

## METHODOLOGY OF LEARNING SWIMMING IN THE FIRST PART OF LIFE THROUGH A POSITIVE APPROACH

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### Abstract

Stan E.A. Methodology of learning swimming in the first part of life through a positive approach

**Aim:** aquatic activity started early educate children in developing a spirit of good fitness throughout life, in addition to developing muscle strength, coordination and balance.

**Scope:** learning swimming and water activities from an early age.

**Material.** Using an appropriate approach to the introduction into the aquatic environment, it can give your child a fun and healthy start in life.

### Methods:

- parent playing in water with the new born, with preschool children,
- the method of learning that focuses on addressing child – affection versus fear.

**Results.** Learning swimming with family and child builds and strengthens relationships, offers multiple benefits.

**Conclusion.** The good safety habits that will last a lifetime by acquiring aquatic habits early, along with parents.

**Key words:** children, water activities, positive approach.

### Introduction

Parents know their child best: limits, needs - the most able, together with the teacher, to engage him in aquatic activities. The most important way to help children to make fun activity is to ensure water safety. In addition, playing in the water together, parent - child can be a unique opportunity to strengthen the link between parent and child. „Babies and young children are very receptive to the emotions of people around them” (J., Katz, 1995) and therefore will project a positive attitude to the child at entering in the water. The feeling of comfort and safety in the water of the adult child is sent, which receives fear of water by observing uncertainty in parents. The effect is the interpretation of aquatic experience unpleasant or frightening. „Children „learn” to be afraid of water; is not an innate response” (J., Katz, 1995). Retention of the parent to wash the child on the head for fear of entering water in the ears or on face, because there is a feeling of choking to breath holding, are complex and parent unwittingly transmit them. Have instilled a sense of safety and fun in the water.

**Scope.** Learning swimming and aquatic activities from an early age with parents.

„Swimming is the ideal family activity – fun and safe for all. One of the best gifts you can give a little one is to teach him or her how to safely enjoy the pleasures of swimming and water play. It’s a gift your child will keep for life and that you will enjoy giving.” (J., Katz, 1995) Regardless of age, all people can feel comfortable in water, from 5-6 months (after the first vaccine, vaccination according to the system) at the elderly. Family ties and water fitness aquatic centers or swimming pools, lakes, seas and oceans, practice in family can be a great strategy to spend more time together.

your infant, as he just spent 9 months in amniotic fluid” (J., Katz, 1995).

At the age of about six months it develops breathing reflex. At this age a child can participate in healthy aquatic activities, without forcing him into the water or sinking, especially in cases of side effects or complained. „An infant in water instinctively paddles and holds her breath if she submerges (although she will lack the strength to get her face above the water to breathe) (J., Katz, 1995). The most relevant way of familiarity with water is by stimulating confidence by presenting safety and swimming skills acquisition through the level of comfort.

A means of presenting the aquatic safety is through simulation of „swimming” by keeping the child on your back with one arm under his shoulders and the other arm under hips. Hips are kept below the shoulders, because the baby's head is very large compared to the body.

„You can introduce your child to the joys of water almost immediately after birth.” (J., Katz, 1995) Swimming is health, is considered one of the prophylactic sports because offers special conditions: horizontal position of the body, by supporting state and high pressure are demanding over the respiratory movements. During swimming water pressure on the body causes the lungs and heart to make more effort to operate within normal parameters and improve the cardiovascular system. The swimming has a favorable effect on the body in physical development, ideal for children of all ages, from the general process of growth, hardening and strengthening the body resistance and increase the overall capacity of effort.

For newborn the aquatic environment offers the continuity of the intrauterine development, thus accelerating the dynamic of evolution bio-

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Many young children can swim before they even walk, because „a water environment is familiar to

psychosomatic.

Babies can enter this unique natural element with water gravity as a stress-free manner, harmonious. They can learn to swim for months before learning to walk and it will be easier for them to propel in water to the attendant, but to learn to draw up, to overcome gravity and go to adult. Nobody remembers when he learned to walk, and for the most part, a baby learns to swim at an early age as part of a phased approach, will lead not remember a time when not able to swim.

