137 - THE PERCEPTION OF PARENTS AND INSTRUCTORS IN SWIMMING LESSONS FOR BABIES.

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1. INTRODUCTION

Amongst the activities offered in the field of the physical activity, swimming for babies is considered as the most popular one. The practice of this modality for the babies reaches different objectives such as: physical, organic, social, gives therapeutic and recreational benefits, improves the adaptation in the water thus improving the motor coordination, it grants slight knowledge of space and time, provides psychological and neurological preparation for the self saving and increases the cardio-respiratory and muscular resistance. It also develops the integrity by increasing the knowledge and domain of the body and favoring the communication between the baby, the adult and the other surrounding children. (1)

It's known that since birth, the baby already has reflexes and motor responses inside the liquid environment. Children, when submitted to the adaptation and stimulation in the liquid environment present acquisition of balance and postural stability, as well as better levels of motor development. (2)

All sport practices offered to the children are based on adult actions – either from the parents, leaders, instructors, coaches, referees. They all intervene by some way with their practitioners. (3)

Through this article, the perception of the parents and instructors in relation to swimming for babies has been analyzed.

2. LITERATURE REVISION

Swimming is not only made of displacements and movements with our bodies. It is before that, designed to organize the sensations we receive from the water, in our brain, transferring them in the water in a psycho motional way. (4)

Swimming is a physical activity that involves many purposes, such as therapy, competition, leisure, by using the locomotion in the water. Water is the greatest existing toy on earth. (4). It's a sport that constitutes a source of recreation, joy of living and health, for people of all ages. (5)

Swimming works as a way of safety, physical education and health, leisure, satisfaction in dominating an ability and also competition. Swimming, which can also be called aquatic activity, can be an important channel of socialization with pleasure, to each individual involved.

On learning and education, it is natural to come across parents who expect to find in their children, the accomplishment of their desires and dreams. And the excessive projection of this expectation may harm the evolution of the learning. (6) In the glimpse of achieving the excellence for their children, they attribute to the teacher responsibilities for the level of performance that their children reach. The clarification and the rank of the psycho motor performance that the child achieves dilutes a little this anxiety and desire, which do not have to influence the action of the educator. (10)

The educators have primarily to pose themselves, step by step, without direct confrontation with those expectations, but prioritizing the philosophy of their job and the goals that must, above all, refer to the apprentices considering their necessities, characteristics, identity and their way to relate to what they intend. The given limits must be clear and precise. (6)

Swimming for babies is submitted to this direct contact of pupils, parents and instructors, with some requirements where, when reaching the suggested age group, goes past the level or class, so to continue performing the proposed activity without the participation of the father or mother, and only with the presence of the instructor giving continuity to the learning process of the baby towards the evolution of the development characteristics. (6)

For the baby to have a good adaptation to the liquid environment and perform a good transition of level or grade to advance the group, it is necessary for them to show some motor abilities such as sustentation, balance, propulsion of legs and arms, breathing, fine motor coordination and fluctuation. Therefore, there is a great concern from the parents and the instructors in relation to these abilities, and whether they will be able to apply them while being safe at the moment of the getting apart from the parents during the swimming lessons. (6)

Jean Piaget, biologist, concentrated his work on understanding the intelligence, where he makes clear the importance of the movement on the formation of that, figuring intelligence as something that allows an organism to deal affectively with its environment. (7)

Piaget presents the sensorial-moving stage that appears between the age of zero to two years, that is, since the first reflexes until the beginning of the mental representations, where initially the baby, gradually modifies the activity of the reflex. Its intelligence is called sensorial-moving, because it lives deeply the situations and it carries performs little by little the building of an objective universe and intentional action. The child knows only the world on which they live, without the notion of permanence of space and object, so important for future gain of psycho-moving and promptitude as well as the notion of temporality of cause and effect. (8)

At birth, the individual presents automatic-reflexive reactions. Since the study is focusing on the age group of 12 to 24 months, we will try only to present the motor development of this range. At 12 months: they presents the development of walking, with domain of the physical and symbolic space, they speak three or four words and understand short phrases. At 15 to 18 months: they walk alone, present language of action with rhythmic organization, neurological maturation for the sphincter control, and they can already doodle. When they reach the age of 2 years they have notion of corporal totality (but they can't tell the parts of the body), recognize sexual differences, use a spoon and pencil and jump on their two feet together the real is confused with the fantasy (what they think and it imagine is always truer and more realizable for them), total control of the sphincter, the vocabulary increases.

Therefore, the literature makes it clear that the baby has the ability to show the objectives considered by the educators and now it's hard for us to understand whether the parents present such knowledge and if they have the confidence of using these practices with their children. (7)

3. METHODS

The present study was carried through a field work, with teachers of physical education acting in the area of aquatic activities or swimming and who give lessons for babies from 12 to 24 months, in groups of five participants and parents who have children who have practiced the activity for three months on average before the completion of the survey in a number of ten. And

the relation to the expected motor capacities presented by the babies in relation to the liquid environment.

