

## Swimming training measures based on Psychological Education

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**Abstract:** Swimming is a favorite sport for most people. Swimming can not only improve people's physical quality to a greater extent, but also cultivate people's will and cultivate their sentiment. In the process of swimming training, we should not only strengthen the training of swimming skills, but also pay attention to more effective psychological education for students. Proper use of psychological education can greatly improve the teaching quality of swimming training. Strengthening the application of psychological education in swimming training can put forward more thoughts for swimming training. In swimming teaching, swimming coaches should follow two basic laws: the law of swimming technology and the law of students' physical and mental development. However, following these two laws is the basic condition. Coaches must be good at using the method of psychological training and give full play to the important role of psychological factors to overcome the difficulties encountered in swimming teaching, realize the scientization and humanization of swimming teaching and improve the efficiency of swimming teaching. Therefore, by focusing on the analysis and discussion of psychological training in swimming teaching, we hope to provide valuable reference for swimming teaching research and swimming teaching practice.

### 1. Introduction

Swimming is a complex cognitive and operational activity. Swimming not only requires athletes to have swimming skills and strong physique, but also good psychological quality and function. Human psychology is the source of power. Starting from psychological training, applying psychological training to swimming teaching is to fully integrate students' psychological potential and physical potential, Then fully mobilize. Psychological training can better correct students' attitude towards swimming, greatly improve students' psychological endurance and willpower, coordinate their own physical and psychological strength, and effectively control the level of psychological activities. In the specific swimming teaching, many students are forcibly sent by their parents. If the swimming coach wants to stimulate the students' interest and motivation in learning swimming independently from the thought and heart, he must carry out the ideological education on swimming to unify and deepen the students' understanding of swimming. The children sent by their parents to learn swimming come from different family life backgrounds, and their living environment and life experience are completely different. Only by unifying the children's ideas in swimming teaching, can swimming teaching be smoother and obstacles be reduced. In swimming teaching, the first challenge for students is to overcome their fear of water. For beginners, when they enter the water, their bodies will feel the pressure and buoyancy of water, and students will have a sense of tension and fear. If this sense of tension and fear can not be guided by swimming coaches, students are likely to be frustrated in later swimming training and even give up swimming study. Therefore, the primary task of swimming coaches is to help children adapt to the water and resist the fear of water. Swimming is a sport with great physical consumption and high technical requirements. Children should skillfully understand and grasp the skills of underwater breathing and swimming. In the whole process of swimming learning, persistence is victory for children. As the saying goes, "everything is difficult at the beginning". Swimming coaches must follow the law of swimming and the law of students' physical and mental development, and help children get through the hurdles of swimming with

appropriate intensity and speed. In addition, in swimming, it is very important to master the skills of breathing. When teaching students how to breathe, swimming coaches must set the time requirements of underwater breathing according to the specific age of students, and strictly control the time of underwater breathing training within a certain range, so as to prevent accidents. When psychological education is actually applied in the process of swimming training, it can better improve students' control over their own psychological activities and coordinate the strength of body and psychology. In the process of swimming learning, students should bear huge physical consumption and psychological pressure at the same time. Especially when learning difficult movements and skills, students' own body should bear great suffering, psychologically should be firm and enterprising, never give up their faith, and adjust and control their limbs. In swimming learning and training, if students can't control their psychological activities well, it will hinder normal learning and training. For example, when the level of students' psychological activities is too high, students are easy to have nervous psychology; When the level of students' psychological activities is low, they can not effectively and timely adjust their own limbs. Both too high and too low psychological activities are very unfavorable to the learning of swimming. Psychological training can help students improve their ability to control psychological activities and maintain the coordination of physical and mental strength.

## **2. Principles of swimming training based on Psychological Education**

### **2.1 Principle of gradual progress**

This principle is not only the principle of swimming teaching, but also the principle of psychological education. Swimming needs a systematic and coherent training process, which can not be promoted by pulling out seedlings and acting too hastily. In the process of swimming training, we should adhere to the gradual process from simple to complex, from easy to difficult, from small amount of training to large amount of training, and gradually cultivate students' psychology from immature to mature. Reflect the "virtuous circle of psychological obstacles - adjustment - improvement - re obstacles - adjusting the next more perfect mentality by means of multiple means." Because coaches are eager for success, they will lead to the wrong behavior of pulling up seedlings and encouraging them, which violates the principle of gradual progress, and will lead to the most common phenomenon of athletes in swimming training - excessive fatigue, which will prematurely end the athletes' sports career and is not conducive to the long-term development of sports mobilization.

### **2.2 Principle of differential treatment**

Because the personalities of athletes are very different and their temperament and personality are quite different, psychological education should focus on several key points according to the principle of differential treatment: (1) in daily life and training, we should find out the psychological characteristics of athletes and determine the temperament and personality types of different athletes; (2) Criticism and praise should be moderate. Pay attention to the time point and occasion. Around 10:00 am is a period of energy and high mood. It is more appropriate to criticize and praise. Around 19:00 PM, the blood pressure will rise and the spirit will be unstable. Try not to criticize and praise at this time point. The choice of occasions should pay attention to the maintenance of athletes' self-esteem. Common problems can be praised and criticized in public, and personality problems can be carried out in private. When criticizing, we should also pay attention to the wording and use a gentle tone to reflect goodwill. For example, when criticizing the poor performance of athletes in swimming, we can choose "swim slowly in this way, the performance is relatively low in the competition, so we should practice more" instead of "you swim too slowly, you must be the last one!" In addition, pay attention to the way of praise, such as smiling and nodding are silent praise, staring and silence are dissatisfied criticism. Psychological education must be treated differently and can not adopt the same method, which will lead to stronger rebellious psychology of athletes and failure to cooperate with the training work of coaches, resulting in low teaching efficiency and quality.