*Water play with new - born.* Swimming can be an ideal family activity, the fun, the effect of massage on the skin, the feeling of safety, especially the environment they provide. One of the best moments offered to the baby is the joy of swimming and the pleasure of playing in the water. It is a skill that children will have all life and they will gladly share.

You can enter the baby the joy of water almost immediately after birth. Water is a familiar environment for baby, because he spent nine months in amniotic fluid. A baby in the instinctively pedal and hold their breath when submerged (although it will lack power and head out to the water surface to breathe).

There are even some indications that children placed in aquatic playground and swimming at an early age are healthier, smarter, more sociable than those who did not contact with water. And, of course, learning them to float we provide an important safety skill. In addition, a very special relationship between parent and child increases forever.

Parents can be the best teachers because, who may be better to teach your child to swim than the person you trust? Parents can establish an optimal environment for learning for children aged 6 months to 4 years. I can successfully create a full support aquatic activity, color, music, stimulation, laughter and motivation.

Together with teacher or independent, parent can learn to develop to child swimming skills through games, songs, humor, praise and appropriate skills in development motor. Believe, based on the experience of 20 years in initiation, improvement and performance in swimming sports that, by focusing on the child's pace, step by step learning sequence specifically designed for each young swimmer, he will receive a more efficient way of acquiring skills and safety procedures for swimming.

And the babies swim approach should be gentle, based on the child's pace, when it is open, receptive, relaxed and ready. Learning swimming requires patience, practice and time and patience you give your baby, put a mutual respect and trust, on which is building other aspects of family life. Child learning to swim in an encouraging and caring, it teaches not only skills but also confidence in water safety. Develop a learning style in relation to the child how to assimilate, encouraging and supporting him, and not demanding, but replacing the pressure of learning with a desire to learn.

By celebrating each step throughout the process of learning is given satisfaction. No need to rush or force the child to perform as they will have periods of assimilation of skills and moments of stagnation in learning. By reading body language training is

evaluated to determine the direction of each lesson. We want to make this experience fun from the first trip to the pool, hoping that it will continue to love to swim for all life. Play with baby in water, not only teaches moves through the water, but encourages exploration, curiosity, confidence, joy, risk taking, attraction and determination.

#### **The benefits of baby swimming**

Children who learn to swim at an early age show advanced development in:

- Motor skills,
- Reaction time,
- Power of concentration,
- Intelligence,
- Social behavior,
- Social interaction,
- Self-confidence,
- Independence,
- Disentanglement in new and unknown situations.

Children are better adapted than those who do not participate in swimming programs early and increased self-confidence and independence are due to swim programs.

#### *Emotional benefits*

Swimming allows babies to move independently much earlier than they are able to do on land. Movement through the water to bring the child a confidence boost when exploring the aquatic environment. Whenever jumps and is caught or after swimming he learns confidence. Whenever a child is assessed for each small achievement on the way to acquire a skill, builds good opinion on him. Baby's face glows after each task is performed - they seek approval and confirmation; recognition of its efforts by the parent it strengthen self-acceptance and pride. Swimming can be very comforting for babies because it provides a new sense of freedom.

Union between parent and child grows deeper in the process of learning to swim. Child learning to swim increases contact with him during the game together, movements performed in unison, while practicing patiently through encouraging and gently. As a parent, learn about growing personality, his humor and possibilities to deal with new situations. As you will learn, as a parent you become aware of learning style and needs changing and about his skills. This knowledge will not only help the child successfully to swim, but will also help the parent to determine the child's positive growth methods that can be used outside the pool.

#### *Social benefits*

A group of like-minded parents and teach their children together, will reap social benefits - they learn from their peers by observation and imitation, and also will enjoy their company. Children begin to want to interact with each other, learning to turn, to share and learn new skills.

#### *Physical benefits*

All the benefits that swimming provides for adults - increased strength, muscle tone, resistance and lung capacity - are the same that benefit the children. For small babies, movements through the water will liberates them from a relatively static life and allows them to work muscles that otherwise would not be

used. For older babies, swimming is the natural complement to the growing repertoire of skills on land. Since both parts of the body are involved and therefore both lobes of the brain, swimming increases coordination, motor development and balance. Parents have noticed better sleep patterns after swimming.

