

THE SWIMMING, FORMS AND ITS FORMATIVE EFFECT OVER THE NAVAL STUDENTS AND THE NAVIGATORS IN THE NEWEST METHODOLOGICAL-SCIENTIFIC PERSPECTIVES

Naie Gilles OPRISAN

Lecturer, Naval Academy, Constanta

Abstract: The work presents the interest the author and other professors and researcher as well, try hard to form at the young naval students the general and specific physical and psycho-motional capabilities, so much needed aboard ships, but mostly necessary in the stormy sea or a wreckage. More than the research and its ways to act the main task of this work is to show the specific physical training mainly the swimming as the most effective way of the naval students: the swimming. The free swimming, the equipped one, the charged swimming, the materials transportation swimming. We will not try to debate thoroughly the swimming technics, the way to teach or perfecting, or the way to raise the quality of the act in the field (many other scientific works already did this!). We'll only try to present in here some values in tables to suggest the levels a student has to reach after a specific training period and his preparation level. Finally we'll present the opposite aspect, that the activity with the students in this specific respect can damage the leves to be reached in the general physical training, realizing this way an important time saving. We also present tables including the values we have to take into account in this respect.

Key words: Applicative swimming, specific physical training, types of swimming, ways to evaluate, obstacles swimming, the salvation from drowning, equipped swimming, levels of appreciation, etc.

(A contribution in this work had **Col. (rs.) Psychologist Dan NICOLAU**.)

INTRODUCTION

Everybody agrees that the naval educational system is different from the others in the social and economical field. In the navigation area the **specific psycho-motional** and **general physical features** of the students and other navigators are very much requested, many a time even at extreme levels of the individual or group limits, mostly in the storm cases in the open sea. (A case the technique and equipments well used are needed.)

Our present study actually started when we noticed some unusual difference between the real necessity of the specific physical training in the navigation field, the level the men were requested to answer the contest with specific psycho-motional and physical capabilities fighting and permanently keeping them tight all the time and the reality. (They leave too much everything on that basis of the technical qualities of the ship !)

The main task of an extended study (only exposed in short, hereby) would be to ask an attention of all the persons involved in the naval educational system to the balance between the real needs of specific physical and psycho-motional training in the Navy, according to the latest real needs of this social activity domain.

THE MAIN TASK OF THE RESEARCH was to put in line the structure and the contents of **the specific general training and especially the psycho-motional one**, of the naval students military and civilians as well, making them ready to answer to all kind of requests aboard ships.

RESEARCH METHODS, only remembered in this present paper were to deeply analyze the researches and studies already done in the field but also to offer a global solution for all these. Here, we are presenting some of the research methods:

1. The critical and objective realizing of the contents of the practical training of the students in the field;
2. The studying of the possibilities to complete the volume and the work specific requested by the real necessities of the professional activities aboard ships;
3. The studying more thoroughly of the speciality literature, the laws and the regulations in the field;
4. The directed observation and euristic discussions;
5. The participation to the work and the regular activities aboard ships during the practical activities period;
6. The introducing of a standard programme (as a structure and contents) of specific psycho-motional training during the physical education classes mainly in the practical training periods, etc.

SPECIFIC ORIENTED PHYSICAL TRAINING

As a part of the organized actions to introduce in the regular programmes of the **specific orientation physical training** have already presented in some other works, we'll show here only the author study over the whole lot of concrete ways applied on **swimming** by the NAVAL Academy „Mircea cel Bătrân” in order to specific **psycho-motional training** of the students according to the real needs in this social activity branch.

TYPES OF SWIMMING. WAYS AND LEVELS TO REACH AND EVALUATE THE TRAINING ACHIEVEMENTS

A. FREE STYLE



A.1. FREE STYLE (crawl), (50 m.)