### 2.3 The principle of setting an example

Teaching by example is better than teaching by words. A correct person must first correct himself. Therefore, coaches should set an example, strictly demand themselves, be ethical, generous, have rich knowledge reserves, speak extraordinary, demonstrate by example, work diligently, have the courage to admit their shortcomings and mistakes, and dare to take responsibility. In addition, we should care for all students, be a guide and helper in student training, a guide and sincere friend in life, and help students overcome difficulties at the first time when they encounter difficulties in life, so as to establish a more harmonious and loving relationship. Coaches should strengthen the training of their own physical fitness and movement essentials, strengthen their own learning, and master more advanced and effective teaching methods and teaching contents by communicating with teachers in other schools, sharing teaching experience, or going out for further study.

## 3. Psychological education strategy in swimming training

### 3.1 Organization training strategy

Organizing and carrying out daily training activities is an important method to improve the teaching quality of swimming training in primary schools and comprehensively improve students' physical quality. On the basis of controlling the attendance rate, teachers should scientifically organize swimming training. First of all, according to the characteristics of children's strong imitation ability, teachers should pay attention to the principle of nerve conduction, combined with the physical and mental characteristics of students prone to fatigue, arrange less training content in each class, pay attention to shortening the class hours of swimming class, and improve the frequency of swimming class, so as to promote students to better master swimming skills. Secondly, teachers should also pay attention to using the language accepted by children for psychological hint, and pay attention to using encouraging words such as "you are great, you do well", which can not only adjust the classroom atmosphere, but also fully mobilize students' enthusiasm and promote students to actively participate in swimming training activities. Thirdly, individuals have a strong desire for self-expression and are easy to overestimate or underestimate themselves. This requires teachers to strengthen the guidance of students' swimming training on the basis of teachers' comprehensive judgment of students and according to students' personality characteristics, so as to comprehensively improve students' swimming level in personalized guidance. And pay attention to using the power of swimming example to stimulate students' progress. Finally, teachers should improve students' rational understanding and promote students' correct cognition of swimming planning, so as to eliminate students' fear and comprehensively improve students' cognition of swimming projects.

Table 1 Analysis of swimmers' acceptance of swimming training organization

degree	proportion
Very acceptable	77.3%
Relatively accepted	18.2%
Don't know	4.55
Won't support it	0
Don't support it	0

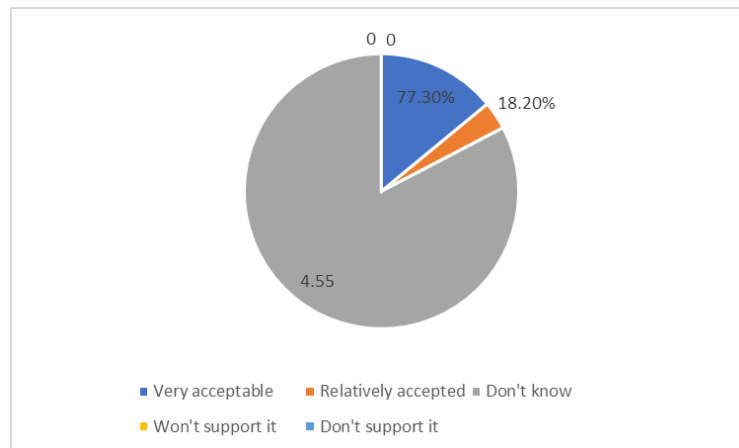


Figure 1 Analysis of swimmers' acceptance of swimming training organization

### 3.2 Skill teaching strategy

The teaching of swimming skills is actually a process of deepening students' rational understanding of swimming. Teachers should start from stimulating students' interests and needs and promote students to actively study swimming knowledge and skills. For example, teachers can use the method of comparison to enhance students' pursuit psychology of action continuous skills, and guide students to establish a positive awareness of technology pursuit by playing the video of action technology analysis of the Olympic Games. Teachers can also strengthen the explanation of students' movement demonstration, pay attention to the analysis of arm stroke, holding, pushing and other movements, and help students master basic rowing skills. Teachers should also summarize their personal sports in time to guide students' progress and technical beliefs, so as to promote students' continuous pursuit of Technical progress and guide students to improve their technical level.

### 3.3 Self-confidence training

In swimming teaching, teachers must be good at observing the emotional changes of students in detail, especially when they encounter difficult teaching contents. When teachers find that students' emotions are not right and their enthusiasm is not high, they must adjust the difficulty of swimming teaching and take targeted psychological training at the same time. Swimming teachers can cite positive cases and praise excellent examples to arouse the students' fighting spirit. If the overall morale of students is not high, swimming teachers should praise and affirm the progress of students and the fighting spirit and spirit of never giving up shown during this period. Especially for students with low self-confidence, they should emphasize boasting and show that teachers have high hopes and confidence in them. Lead the students to recall their achievements since learning swimming and analyze the changes of students. In this way, students can really feel their own changes and rekindle their confidence and courage to learn swimming.

## 4. Conclusion

In the psychological training of swimming, swimming teachers should choose the content from many aspects from the perspective of comprehensively developing students' body and mind, and use appropriate methods to develop the functions of all parts of the body. Each part of the human body is an interactive whole. If one of them is not well coordinated, it will lead to deformity and eventually affect people's body and mind. In addition, the psychological training in swimming should be taught in accordance with their aptitude. There are great differences in physical and psychological quality of each student. The standards and requirements must vary from person to person, take a step-by-step approach, and give full play to students' autonomy. Only in this way can we truly follow the law of swimming and the law of students' physical and mental development, Improve the quality and efficiency of swimming teaching.

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