#### *Personal safety*

Over time, through practice and skill development, children can make their own swimming safety skills needed to help them in the event of an emergency water. A quiet child who feels at ease in water and had regularly practiced the basic skills of swimming will not panic, will implement proactive techniques that you learned.

#### *Positive learning methods*

A proactive parent with positive thinking facilitates a child's education well adapted and happy. When children learn at an early age, you can build trust, share joy, to communicate through touch and words and create a link with your child while he lives new and varied stimulus.

#### *Addressing child*

We live in a time where we can benefit from research on infants capabilities. They not appear as some small lumps, babies often capture through their innate capacities the researchers. Now we know even when a baby can discern faces, language and emotions and how their activities and experiences affect mental development. Although many babies develop skills at a very early age, parents should not try to create a „super kid”. Children should not be forced or pushed to perform, only guided to develop skills at a pace with which her will feel comfortable because „mental activity of children can not be sustained and lasting”. „At this age playing acts upon them a great attraction and is a very important means of training.” (E.A. Stan, 2005)

#### *Pace of progress in child*

As children learn to walk, talk and read at different ages, so he will learn to swim in different rhythms. As a parent, it is essential to not impose an acceleration in preparing children to learn a skill. All children learn to kick with their feet when swimming - but some do it from day one, and others long after, through motivation and practice. Execution of feet beating on the first day does not mean that a child is better, smarter or stronger than other which learn later - it just means they are different and unique people.

It is not important how quickly a child learn a new technique – only the orientation on the aid to be granted by a skill acquisition one after another in time. Have taken full advantage of this process and the time spent together doing an activity you enjoy to both child and parent, a fun and entertaining lesson.

#### *Comfort in the pool*

Both children and parents bring with them a lot of previous water experiences - some negative, others positive. Some babies have a bath with water running down their face even from a few days, others saw their sister or big brother swimming under water and others are scared of water because of a failure at bathing or because of pool aggressive program. Some children are shy and want to evaluate a new situation from a distance, others show an inherent aversion to water on

the face, while others will enter a new environment without any care.

If the parent is outgoing but has a child reserved and cautious, he must respect that each individual has differences so that he must learn from child what it gives the child safety, comfort and state of well in the pool.

#### *The importance of body language*

Even before a child can talk, he is a great interpreter of body language, and will catch the most subtle nuances. Facial expression, muscle tension, tone of voice and reactions, all clues will be converted into the surrounding environment and how they should behave. Therefore, it is what makes the parent to be relaxed and confident with him in the water because it will make cues, whether positive or negative.

§ A relaxed approach, light and optimistic tone, playful or calm state give the child a sense of ease.

§ Positive signals are used as smiles, hugs, applause, laughter and a kiss to ensure the child and reinforce a positive atmosphere.

§ Do not emit mixed signals - for example, not force the child to perform movements and then hug or kiss. Use encouragement rather than coercion.

*You have to look at interpret the child's body language carefully - especially if it is too small to speak. This will help to assess the level of comfort and if is happy to practice skills or games.*

§ A child relaxed, happy and cheerful will enjoy the experience. His muscles will be soft, not stiffed.

§ If your child clings to adult means that it is not ready or needs more time to adjust to the new situation. Do not be rushed or distanced - give them security that seek.

§ Crying child is the way to say that something is wrong and points to the need to stop. Divert attention with a toy or playing certain games and evaluate why he cries.

#### **Methods.**

##### *Fear against affection*

Some parents see swimming programs as a threat, which they fear. Indeed, there are some programs that are based on aggressive methods (such as forcing the float on back, ordered the child to place face in water when is not prepared physiologically for it). Parent is not usually in water during lessons where children rely on parents to help. This is the reason why some parents are displayed reticence of this activity.

These aggressive methods are in contradiction with child-based approach, based on the child love and love of the water and learn. This positive guidance and fun leads to more success in learning than can produce an environment set up in fear. Water is seen as a great environment for growth and development. And if parents are in water, in close contact with the child, facilitate learning and assist in a gradual acquisition of skills. This means that the parent knows exactly what can and can not baby in the water, how long they can hold their breath and how relevant it is. The parent also recognizes its responsibilities in relation to child safety and know how to implement a comprehensive water safety.