The application of the questionnaires was carried through in an institution of education of aquatic activities - swimming, being a swimming school, by applying two questionnaires: one to the acting instructors of the area and the other to the parents having children practicing the activity.

To assist in the development of this work we used two closed questionnaires consisted of seven questions, with general questions and related to the motor abilities presented in the relation the baby with the liquid environment, created by the author and validated by the Committee of Ethics of Positivo University by the number CAAE: 02384512.7.0000.0093.

Through the questionnaire, the perception of the parents and instructors was analyzed, comparing and interpreting the answers, as well as the similarities of them with the literature used on this research. We used as a way of comparison between the questionnaires, after answered, analyzing which way this professional carries through the activity with the baby and transfers it to the parent, and which interpretation form that the parent presents in relation to the performance of their child in the liquid environment.

4. RESULTS

The instructors present confidence that the pupils are able to hold up their body properly using accessories or floating on the water. On the other hand, the parents believe that their children have a good sustentation, but demonstrate insecurity in relation to the fluctuation.

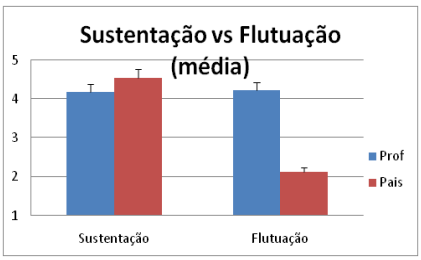

Figure 1. Graph of the relation between sustentation and fluctuation.

The sustentation between 12 to 24 months on swimming indicates having manual force enough to sustain themselves, statistically by the help of the instructor or accessory and holding on to several stands (pipes, boards, sticks, rings, or even a person). (11)

The fluctuation is defined by supporting the body properly in dorsal and ventral recumbent, upon a resistance. (11)

The relations of the above presented qualities in swimming are seen where the baby who presents a good sustentation also presents a good fluctuation, where one makes correlation with the other.

Just as much as the instructors, the parents trust on the development of balance and abilities of propulsion of their children as ways of motor control. Thus presenting little variation of grading for the two valences, we can be notice that the two are aware that the balance is directly related to the propulsion.

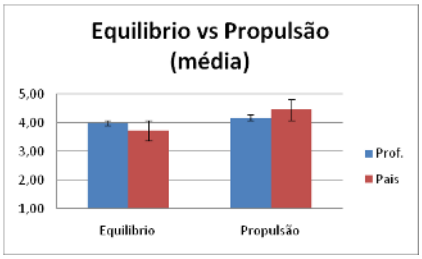

Figure 2. Graph of the relation between balance and propulsion of legs and arms.

The balance between the ages of 12 to 24 months in swimming refers to standing on a steady base with and without turbulence of the water and on moving bases such as the EVA carpet. (11)

The propulsion of legs and arms between the ages of 12 to 24 months in swimming refers to crawling backward and frontward, walking frontward, backward and sideways turning and climbing. It also involves simultaneous and alternated movements inside the water. (11)

The shown relation of the two valences is that the baby who presents a proper work of balance does not suffer difficulties in reaching the propulsion with effectiveness.

The coordination assures an acceptance by the parents and the instructors on generating means of self-supported displacements, however, to the parents it lacks the security of accomplishment of effective individual breathing of their children when they cite the moment that their babies get into the water, but for the instructors it doesn't, because the moment of diving is the stimulus given by the leading instructor or parent where the baby performs the blockade of gloat through the coordination.

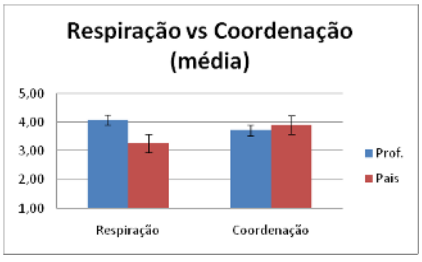

Figure 3. Graph of the relation between breath and motor coordination.

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The breathing between the ages of 12 to 24 months in swimming relates to blowing pipes, small balls, toys, inhaling through the mouth and exhaling in the water holding the breath, doing exercises of breathing with and without displacement with and without accessories, diving and stimulating the expiration when getting into the water. (11)

The coordination is related to more fine specific movements and that, many times, demand kinesthetic and somesthetic interaction (tactile, visual and rhythmic sensitivity) and which are more accurate and delicate movements. (11)

The relation of the two presented physical qualities is clear where the baby must be apt and coordinate to carry through the blockade of gloat in relation to the diving being so done through the correct breathing for such phase.

