

SWIMMING FOR SIGHT DISABLED PEOPLE AND ITS TEACHING METHODS

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Abstract

Currently, it is known that swimming practical to sight disabled people can be taught with many different methods and therefore the present paper has the objective to present through a revision of different literatures existing methods.

Key words: *teaching methods, swimming, sight disability*

Introduction

People with disabled sight have a significant sight restriction that, even with the best optical correction, interfere negatively in the fulfillment of daily tasks.

This privation of sight can bring restrictions in mobility, in the comprehension of meanings in the social interactions.

On the other hand, it is possible to search for improvement of other sensorial senses in order to having a learning by other manners that are not the view, in other words, through other ways.

These sensorial senses, if stimulated, enable a great contribution in the intellectual development of the human being and self-perception related to the world.

These sensorial senses can be stimulated through the practical of swimming, being the swimming pool a place where many stimulus will be able to be applied, enabling the person with disability a contact with other senses through liquid environment.

Currently, it is known that swimming practical to sight disabled people can be taught with many different methods and therefore the present paper has the objective to present through a revision of different literatures existing methods.

Results and Discussion

First of all, references related to the theme "Swimming for sight disabled people and its methods" were researched, using keywords from this paper (teaching methods; swimming; sight disability) in several combinations and/or modified by themselves.

Moreover, criteria of inclusion and exclusion were adopted, which allowed to select three dissertations used in these revision.

All of the dissertations were presented and codified, being analyzed furthermore.

Conclusions

Three papers demonstrated effectiveness in their methods in the teaching-learning method process of the modality of swimming for sight disabled people, therefore they attributed several improvements to the participants, such as: physical and psychomotor aspects, emotional and cognitive, and intellectual and socioaffective.

Acknowledgement

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