##### *Ways to create an optimal learning environment*

To ensure the best environment for learning swimming will follow some general guidance:

ξ If the parent is in the water provides security and promotes familiarity and trust and establish close links;

ξ If lessons are frequent, the repetition is smooth and practice encourages learning, forming natural patterns that resemble with baby's learning;

ξ Warm, clear water is essential for swimming babies – they not fully developed heating system so that water should be warm;

ξ It must develop a positive learning environment with a positive learning atmosphere, appealing to the senses by using water play activities, games, songs and colorful toys.

#### *How we face volatile nature of children*

Everyone is given a difficult day occasionally, but sometimes children can have bad five minutes or an entire week. Often these states may not be related to swimming - out teeth is a common problem, and lack or interruption of sleep, hunger or change the program (for example if one parent is gone). It is important to pay attention to physical energy levels and mood of the child, without force.

Fortunately, even the presence of water will help your child feel better. Swimming with other children means time for observation, that will provide an opportunity to try learning later in bath or pool next visit, imitating what he saw before. It will use these days for orientation skills who likes, relaxing pace of the lesson.

#### *The role of parent in the pool*

It is essential to create a direct sense of security. A parent provides familiarity and can go through the lesson in the child's rhythm. Child is relaxed and ready to try something new, or is tense, stressed or afraid and needs more time to adapt? The role of the parent is the observer aware and the instructor. The presentation of new material will be as important as learning itself. As this is an approach that focuses on the child pace is important to remember that tone of voice, mood and muscle tension send strong messages.

#### *Focus on movement*

Because swimming lesson may be the first educational experience in a child's life, it must be a positive experience leading to many educational successes as they grow. The child will be more focused on moving - on simple indulgences and unique experiences - and should not be rushed. The first pool experience can be exciting for adults as for children who may be feeling pleased that provides water to skin, shiny toys, from the water around him, and the other people in the pool.

#### *Swimming lessons fun*

Crying is not a prerequisite for learning swimming. To acquire skills at a time when the child is ready, not pushed beyond its capabilities. Required skills in children is contrary to any logical theories of learning. Swimming program should be similar to the best land-based programs for the relevant age group and contain the most appropriate for early childhood education - play, toys, fun and laughter.

As a teacher, parent must be patient, relaxed and have fun during swimming lessons, issues which

naturally must accompany learning. Being patient with your child if he does not like to jump on the water or put face in water - surprisingly, at some point will make their own initiative. Tone of voice should not betray the child and show disappointment or frustration. Instead, you must try another tactic or another skill. Often, only time is needed before presentation as a new skill to seem less intimidating and start to be fun and worth seem to be tested.

#### *Using humor*

Mood is the universal language that all children understand. Regardless of the game they know that we do something fun and want to participate too. Adult must play and use toys to their advantage - they are amazing learning aids and gives a good fun after a child doing something that is not safe, for example, a first dive. The more involved the child in play, the more likely to realize that trying something new can be daunting.

#### *Encouraging children over 1 year*

When the child turns to the age of 1 year signs of independence in developing require more patience in activities. During this stage of development operative word is „no”, that can even mean „no” or can mean „yes” or „maybe”. It is important at this stage not to transform pool into a battlefield. Instead, it increases the time to play the program, using games, fun lessons to keep this group motivated and interested. Except for a selected few who jump into the water and swim like fish, most young children will see swimming as a series of experiments.

#### *Communication with child*

Expression of what will be must always be positive. For example, you say to the child to *jump, splash and wet everywhere you want* than addressing with *jump on me, the water will not harm you*. Always call the child's sense of fun and humor. The praise always materialize every achievement, no matter how slight.

If you want to stop child to do something, not just say „no”, use another tactic. For example, if he salt before you finish counting, ask him to count out loud, then jump.

Imaginary games. Encourage older children to try new skills through an imaginary game. For example, after sinking the pirates hidden treasure is more exciting than just dive after rings.

#### **Babies from 6 to 12 months**

Most babies of this age group love the water - bath and enjoy gladly the transition from tub to the pool. I am satisfied with small quantities of water flowing over his head and face, which facilitates the adaptation phase with water and make the transition easier and faster than older children.

