



AS Aquiring and Performing Movement skills

PPP Coursework.

Skill Identified – Front Crawl in Swimming. – a motor skill.

There are many coaching points related with improving a swimmers ability. However I will study the major coaching points implemented when teaching a new swimmer. There are differences of opinion on the use of floatation devices. Coaches must make their own decisions. However, if floatation devices are used, they should consider not using them for an equal amount of time as a means of developing a swimmer's own buoyancy and orientation in water. Eventually the swimmer may not require a floatation device. However, if floatation devices are used, they should consider not using them for an equal amount of time as a means of developing a swimmer's own buoyancy and orientation in water. Eventually the swimmer may not require a floatation device. The front crawl stroke is very complex to a novice swimmer so it is important that the skill is broken down into sub-routines. The first thing a swimmer must do is become familiar with the water and stay firmly in the shallow end where they can stand. The novice is in the cognitive stage of learning and is contemplating the skill that they are going to perform. To aid them a coach would provide a float and begin coaching them on how to learn the sub-routine of your legs in the front crawl stroke, you would be encouraged to kick off from the edge of the pool and complete five metres distance while kicking your legs. The points needed to be highlighted are that the swimmer must keep his/her buoyancy by continuing to kick their legs, if they stop then the movement will be broken and their legs will sink. It is also important that they must breathe and keep their head slightly submerged when performing the stroke but are able to raise their head to the left or the right in order to take in a breath. This way the novice will learn in time to control their breathing and through practice they may not even need to take a breath at all in about 25 metres of swimming. Another way of improving the quality of coaching would be to carry out a

demonstration and produce the movement needed to be practiced by the novice. The novice must pay attention to the demonstrator so it is important that the demonstrator makes it enjoyable. However, demonstrations do not cause automatic learning and are not one hundred per cent efficient as the performer still has to physically perform the skill. observed which is not an automatic reaction.



Visual materials can also be used to help teach a skill. Examples of these are wallcharts, diagrams, videos, three-dimensional models etc. however, these have been found to be of limited value when teaching a skill due to their static displays. Videos are a form of visual guidance that are used increasingly by coaches both for demonstrations and feedback. However, this has only been found to be a useful method if a number of requirements are fulfilled. The learner must be verbally guided through the video to ensure that learning takes place. The learner must also be able to practise the skill immediately afterwards before their memory of the main points made in the video fades. Reference Thirdly, the performer must possess the ability to perform the skill being demonstrated. They must also be motivated enough to practise the action. Another visual guidance method is display changes. This includes changing the equipment used so that it can be seen more clearly. Although visual guidance is important, a great deal of teaching and coaching is done using verbal guidance. A good coach is able to set the task and describe the actions, highlighting important points verbally. With advanced performers, these cues are detailed and technical whereas with beginners it would be more appropriate to express the cues in a way that may not be completely accurate but that will convey the feeling of the movement to the learner.

Progressive Practices

The role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. This can be obtained through progressive practices. I would say that the first progressive would start involving the coach and the novice. The coach would place their hand underneath the chin of the novice and

slowly assist them five metres while they use their legs only. The instructor would then perform this action with the novice for or five times then replace themselves with a float. The float would be placed on the stomach where the novice will then perform the leg kicking movement on their own until they are confident. The next step would be the arm movement (Diagram 1). The coach would demonstrate the arm movement by gripping a float with either the left arm and produce an arm movement with the right or vice versa as shown in the diagram. The aim of this sub-routine would be to build up the biceps and triceps as well as become with the full movement of front crawl. The next step from this would be to perform the full movement under the supervision of the coach. The coach would then produce some feedback and constructive criticism in order for the novice to improve. After more lessons the novice would most probably be performing the whole movement, however would still be limited to the shallow end. It would be a number of lessons perhaps even months until the swimmer masters the basic front crawl stroke depending on their ability to perform the skill. The next step would be the coach's responsibility to comment on points such as streamline body positioning, pointed toes, straight rigid arms and fingers together in order to improve the novice's way of performing the stroke. Within a year the stroke would be mastered and the novice would now be in the associative stage of learning. At this time the swimmer would probably be experienced in multi limb co-ordination and have an adequate stamina ability to perform more skills such as breast stroke and backstroke. With continuous coaching and constructive criticism and mental rehearsal the swimmer may progress to the autonomous stage of learning where he/she may execute the skill with the minimum of conscious thought. Diagram 2 shows the swimmer in the associative stage and the pictures below of Ian Thorpe are prime examples of a swimmer in the autonomous stage of learning.



