

ABSTRACT

Title: Verbal expressions of students UK FTVS in the role of teacher within the subject Theory and Basics of Swimming Didactics

Objectives: The aim of the thesis is to evaluate the verbal level of students of 2nd year of UK FTVS in the role of swimming teacher in the didactic outputs of the subject Theory and Basics of Swimming Didactics through the agency of analysis of the audio recording in duration of 15 minutes. The persons with higher pedagogical practice in swimming lessons were compared with persons with basic swimming education.

Methods: The research focused on the analysis of verbal expression of swimming teacher. For data collection we used participating observation and analysis of audio recordings. The transcription method allowed recording the occurrence of the linguistic and paralinguistic aspects of verbal expression. The frequency of phenomena was observed on individual participants and groups of students with different levels of swimming education and practice. Comparisons between groups were performed using average values and expressed as a percentages in graphs.

Results: The verbal expressions of the students did not go without serious verbal offences. The filler words were dominant factor, which occurrence was considerable for all participants without irrespective of achieved experience in swimming. By analysing the results, we concluded that students who expanded their basic swimming knowledges with supplementary teaching of the Department of Swimming Sports at the Faculty of Physical Education and Sport of Charles University achieved better results in the quality of verbal communication than students with basic swimming education within the field of Physical Education and Sport. Despite the relatively large occurrence of phenomena which reduce the quality of verbal expression, verbal instruction of people with higher pedagogical practice has achieved greater refinement.

Key words: verbal communication, swimming lesson, movement learning, didactic competencies