A way to improve trust is to sit the child on the deck, his feet dangling in the water, and then slide him fall into your arms. With each catch, you must try to get him more and more involved with the water. Facial expressions and cheering words really pump up his enthusiasm. You will soon discover he will excitedly jump rather than fall to you.

#### *What to expect in the pool*

Babies up to nine months they like to sprinkle water to creep into the wave with whole body

movement dolphin - or reflex beating frog legs. Between 6 and 12 months the foot reflex movement disappears and is replaced with slip for a period until the leg movement is learned later.

Babies can stare for a long time, but as they grow they become more alert and focused. Learning breathing exercises also shows parents keeping the difference between a reflex reaction and a skill that the child has learned.

Younger children tend to be more sensitive to water temperature. They get cold very quickly get tired more easily and sleep more after swimming.

The common misconception is that only children over the age of four can really begin to master the art of swimming and, thereby, receive any benefits from actual lessons. Children ages six months to three years have the ability to develop their swim skills with the proper teaching. For teaching your children you have to know just some basics about water safety and swimming techniques will let you better optimize your young child's time in the water.

#### **Preschool children**

Fun is the main objective in the child learn to feel comfortable in the water and around water. Remain comfortable in the water is the first step to learning swimming. Finally, with increasing obesity in children, it is important to start thinking about child fitness. Although fitness may not be an immediate goal to help pre-school child to like water, a successful introduction in aquatic activities can have a positive impact on the psyche and emotional health.

An important aspect that is overlooked is to help preschool children feel comfortable in the water and entry to take place in a friendly, safe way. If the pool is a clean environment, appropriate depth of standing, water temperature comfortable, there are relatives or some friends present and the teacher that the child is familiar, it is more likely to like water and learn to swim.

Patience and encouragement will accelerate comfort preschoolers and enthusiasm in water, swimming and learning. Appreciate their achievements and discuss the progress. All children learn to swim in different rhythms. There is no age at which the child is ready to learn to swim or put his head under water. Some children naturally feel more comfortable in water than others. The best way to support child learning to swim is to let the pace of progress.

Putting their face in the water is a significant barrier for children who are learning to swim. You have to encourage your child to dip his face. Sometimes getting him to bob up and down is a great motivator. Another technique is to use imitation to inspire one to dip the face. The animated smile of the parent will convey the fun of the task.

After the child is used to dipping his face under water, the parent must try then to gently guide the sides of his head into the water, almost as if he was side-breathing. This will enable him to experience different sensations in the water and be more apt to completing submerging his head.

#### **Children from 1 to 3 years**

Stiff legs, an evolution in the movement of the legs, increasing coordination and a sense of humor that

symbolizes this age group are specific issues for young swimmers. This area of age includes babies that are just beginning to go to the children who run, children who still do not talk to children who speak competently and independent children of 3 years.

Because of interest in handling toys and objects, as well as games that can understand and can see the actions and consequences, children this age are fundamental participants in learning through games and interactive activities.

#### *What we expect in the pool*

Because this age range is so wide, so is temperament. Starting swimming at 13 to 18 months is the first period of receptivity to water, making it easier to learn swimming - will be less afraid, more cooperation and affinity for water. From 19 months to 3 years, increasing independence, stubbornness and fear may require more intelligent games, humor, time for children to learn new skills.

Like most children at this age, they become mobile and move the legs that was before reflex movement is replaced by the learned legs voluntarily.

„In infant-toddler terms, swimming to us it is the ability to move through the water, harmoniously on their own accord. Initially, for very short distances. In the younger stages, the primary mode of propulsion is kicking. For those families who continue to practice, their child will eventually be able jump in, turn around and swim back to the side.”(www.babyswimming.com)

#### **Children from 3 to 4 years**

These children have the original characters and with their personality make the swimming lessons extremely lively with verbal comments and lively imagination. It's fun to interact with them and their likes and dislikes as well as various water experiences.

