2011 7 38

*

()

(100)

2005/2004 (30)
(15)

(100)

...

100 :

.(1998) (1998

) .

. (1998)

.2008/6/9 2007/9/13

· 2011 © - 2203 -

) (1998

) (1993

...

) .) (1998 Krisanda, .(2004 .(1997) (1990 (1971)(Matviv, 1999) .(1999) (1997) (1998) (1994) .) .(1999) .(2005 -10) (15 (45-30)(Wasted) (1992 (Robert Kiphuth) (30)(3) .(2000) (1993) . (Lauri Pikhala)

(Costil and Maglisho and Richardson, 1992)

(1999)(Mathawas, 1993) (2005)(Platonav and Fishinko, 1990) (Costil and Maglisho, 1992) %75-30 (6-4) (5-3)(Braun and Hawthorn, 2005) (Cordian and Tucker, 1990) (2007) (2003) 4) (1999 (Platonav and Fishinko, 1990) 45-30 5-3 (Mathawas, 1993)

...

```
(100)
                                                                         (1992)
                                                                (33)
                                                                            16-13
                    (2003)
                                                                       (1993)
             "( 100)
                                                         (46)
                            (24)
                                                                         (1995
                                                                                   )
(100)
                                                                   (60)
                   (2004)
(
              (
                                  (30)
                                                                       (1998)
            ( )
                        (One-Way ANOVA)
          (Student-Newman-keuls)
```

- 2206 -

2011 7 38

```
-2
                                    (0.05 = \infty)
                                                        \alpha)
                                                                                                     (0.05 >
                      (100)
          (30)
                                                                                       (2007)
                                 (15)
                                                            )
                                                                                      (
                                    :
                                                        (18)
                                                                                        . 100
    .(1997
                     ) .
                              )
                .(
                                          (100)
                                                                                                   )
                                                                                            100
                                             ( )
                                                               (100)
                          (1)
                                                                                              (
)
             (0.05 = \infty)
                ( 100
                                                                                                 (0.05 = \infty)
                        (100)
                                                                                          100
```

- 2207 -

•••

(1) ()

		·	<u> </u>			
	()					
	0.54	0.80	/ 21.35	15	-	
		0.89	/ 20.80	15	-	
		8.40	79.00	15	-	
	1.60		/			
		8.10	/ 81.00	15	-	
1.40	8.20	/ 65.50	15	-		
	8.90	/ 68.50	15	-		
3.75	2.75	3.30	/ 65.5	15		
	3.73	3.09	/ 70.0	15		100

*

:

(3)

. %75 %35 . %95 %75 (2005)

(15-10)

(45-30) (Wasted)

.

:

(0.05= ∞) (30) (3) .(2000) (1993).

100 () :

:

(100) (3) (24)

(2)

(100)

	()						
	*6.32	/ 7.4	3.30 2.90	/ 65.50 / 58.10	15 15	-	
	*3.39	/ 3.9	3.09	/ 70.00	15	_	
3.39	1 3.9	3.00	/ 66.10	15	-		

 $.(0.05 = \alpha)$

(3) (0.05=α) . / (100)

•

(Platonav

and Fishinko, 1990)

.

(100)

(100) (**0.05**=∞)

(3) (100) ·

()

(Cordian and Tucker, 1990) . (100)

(Cuncilman, 1970)

(3)

(100)

	()					
7.	7.04	7.9	2.80	/66.00	15	
	7.24		3.00	/58.10	15	

 $.(0.05 = \alpha)$

...

(2) $(0.05=\alpha)$ (100) 100 (% 95-90) -1 (Braun & -2 Hawthor, 2005) -3 (1998 (1998 (2004 (3)) (Krisanda, 1990) -4 (100) 2001 2005

- 2210 -

1995

1999

2000		1997	
		1991	
100, 160, 07	.68	12	
.188-163 37	7	1992	
1999	.7	1998	
-		.24-10	
1999		1993	
50		1773	
		1994	
2004		1997	
(
		.27	
. (7) (19)		1998	
2003		•	
		1998	
15 (100)			
	•	1002	
. ()		1992	
1992		1998	
		1770	
		1996	
Raun, W.A., Hawthorne, W.E, Markofski, M.M. 2005. Acute		/ 12-11 12	
EPOC Response in Women to Circuit Training and		.70	
Treadmill Exercise of Matched Oxygen Consumption,	1998		
European Journal of Applies Physiology, 94 (5/6): 500-504.			
Costil D.L. Maglischo E.W. and Richardson A.B. 1992.		.51	
Swimming, Blaclwell Scientific Publication London.		2007	
Cordian, L. Tucker, A. Stager, J.M. 1990. Long volumes and	100		
maximal respiratory pressures in colligate swimmers and			
runners, research Quarterly for Exercise and Sport, 61,70-			
74.	40.5	1998	
Gay, L.R. 1990. Educational Research, 4 th edition, New York,	.405		
Merill publishing Company.	1997		
Larry, W.G. 1979. The Development of Aerobic Comparison of continuous and Interval -Training. Res, Quarterly, 50(2).	•	1993	
Harra, D. 1971. Introduction into General Theory and		1773	
Methodology of Sport Training and Competitions, DHFK		17	
Leipzig.		1994	
Matviv, Geleaskov. C. 1999. Theatrical Methods for training in			
sport, Sofia.			
Mathawas, D.K. 1993. The Effect of adventure activity on the		.1	

Platonav, V.N., Fishinko, S.L. 1990. Best Swimmers World, FUC Kive.

self-Concept of elementary School Children, Dissertation abstract international, 43(8).

The Effect of Different Training Methods on Time Performance in Freestyle Swimming

Hasan Al-Wedyan and Amjad Madanat*

ABSTRACT

The aim of the study was to find out the effect of different training (interval and continuous) on shortening the time of performance in 100m freestyle swimming in a homogenous university student environment.

The importance of the research stems from pointing out the effects of two programs on improving technical and functional efficiency as well as times in performance 100m freestyle swimming. Consequently, staff members and trainers in physical education can improve training and performance levels of students. The sample consisted of (30) students from advance Swimming Course at Yarmouk university, Faculty of Physical Education, who were randomly selected 2004-2005. The samples were divided into two equal groups and each one of was randomly assigned to one of the two programs.

The result showed differences in fever of the Interval training. The findings also showed an overall improvement in shortening time periods in the 100m free-swimming compensation in both programs. Based on these findings, certain suggestions were developed for the purpose of improving swimming training.

Keywords: Interval Training, Continuous Training, 100m Swimming.

^{*} Yarmouk University, Irbid; Mutah University, Al-Karak, Jordan. Received on 13/9/2007 and Accepted for Publication on 9/6/2008.