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 35"	35-36	37-38	39-40	41-45	46-49	50-53	54-57	58-60	t > 60"
Level of appreciation	FB	B _(35" - 40")			M _(41" - 53")			S _(54" - 60")		NS

A.2. Free style 30 minutes.

NOTES	10	9	8	7	6	5	4	3	2	1
Distance (m / 30 minutes)	d ≥ 1001m	951 -	901 -	801 -	701 -	551 -	401 -	251 -	101 -	d ≤ 100m
Level of appreciation	FB	B ₍₈₀₁₋₁₀₀₀₎			M ₍₄₀₁₋₈₀₀₎			S ₍₁₀₀₋₄₀₀₎		NS

A.3. Bras swimming

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 43"	43-44	45-46	47-49	50-52	53-55	56-58	59-61	62-64	t > 64"
Level of appreciation	FB	B _(43" - 49")			M _(50" - 58")			S _(59" - 64")		NS

A.4. Bakestroke swimming

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 49"	49-50	51-52	53-55	56-58	59-61	62-64	65-67	68-70	t > 70"
Level of appreciation	FB	B _(43" - 49")			M _(41" - 53")			S _(54" - 60")		NS

We also noticed a deep interest of the physical training and sports professors team of the Naval Academy in using in the training process of the military naval students of the two following

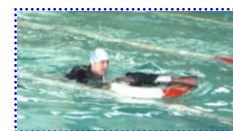
swimming types, involving a special technique having a specific inducted capacity of highest level.

B. Applicative swimming



B.1. Equipped (dressed) swimming(having a blouse and trousers), (50 m.)

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 1'11"	1'11"-1'20"	1'21"-1'30"	1'31"-1'40"	1'41"-1'50"	1'51"-2'00"	2'01"-2'10"	2'11"-2'20"	2'21"-2'30"	t > 2'30"
Level of appreciation	FB	B _(1'11" - 1'40")			M _(1'41" - 2'10")			S _(2'11" - 2'30")		NS



B.2. Applicative military swimming (50 m.), with started undressing folding and transportation of the pack with the gunhelped by the lifebuoy

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 2'10"	2'11" - 2'15"	2'16" - 2'20"	2'21" - 2'25"	2'26" - 2'30"	2'31" - 2'35"	2'36" - 2'40"	2'41" - 2'45"	2'46" - 2'50"	t > 2'50"
Level of appreciation	FB	B _(2'11" - 2'25")			M _(2'26" - 2'40")			S _(2'41" - 2'50")		NS

The equipment to be packed is composed of tent canvas, bayonet, a small shovel, a pack of three gun loaders, boots, the gun and the lifebuoy.

C. THE OBSTACLES SWIMMING

It is used in the military contests of five tests.

NOTES	10	9	8	7	6	5	4	3	2	1
Time (t) (seconds)	t < 42"	42" - 43"	44" - 45"	46" - 47"	48" - 49"	50" - 51"	52" - 53"	54" - 55"	56" - 57"	t > 57"
Level of appreciation	FB	B _(42" - 47")			M _(48" - 53")			S _(54" - 57")		NS

The obstacles the students have to pass are the following ones:

1. the bars, two of them at three meters distance one from another -they need to pass under both in turns;

2. the raft (three meters long) - it floats on the water and must be passed under;

3. The fixed table at 50 cm. High over the water level and being as narrow as 1 meter must be passed over;

4. the bar, alone - has to be passed under.

In our study we also noticed a new interest in this respect, consisting in the increasing of the the **specific endurance to effort** of the young military students in order to be able to face **outstanding events or happenings** that could appear in the navigation activity. The practical examples of our activity demonstrates such event are frequently enough and that is the reason to work to a **general endurance and a specific capability to save lifes and survive in the open sea.**

So, for this purpose a 1.000 m. (or more, according to the medium level of the effective team training at a moment) long distance is fixed between the place of the event and the closest shore and the time the students reach the end is noted like in the next table in here.