#### *What we expect in the pool*

Physical robustness and coordination with increasing age at this stage are able to swim well. They can make voluntary beats strong with legs, they can sit, climb or sit with little or no help. However, if they are only beginning to learn to swim at this age, a significant percentage of children will be afraid of swimming. Some fears can be reinforced and almost paralyzed, others can be easily and quickly calm down.

A child who can already swim it can instill confidence, and children like to show other children and relatives what they can do. It is extremely exciting to watch children at this age to copy and encourage each other. If a child hits the water well with splashes demonstrate their strong legs, while another may be great to breath air and another can happily put the face to the water.

Children begin to focus more, to follow simple instructions and link some skills one to another. Imaginative play, also distinguishes this group of age and help a child scared, hesitant, like one loud. The indication is to use a theme in lessons - whatever motivates and encourages the child.

Children in this age group also enjoy to work for rewards. A verbal appraisal is sufficient. Or collecting toys as a reward earned one by one. Small steps, always repeated, begin to introduce a model of desired behavior.

#### *Signs you need to stop*

As a parent you respond to the needs, health, safety and welfare of the child from the day was born. The pool must be subtle cultivated skills which help from parental instinct in assessing flow training and, most importantly, reduce the rate or stops.

#### **An area without tears**

Do from lessons of swimming „an area without tears” (F.B. Freedman, 2004)

Often people who witnessed the aggressive swimming lessons are astonished by laughter, tears and lack of confidence in the water for some swimming teachers.

There are several ways to maintain the mood and learning without stress, by stopping, or rather submission slower pace appropriate to the child. You can not do everything at once and to try this will lead to stress and overwhelmed child. Always keep calm because a powerful jerk, a push or a gruff tone, anxious tears will lead to tears.

- \* Do not introduce new skills until the child is not ready.

- \* At any sign of resistance or discomfort because it exceeded the capacity of children, stop the activity. Return to previous learning or part of the skill without progress until your child is ready.

- \* Do not run all at once. Each lesson runs a little and gradually skills will develop.

- \* In this process stress and frustration can not find the place.

- \* If the child is cold, shaking, has purple lips, or is tired or upset, stop and exit the pool.

- \* Lesson has to be happy, relaxed time together. There is no quick rhythm, the rhythm goes by the baby. If things go easily, it gives the lesson tasks, returning to play, enjoying the water with the rest of the lesson, and start again next session.

#### **Signs when you must not enter in water**

There are some days when it is important to stop just before you start. If the child is sick, for example, if cold, congestion, has strong a stomach virus with vomiting or diarrhea, fever or ear infection, conjunctivitis, or any contagious or infectious reaction is not working. In addition to exposing children to disease, in some cases the child's muscle strength, lung capacity and disposition will be compromised by exercises such as swimming. In other cases, your doctor may temporarily stop the lessons to a visit further to clarifies the resumption of activities. Return the child to swim is done when its activity level is normal and healthy.

#### **When you must not immers the child**

When you learn to dive at first indications some babies may sputter, cough or be a bit surprised. Usually, their attention can be redirected with a toy or another activity. However, if after a few times a child is uncomfortable or begin to be resistant to signs and diving by arching the back, stop and resume once the child feels comfortable. Once the new elements have been successfully reintroduced gradually, you can try near the face of water. After several weeks, when the comfort is back, movement retry before holding breath.

#### **How often the child sinks**

Swallowing excessive water is not part of this program so that it limits the number of times when the

child is immersed in every lesson. The sinking is introduced gradually because the maintenance of respiration is learned after a few lessons. If swallowed too much water, it stops. The pace slows and returns to the water pouring over the face than before, gradually to retry sinking.

#### **Results.**

##### *The benefits of swimming to babies*

For almost all children in this age group will be the first experience teaching swimming outside the environment in which they live, and it is important to be a positive experience. In general, parents of very young babies tend to be nervous when their children go swimming, but the child is very strong and very capable.

In this segment of age is a vast opportunity to feel at home above, in and under water. Small baby is still very close to the aquatic environment that left him in the womb - has no fear and still does not support independence. Once the babies are comfortable swimming at this early age, they will not know an age that has not been able to swim. They will not be afraid of water safety and they will learn skills earlier than children who start at a higher age.

