

Abstract

Title:

Negative emotions in swimming lessons for people with mental disability

Objectives:

The aim of this diploma thesis is to determine the occurrence of negative emotions associated with swimming lessons in people with mental disabilities through selected methods. Other goals are to find out the nature of the occurrence and the possibility of influencing these emotions. The result of guided interviews and the subsequent synthesis of knowledge should be the development of principles that are causal for the prevention and possible positive influence of negative emotions associated with swimming instruction in people with mental disabilities.

Research questions

1. Do people with mental disabilities experience negative emotions in connection with swimming lessons?
2. On what basis do these emotions arise?
3. How can these emotions be prevented?
4. How can these emotions be positively influenced?

Hypotheses

- I. In the swimming lessons of people with mental disabilities, we encounter negative emotions.
- II. It is possible to find out on the basis of what these emotions arise.
- III. Negative emotions can be positively influenced.

IV. If these emotions are positively influenced, the individual's motor learning will be accelerated.

Methods: Semi-structured interview, which will be evaluated on the basis of qualitative analysis, through Grounded Theory and Thematic Theory.

Results: The above hypotheses have been confirmed, in people with mental disabilities, negative emotions arise in connection with swimming lessons, we are able to find out on the basis of what they arise and we know how to positively influence these emotions. In the event that negative emotions are positively affected, motor learning will accelerate in the affected individuals.

Key words: Swimming, mental disability, mental retardation, emotions, OSP, swimming didactics