D. FREE SWIMMING OF ENDURANCE (1.000 m)

NOTES	10	9	8	7	6	5	4-5	Failed exam, not promoted for the next year
Time (t) (minutes, seconds)	t < 30'	30'00"- 35'00"	35'01"- 40'00"	40'01"- 45'00"	45'01"- 50'00"	51'01"- 60'00"	t > 60' If he is present at the swimming lessons (not truancy).	If he doesn't know to swim and has truancies.

This way new datas are gathered lesson by lesson about every single student as follows:

1. The number of specific work lessons every student cumulates along the practical swimming course, (e.g. **if the youngmen is present for 7 lessons he'll accumulate 7 km. swim** at least);

2. **A tactical thinking** of the student is being formed as well as **a tactical capacity of that 1.000 m.** distance swum every lesson;

2.a. If they start the course too strong compared to the specific effective capacity of everyone the fatigue appears and the student can never reach the (imaginary) shore at the previously established distance at the very beginning of every lesson, he can drown , die;

2.b. If the subject swims too slow, the night could fall and as the shore could not have lights on it,

he cannot have a landmark, he'll swim in circles and can never reach the shore to save himself;

2.c. The practical thinking in the tactical approach of the contest distance must take into account the shore could be difficult to climb on and in this case you'll need some extra energy reserve to be able to climb it up and save yourself;

3. ...and the greatest advantage this working manner brings, is the individual develops **THE CHARACTER of a correct man**, working for himself for his own training level to save himself, or more than that to be able to help a comrade in need.

(For the very beginning some of the youngmen are tempted the avoid the classes, th cheat in swimming the whole distance, to get back earlier at the basin border!)



E. THE APPLICATVE SWIMMING FOR SAVING (OTHER LIVES) FROM DROWNING

This swimming type maneuvers in various situations, will be dealt with, in some other works.



THE OPPOSITE EFFECT. THE INFLUENCE OF THE SPECIFIC TRAINING ON THE GENERAL PHYSICAL TRAINING PARAMETERS

In the end of the study and the research we made we noted theta the **specific physical training** is the most efficient form of training positively influencing all the general **physical training parameters**.

I will not mention here the results I noted after a lot of tests I made on many students groups.

Just because there is a huge volume of datas I cannot include here.

I will note only the tables of the tests and the appreciation levels used by the military section students all along their period. (Always perfectibles as tests and value requests according to the generation we work every year and the previous physical training level.)

ORIENTATION TESTS FOR EVALUATING THE GENERAL PHYSICAL TRAINING LEVEL ¹
(F.M.M.) - THE MILITARY NAVAL FACULTY

YEAR I

NOTE	10	9	8	7	6	5	4	3	2	1
Pullings at the bar - B	18	17	16	15	14	13	12	11	10	9
Abdominal pullings (30")	B	23	22	21	20	19	18	17	16	15
	G	20	19	18	17	16	15	14	13	12
The 4 period jump (30")	B	18	17	16	15	14	13	12	11	9
	G	16	15	14	13	12	11	10	9	7
Nautical sports ²										

YEAR II

NOTE	10	9	8	7	6	5	4	3	2	1
Pullings at the	19	18	17	16	15	14	13	12	11	10

¹ Actualized values.

² Rowing on different types of boats and sailing.

bar - B											
Abdominal pullings (30")	B	24	23	22	21	20	19	18	17	16	15
	G	21	20	19	18	17	16	15	14	13	12
The 4 period jump (30")	B	19	18	17	16	15	14	13	12	11	10
	G	17	16	15	14	13	12	11	10	9	8
Nautical sports³											
Applicative swimming. Drowning rescuing and first aid elements.⁴											
Sportive games (as volleyball and basketball)⁵											