5. DISCUSSÃO

The results of the research reveal disclose that the parents and instructors present such awareness, however with some differences where the instructors present a technical knowledge based on correct scientific literature, whereas the parents present the knowledge of the common sense, having as an example the picture 1 of the comparison of the of valences sustentation and fluctuation, where they are interlaced fortifying one to the other, being that the baby that presents a good proper sustentation of the body also presents a good fluctuation

Through not informal talks with the parents, we can perceive that they present a distrust of the instructors for not being able to work with a high number of children with this age group not being accompanied, suggesting the number of children to be diminished during classes or done only with babies above the age of 24 months.

6. CONCLUSÃO

It is noticed how much swimming for babies must be studied, for the participating parents still do not yet trust so much the instructors and they do not present an awareness of the abilities performed by the babies arguing that the managers lack on perfection, whereas the participating parents still lack on knowing the physical, motor, social and psychological abilities the babies have.

Having as justification also the lack of transmission of knowledge of the managing professors in relation to the abilities that the babies are capable of presenting and the lack of conference to those for the parents, it turns it to an unsatisfactory transition.

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THE PERCEPTION OF PARENTS AND INSTRUCTORS IN SWIMMING LESSONS FOR BABIES.

ABSTRACT

Through this research, we tried to present the perception that the parents and instructors show regarding swimming lessons for babies at the moment of the transition of the baby who takes swimming lessons accompanied by the father or the mother, compared to lessons guided only by the company of the instructor. The importance of a good adaptation of the baby to the liquid environment is distinguished so that its transition is made with safety and pleasure. According to the literature, it is suggested to follow the use of a pedagogical process in order to develop the aquatic motor capacities, among them the sustentation, balance, propulsion of legs and arms, breath, fine motor coordination and fluctuation. A survey involving instructors and parents was carried out to detect the perception relating to the adaptation of the babies and we investigated whether the accuracy of the parents was similar to the one of the instructors.

KEYWORDS: Adaptation, pedagogical process and motor capacity.

LA PERCEPTION DES PARENTS ET ENSEIGNANTS EN COURS DE NATATION POUR ENFANTS.

RÉSUMÉ

Il s'agissait de présenter la compreention que les parentes et les enseignants aient en relation a la natation pous les bébés et au moment de la transition du bébé qui faire des cours avec la compagnie du pére au de la mére, pour les cours orientés seulement pour le enseignant. Il est important la adaptation du bébé au millieu liquide pour que la transition soit sûr et heureux. D'accord avec la literature la suggestion c'est uiliser le process pedagogique pour développer las capacities motrices aquatiques, par exemple le soutenir, l 'équilibre, propulsion des jambes et bras, respiration, motricité fine e fluctuation. Un questionnaire a été apliqué avec les enseignants et les parentes pour investiger la perception que les mêmes présentent en relation a l'adaptation des bébes et comme ça on a trouvé que la perception des parentes ressemblait a de les enseignants.

MOTS-CLÉS: adaptation, processus d'apprentissage et les habiletés motrices.

LA PERCEPCIÓN DE LOS PADRES Y MAESTROS EN CLASES DE NATACIÓN PARA BEBÉS.

RESUMEN

A través de esta investigación intentó presentar la percepción que los padres y los maestros presentan en relación a la natación para bebés y al momento de la transición del bebé que realiza classes acompañadas por el padre o la madre, para classes orientadas solamente por la presencia del maestro. Destacase la importância de una buena adaptación del bebé al

medio líquido para que la transición sea efectuada con seguridad y placer. Acordandose con la literatura, la sugerencia és seguir con utilisación del proceso de enseñanza para desarollar las capacidades motrices acuaticas, incluyendo soporte, equilíbrio, propulsión de brazos y piernas, respiración, coordinación, fluctuación y motricidade fina. Se aplicó un cuestionario con maestros y padres para investigar la percepción que tienen en relación a l'adaptación de los bebés y así fue que la percepción se parecia a de los maestros.

PALABRAS CLAVE: Adaptación, proceso de aprendizaje y las habilidades motoras.

A PERCEPÇÃO DOS PAIS E PROFESSORES NAS AULAS DE NATAÇÃO PARA BEBÊS.

RESUMO

Através desta pesquisa buscou-se apresentar a percepção que os pais e professores apresentam em relação a natação para bebês e ao momento da transição do bebê que realiza aulas acompanhadas do pai ou mãe, para aulas orientadas apenas pela companhia do professor. Destaca-se a importância de uma boa adaptação ao meio líquido do bebê para que a sua transição seja efetuada com segurança e prazer. De acordo com a literatura sugere-se seguir com uso de um processo pedagógico para desenvolver as capacidades motoras aquáticas, entre elas a sustentação, equilíbrio, propulsão de pernas e braços, respiração, coordenação motora fina e flutuação. Foi aplicado um questionário com professores e pais para investigar a percepção que os mesmos apresentam em relação à adaptação dos bebês e assim verificou-se se o atilamento dos pais assemelhou-se ao dos professores.

PALAVRAS CHAVES: Adaptação, processo pedagógico e capacidades motoras.