the movement may also be more inclined to transfer understandings around the sensation of propulsion using their arms to maintain buoyancy in the swim. In this way, there is no single correct answer for the presented task, the teacher's role, after the activity is launched, is to guide the student, to guide him towards one of the several correct answers and serves as a facilitator of empathy between the teacher and the student (Barbosa et al., 2012).
Learning is a broader process of possible configurations. Variability is essential for the development of performance characteristics typical of what might be described as a “feel for the water” (Magias & Shane, 2103). Constructivist understandings of learning can contribute to the development of more effective swimming programs, from apprenticeship to competition programs (Magias & Shane, 2103). We are not necessarily suggesting a complete shift in swimming teaching from traditional teacher-led approaches to constructivist approaches but rather that constructivist understandings of learning can contribute to the development of more effective swimming programs from children's swimming programs to of elite competition (Light & Wallian, 2008).

CONCLUSION
To conclude, teaching/coaching swimming at any level can benefit from a constructive perspective on learning and the adoption of an appropriate pedagogy. Effective use of this theory requires that it be separated from practice but understood through practice and experience. We are not suggesting a complete shift in swimming teaching and traditional teacher-led approaches to constructivist approaches. However, we found that in this study there was a radical change in behavior, developing an aquatic readiness in our subject. The developmental shift in motor performance can be viewed in dynamic terms as a series of states of stability,

instability, and phase changes in the attractor landscape, reflecting the likelihood of a pattern emerging under particular constraints. Conceptual understanding as a knowledge base from which swimmers can interpret and make sense of the technical education provided by their teacher/coach and enable them to develop as more independent learners.

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