YEAR III

NOTE		10	9	8	7	6	5	4	3	2	1
DISCIPLINE											
Pullings at the bar - B		20	19	18	17	16	15	14	13	12	11
Abdominal pullings (2')	B	65	60	55	50	45	40	35	30	25	20
	G	25	24	23	22	21	20	19	18	17	16
The 4 period jump (30")	B	20	19	18	17	16	15	14	13	12	11
	G	18	17	16	15	14	13	12	11	10	9
Applicative swimming⁶	B	2'20"	2'25"	2'30"	2'35"	2'40"	2'45"	2'50"	2'55"	3'00"	3'10"
	G	2'40"	2'45"	2'50"	2'55"	3'00"	3'10"	3'15"	3'20"	3'25"	3'30"
The military obstacles track - B/G		4'00"	4'10"	4'20"	4'30"	4'40"	4'50"	5'00"	5'10"	5'20"	5'30"
Sports games (football)⁷											

YEAR IV

NOTE		10	9	8	7	6	5	4	3	2	1
DISCIPLINE											
Pullings at the bar - B		21	20	19	18	17	16	15	14	13	12
Abdominal pullings (2')	B	70	65	60	55	50	45	40	35	30	25
	G	26	25	24	23	22	21	20	19	18	17
The 4 period jump (30")	B	21	20	19	18	17	16	15	14	13	12
	G	19	18	17	16	15	14	13	12	11	10
Applicative swimming⁸	B	2'20"	2'25"	2'30"	2'35"	2'40"	2'45"	2'50"	2'55"	3'00"	3'10"
	G	2'40"	2'45"	2'50"	2'55"	3'00"	3'10"	3'15"	3'20"	3'25"	3'30"
The military obstacles track - B/G		3'50"	4'00"	4'10"	4'20"	4'30"	4'40"	5'50"	5'00"	5'10"	5'20"

³ Rowing on different types of boats and sailing.

⁴ The appreciation of the theoretical knowledge and the practical skills.

⁵ Evaluating the skill in action, as well as the theoretical knowledge and arbitration.

⁶ Equipped with the lifebuoy and the transportation of the floating ring for 100 m. distance.

⁷ Evaluating the skill in action, as well as the theoretical knowledge and arbitration.

⁸ Equipped with the lifebuoy and the transportation of the floating ring for 100 m. distance.

Sports games⁹

T.M.E.F.S. - Table test.

We also have as prospective to introduce, at least for the general knowledge of the students, the following two types of swimming.

F. UNDERWATER SWIMMING

The students are equipped in swim suits as in the free swimming.

G. THE TRANSPORTATIN IN SWIMMING OF THE DUMMY OR THE PARTNER.

The „Over”swimming (on one side), in order to save from drowning. The students are equipped in their swim suits

REFERENCES

1. **DRAGNEA, A.** – *The measuring and the evaluation in physical education and sports*, Technical and Scientific Publishing House, Bucharest, 1984.
2. **EPURAN, M.** – *The methodologies of the body activities research*, Vol. I and II A.N.E.F.S. Pub. House, Bucharest 1992.
3. **ERNEST, W., MAGLISCHO** – *Let’s swim faster!*, (translated, M.T.S., C.C.P.S., F.R.N Vol.II, Bucharest, 1992.
4. **ION, L., BRATU, I., MIHĂILESCU, C., BEJAN, A.** : „*The physical training and the sports in the military students educational process*””National Dignity” Publishing House, Bucharest, 1996;
5. **ION, L., ENE, V.** : „*The organizing, leading and law in physical education and sports*” A.N.M.B.Pub. House, Constanta, 2001;
6. **OPRIȘAN, Naie** : „*Rquests in the selection of the physical and psycho-motional capabilities of the youngmen wanting to join the military edication*”, „Forum” Magazine, No. 3-4/1992, pag. 98-101;
7. **OPRIȘAN, Naie** : „*The physical and psycho-motional training of the navigators to be*”, „Forum” Magazine, No. 11-12/1993, pag. 19-23;

⁹ Evaluating the skill in action, as well as the theoretical knowledge and arbitration.