

**A STUDY CONCERNING THE EFFICIENCY OF THE SPORTS
AND RELAY RACES IN MASTERING THE TECHNIQUE OF
THE HANDBALL GAME IN 5TH GRADE STUDENTS**

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Abstract: Handball is a sport practiced with speed, the contestants have to work as a team in order to achieve victories. In relay races and dynamic sports, a good cooperation between the members of the team is needed in order to win. Through sports and relay races they develop their qualities and dynamic abilities and can form themselves into social groups.

The sport means a free experience and is practiced out of pleasure and comes from the desire of overcoming the others, of getting over an obstacle, of being first and of winning, offering confidence in their own power. The sports are used in all educational levels. Using dynamic sports in the Physical Education class increases the efficiency and ensures a better training through the students' conscient and active participation, contributes to the improvement of their behavior and to the installment of a climate of order and discipline. The sport distinguishes itself through group activity, which implies cooperation, team work and assuming responsibilities. In some situations of the sport, favorable or unfavorable conditions can appear, conditions which lead to the exteriorization of students' emotional states. In a sport there can appear new and unforeseen situations, so the participants must react promptly and use the best solutions.

Introduction

Handball is a collective sport with a high lightened dynamic character because it is developed through movement, most of the times, in accelerated running [1]. The human being plays during his whole life, as a result of practicing the sport being the pleasure [5]. The sport becomes beautiful because it offers: a desire to outide the others,

harmony and rhythm, getting over an obstacle, being the first and winning, making the man who practices it more confident in his own forces [5]. The effects of handball over the human body have led to its insertion into the Physical Education and Sport curriculum [3].

In relay races and dynamic sports it is needed of minimum two people, who must cooperate, help each other, thus, developing their: imagination, memory, sense of unity and communication [2]. The insertion of dynamic sports in the first links has as a consequence the extension of their focusing degree for the lesson activity.

Developing the competitive spirit, the permanent desire for 'competition', within regulatory limits, must be promoted not only in sport, but also in Physical Education. Relay races and dynamic sports are motivating and offer pleasure within the students that practice them, developing: the subjects' imagination, the desire to be the first, to win, things that define the human being. In comparison with other exercises, in games more students can participate, in a delimited place, both boys and girls. Relay races and sports have break periods, which allow students to cope better against the effort, influencing positively their health. The contests charm children especially, making the lesson more dynamic. Relay races and dynamic sports allow the exteriorization and facilitation in developing motor skills and qualities.

During daily lessons students are not so eager to exercise, to run, to practice a sport in their free time, to socialize, instead they have other concerns that take their time. That is why, I proposed, that in each Physical Education lesson to introduce exercises and sports that appeal to the students for the pleasure of exercising in their free time, too. With the help of the sports and relay races I expect I will motivate students to be more eager and interested in learning and practicing the game of handball. Thereby, I applied a programme through which I intended to teach the students different sports and really races through which I will be able to improve the technique of the game of handball (simple and multiple dribbling, catching and passing the ball, throws at the goal from standing or from speeding position [4].

The purpose of this paper is to show that in the Physical Education lesson, by using dynamic sports and relay races, one can: develop, educate, different skills and dynamic competences, obtaining a superior performance and having an increased efficiency within students being in the same time more pleasant and useful in the educational process, and largely accomplishing the objectives of the lesson.

The importance of this technique is given by the saving up of the energy in movements and their efficiency and also to contribute of the motor skills like strength [11].

If some children show real skills for practicing handball they can be orientated to specific handball preparation [6].

Physical education lessons have an important to develop general and specific motricity, in our case for handball and that aspect could be essential for those children that choose to practice handball at performance level where the efficiency is determinant for performance [7, 8, 9, 10].

Material and method

The experiment unfolded during the 2017-2018 school year. It began on 25th September 2017 and unfolded over a period of approximately 9 months until 8th June 2018. During the research and conceiving the paper I have applied as research methods: the method of the observation and the experiment.

I have tested 12 students (5 boys and 7 girls) form the 5th grade A, the Experiment Group, in five sport tests: triangle movement, dribbling in a straight line, dribbling among cones, catching/ passing in pairs over the distance of 5m (20s- girls-boys), two-sided game.

I have confronted the results achieved by the Experiment Group with the results obtained by the Witness Group, from the 5th grade B, consisting of 12 students (5 boys and 7 girls).

- Initial testing -25th September 2017.

- Final testing- 8th June 2018.

The first testings with the two groups I have taken them after 2 weeks of school, after which the Witness Group trained normally, and the Experiment Group trained with specific methods and means, of learning technical elements and procedures, which were selected by myself during 25th September 2017 and 8th June 2018.

The tests that were conducted for the deployment of the experiment.

