

Učenje plavanja po načelih formativnega spremljanja

Namen prispevka je predstaviti potek plavalnega opismenjevanja mlajših učencev na OŠ Ivanjковci. Veščina plavanja je življenjskega pomena, zato ji namenimo posebno pozornost in vsakoletno učenje plavanja temeljito načrtujemo skupaj z učenci ter pri tem upoštevamo njihovo predznanje. Učni načrt predpisuje, da se v 2. ali 3. razredu osnovne šole za učence organizira 20-urni tečaj plavanja. Naše izkušnje kažejo, da je za zares dobro usvojeno veščino plavanja to veliko premalo. Zato na naši šoli, v okviru katere deluje tudi vrtec, organiziramo 10-urno plavalno opismenjevanje že v predšolski skupini, nato v enakem obsegu še v 1., 2. in 4. razredu ter v 3. razredu 20-urni plavalni tečaj. V 5. razredu, v letni šoli v naravi, učenci plavalne tehnike utrjujejo in plavanje izkoriščajo predvsem kot sprostitvev ter prostočasno aktivnost. V prispevku so prikazane strategije, metode, možnosti in ideje za aktivno vključevanje učencev v sam proces učenja pred, med in po plavanju ter tudi v druge izzive, s katerimi se vsakodnevno srečujemo na bazenu. Uporabljene so strategije za učenje načrtovanja lastnega učenja, kritičnega prijateljevanja in kritičnega mišljenja. Poučevanje in učenje plavanja temeljita na medpredmetnem povezovanju, pozitivnem odnosu, sodelovanju in komunikaciji ter elementih formativnega spremljanja. Učenci sooblikujejo namene učenja in kriterije vrednotenja, zbirajo dokaze o svojem učenju, na podlagi povratnih informacij učiteljev in vrstnikov izboljšujejo svoje dokaze ter samopresojajo svoje delo. V ta namen zanje pripravimo starostni stopnji prilagojena učna gradiva, s pomočjo katerih načrtujejo, spremljajo in evalvirajo svoje znanje plavanja. Večina naših učencev, ki v glavnem prihajajo iz plavalno manj spodbudnega okolja, v tretjem razredu preseže predpisane standarde znanja.

Ključne besede: plavanje, formativno spremljanje, učna gradiva

Learning to Swim According to Formative Assessment Principles

The purpose of the article is to present the course of swimming literacy of younger students at the Ivanjковci Primary school. The skill of swimming is of vital importance, thus, we pay special attention to it and thoroughly plan our annual learning to swim together with students and take their prior knowledge into consideration. The learning curriculum prescribes a 20-hour swimming course for the second and third grade students. Our experiences show that this is far too little to master swimming skills. Therefore, at our school, combined with the kindergarden, we organise a 10-hour swimming literacy course in the preschool group, and also to the same extent in the 1st, 2nd and 4th grade, and a 20-hour swimming course in the 3rd grade. In the 5th grade, at Summer outdoor school, the students reinforce swimming techniques and, above all, experience swimming as a relaxation and leisure activity. The article presents strategies, methods, possibilities and ideas for students' active involvement in the learning process itself before, during and after swimming as well as other challenges we face daily at the pool. Strategies used: strategy for self-learning planning, critical relationships and critical thinking. Teaching and learning to swim is based on interdisciplinary integration, positive attitude, cooperation and communication, and the elements of formative assessment. Students codevelop learning purposes and evaluation criteria, collect proof of their learning process, reinforce their proofs based on the teachers' and peers' feedback and self-evaluate their work. For this purpose, we prepare age-appropriate learning materials for kids, with the help of which they plan, monitor and evaluate their swimming skills. Most of our students, who mainly come from less stimulating environments, exceed the prescribed knowledge standards in the 3rd grade.

Key words: swimming, formative assessment, study material