



Formation of personal and team skills among students of humanities during swimming lessons

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Abstract

Objective of the study is to substantiate the use of swimming facilities for the development of personal and social qualities of students in an educational environment.

Methods and structure of the study. The purpose of the scientific research conducted at the Don State Technical University during one semester was to determine the degree of influence of regular swimming training on the development of key personal qualities such as self-discipline, responsibility, teamwork and sociability. The study involved 60 students of the Faculty of Humanities, who made up an experimental group that regularly attended swimming classes.

Results and conclusions. Research has shown that swimming promotes the development of personal qualities of students of humanities and improves their interaction skills. Systematic training increases self-confidence and a sense of responsibility, both for one's own actions and for the well-being of the group. The example of self-discipline demonstrated by the participants motivates other students to take a more responsible attitude towards their studies. Group classes strengthen team spirit, a sense of belonging and mutual understanding between students.

Keywords: individual and collective qualities of students, swimming, effectiveness of swimming lessons, personal qualities, social skills.

Introduction. The problem of developing students' personal qualities and social skills in the process of their education and upbringing occupies a central place in pedagogical and psychological research. Particular attention is paid to physical activity as a tool for harmonious development of personality.

According to research, physical activity is an effective tool for developing personal characteristics such as determination, self-control and stress resistance. Scientists emphasize that regular exercise improves cognitive abilities, develops emotional stability and contributes to the formation of motivation for self-development [3].

Humanities specialties require the development of interpersonal skills, empathy and communicative competence in students. Physical education, inte-

grated into the educational process, stimulates the manifestation of such qualities as responsibility, mutual respect and collectivism.

Swimming stands out among other sports for its versatility. Exercises in water contribute to the development of physical endurance, coordination of movements and psycho-emotional stability. Water creates unique conditions that help reduce stress and increase concentration, which is especially important for students under intellectual stress [1, 5].

The authors' works emphasize that swimming helps strengthen interpersonal ties in a group. During training, students learn to cooperate, support each other and solve problems together. This is the basis for developing the qualities necessary for interaction in a team, such as trust, mutual understanding and the ability to work in a team.



Swimming is actively used to prevent stress and psycho-emotional disorders. According to research, systematic training in water helps improve overall well-being, increase endorphin levels and reduce anxiety. An important aspect is the combination of aerobic exercise with the gentle impact of water, which minimizes the risk of injury and allows people with different levels of physical fitness to swim [2]. At the same time, there is a relationship between swimming and the development of volitional qualities. The ability to overcome physical difficulties in water is directly related to increased self-confidence and the development of independence. Research shows that students who engage in swimming demonstrate higher rates of psychological stability and the ability to adapt to change. Swimming also increases life satisfaction and strengthens personal resources [4, 5]. Despite the fact that swimming has the potential to develop students' personal qualities and social skills, there are still open questions about adapting swimming methods for humanities majors, as well as studying the long-term impact of this activity on students' personal development.

Objective of the study is to substantiate the use of swimming facilities for the development of personal and social qualities of students in an educational environment.

Methods and structure of the study. The research was conducted over the course of one semester (12 weeks) at the Don State Technical University. The experiment involved 60 students from the Humanities Department, divided into two groups: the experimental group: 30 students who regularly attended swimming classes and the control group: 30 students who continued to participate in standard physical activity not related to swimming.

Each lesson lasted 60 minutes and included three stages: 1. Warm-up on land (10 minutes). 2. The main part (40 minutes): performing exercises aimed at de-

veloping physical qualities, coordination and teamwork. 3. The final part (10 minutes): relaxing exercises in the water. The 12-week program of swimming classes for students included both individual and group exercises.

The main focus is on determining the impact of regular training on such qualities as self-discipline, responsibility, teamwork and communication skills. The testing used standardized psychological tests, such as the Cattell Personality Inventory, as well as methods for assessing teamwork.

Results and conclusions. Before the experiment, an analysis of the initial level of students' personal qualities and teamwork skills (social skills) was conducted, which showed that they were developed at an average level. No differences were found between the experimental and control groups before the program ($p > 0.05$) (see table).

After 12 weeks of swimming, significant changes were recorded in the experimental group:

- self-discipline: participants in the experimental group demonstrated an increase of 28% ($p < 0.01$), while in the control group the changes were insignificant (+ 5%, $p > 0.05$).

- self-confidence: according to test data, this indicator in the experimental group increased by 21% ($p < 0.01$). Participants noted that regular swimming helped them overcome their fear of water and improve their self-esteem.

- teamwork skills: indicators increased by 34% in the experimental group ($p < 0.01$), which indicates a better ability of participants to interact and coordinate in group tasks.
- communication skills: the experimental group demonstrated an increase of 17% ($p < 0.05$). Participants noted that performing joint exercises in the water contributed to the improvement of communication skills.

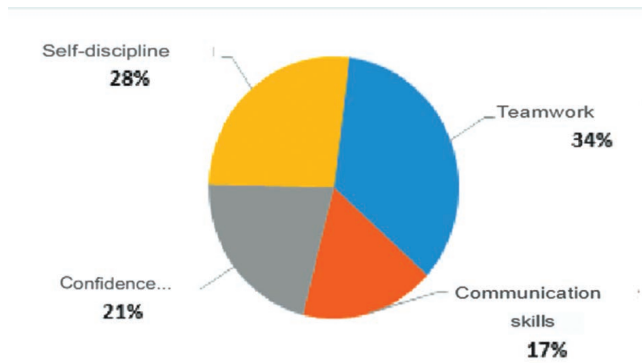
A comparative analysis of the diagnostic results of the experimental and control groups revealed reliable

Indicators of the state of development of personal qualities and social skills of participants in the CG and EG

Group	Before the experiment			
	Self-discipline	Self-confidence	Teamwork	Communication skills
Experimental Control	3,5	3,6	3,7	3,4
	3,4	3,5	3,6	3,3
Group	After the experiment			
	Self-discipline	Self-confidence	Teamwork	Communication skills
Experimental Control	4,3	4,2	4,7	3,9
	3,5	3,6	3,7	3,4

differences between them in the measured indicators (see table).

After completing the program, the students in the experimental group shared their opinions about swimming lessons. In particular, they noted that they began to understand each other better, to take initiative more often, and to cooperate in a team. Most students emphasized that swimming became a way for them to relieve stress and improve their mood (see figure).



Percentage changes in the experimental group

Conclusions. The study found that for students majoring in the humanities, swimming is one of the effective tools for developing personal qualities and teamwork skills. Systematic classes stimulated the personal growth of the participants, which was expressed in an increase in self-confidence, as well as

responsibility for their actions and for other members of the student body. Demonstrating self-discipline to other members of the study group contributed to a positive change in their attitude towards learning. Group classes led to stronger cooperation between students, an increased sense of belonging to the team and mutual understanding.

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