##### *Swimming benefits in young children: between 1 and 3 years.*

Children at this age become more aware and will imitate other children so that, for beginners this is a good time to start swimming with other children. Through games and use toys together in the pool, children develop social skills and sense of sharing and communication.

##### *The benefits of swimming for children between 3 and 4 years*

Part of respecting the child's confidence involves the person to understand that he does not want to put face in water. The parent can help him overcome this fear by using games and fun to meet sinking in small steps, non-threatening. Adults can meet with techniques to delay, but must be patient. Once passed over the biggest obstacles, this age group shows considerable skill.

##### *Comparing methods of learning*

Aggressive swimming programs use pressure and coercion to achieve specific goals. The approach focuses on the child is very different and evolving in child's pace. See the table at the end of the work.

#### **Discussion.**

„Too much.” Often when parents have problems to teach children to swim can be found in the past in adults that „too” means: expect too much, too fast, too far and too often.

##### *Too much*

Babies can easily become overwhelmed, for example by the flow of too much water on the head repeatedly when spraying or when too much new material is presented to a child he reluctantly.

##### *Too fast*

The parent must always be vigilant and aware of the signs of readiness in children before trying new skills. His comfort, ability and relaxed confidence will indicate whether it is ready to try the next step. Entering the wrong skills for babies will stress and will result in a lack of confidence, a lack of desire to try the

previous learning, frustration and tears. It moves in a row, builds skills as the child grows and develops physically and mentally.

#### *Too far*

When children swim under water, maintain a short distance for swim not to be too much. Hold the child's confidence by lifting out of water as he has air in the lungs and keeps breathing comfortably. Lung capacity is gained slowly, not jumping, and swallowing too much water will harm.

#### *Too often*

Repetition is the key to acquire a skill to strengthen, but know when to stop. Putting a beginner underwater too often it is the beginning of learning, „learning to keep breathing” (D. Douglas, 2006) may mean that it is tired and begins to swallow water. Putting a child of three years receptive to stick the face too much in the water begins to wear confidence. They practice skills, but it goes to a new task before exaggerate any skill.

#### **Conclusion.**

Learning step by step water confidence and safety skills for babies and young children with their parents, may be the most rewarding experience of childhood.

Familiar with all safety standards and safety rules of the pool learning is essential for both parents and child. Good safety habits acquired early will last a lifetime. Prevention is always the best remedy.

The most important aspects in water together with the parent activity is helping them to hold and expel their breath, teach them to float and improve their balance.

The most importantly, make sure your child has fun in the water. Swimming not only develops physical

coordination, but it can greatly enhance a young child's self-esteem and social skills. If the child does not seem to like a particular task, quickly switch to another one. Mix up the routine, introduce water games, and make everything dynamic, constantly encouraging him to try new „adventures” in the water.

„Teaching young children to swim can be frustrating if you expect immediate results.” (F.B., Freedman, 2001) But they have a long time to improve their abilities. Rather than preparing them to join a swim team, focus instead on getting them water safe and enhancing their confidence and independence in the water. This process may take weeks, even months, but the rewards of swimming will last them a lifetime.

In children gymnastics water efficiency is the maximum absolute growth all suffering orthopedic (kyphosis, scoliosis, kypho scoliosis). This is the reason why children are encouraged to perform specific movements of swimming, for example, swimming back.

One of the main goals is to help the child continually build a sense of independence in the water. Get him to become more active by kicking his legs, for example. The faster they kick the more bubbles they make.

„Any method is successful if it results in a child who loves to swim and is safe in the water. As a child gains ability, he becomes safer in the water, but a truly safe child is always under the watchful eyes of competent adult.” (D. Douglas, 2006)

Even if the child does not really swimming in the proper maner „in my opinion, anyone who can propel himself through the water, in any manner, is swimming” (V.H., Newman, 2002).

PROGRAMMES DOMINATED BY PURPOSE	APROACH ON THE CHILD
Learning is dominant	The child is dominant
Time is fixed and there is pressure to perform	Working time is flexible and depends on the availability of child
Force and coercion are used to learn skills	Gentle guidance and encouragement helps children to achieve goals
Professor is the leader	The pace of advances in child rithm
Lesson imposed	Playful learning, fun

#### **References**

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