Tests	Statistic al clues	The Experiment Group			The Witness Group		
		Initial Testing	Final Testing	The difference between testings	Initial Testing	Final Testing	The difference between testings

Dribbling in straight line 30m	\bar{x}	8,98	8,58	0,40	9,98	9,61	0,37
	S	0,66	0,50		0,55	0,38	
	CV	7	6		6	4	
Dribbling among cones 30m	\bar{x}	9,60	8,96	0,64	10,11	9,82	0,28
	S	0,42	0,28		0,46	0,42	
	CV	4	3		5	4	
The movement in triangle form	\bar{x}	29,17	28,77	0,40	30,04	29,78	0,26
	S	0,53	0,45		0,51	0,39	
	CV	2	2		2	1	
Catching / passing in pairs over a distance of 5m(20s)	\bar{x}	8	9	1	7	8	1
	S	0,80	0,80		0,95	0,60	
	CV	10	9		14	8	
Two sided game	\bar{x}	8	9	1	7	8	1
	S	0,85	0,67		0,74	0,95	
	CV	11	7		11	12	

Table 1 The tests results

Technical Tests

1. Dribbling in a straight line over a distance of 30m
2. Dribbling among cones over a distance of 30 m.
3. The movement in triangle form
4. Catching / Passing in pairs over a distance of 5m (20 seconds).
5. Two sided sport.

Results

A table with the results of the two groups at the testings (initial and final) and the differences between testings.

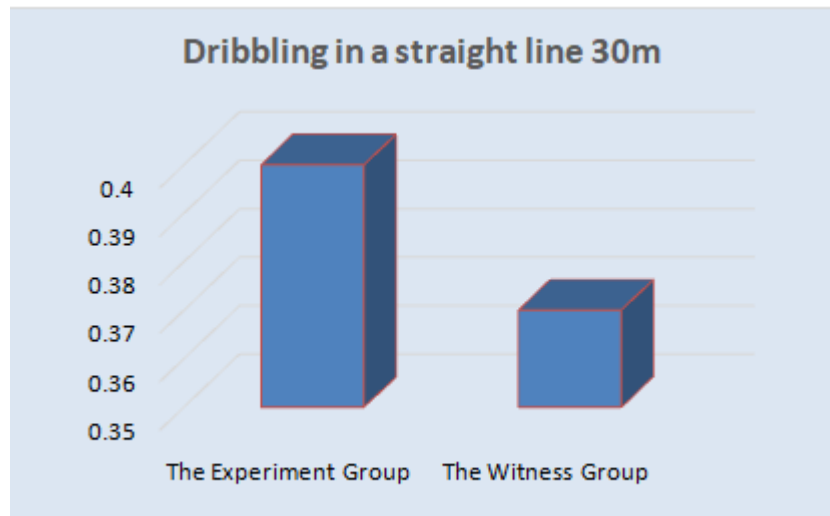


Figure 1 The results with at the dribbling in a straight line

The test of dribbling in a straight line 30m – according to the graphic the dominating group is the Experiment Group, the difference between the initial and final testing being of 0.40 seconds, and at the Witness Group the difference between the initial and final testing being of 0.37 seconds. The Experiment Group being the one that progressed more.

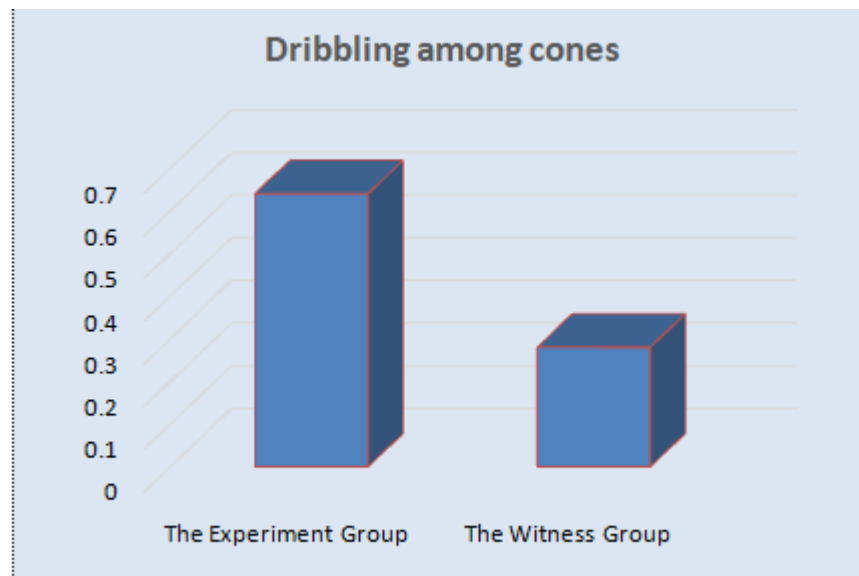


Figure 2 The at the dribbling among cones 30 m

The test: dribbling among cones 30m – according to the graphic the dominant group is the Experiment Group, the difference between the initial and final testing being of 0.64 seconds, while at the Witness Group the difference between the initial and final testing was of 0.28 seconds. The Experiment Group being the one that progressed more.

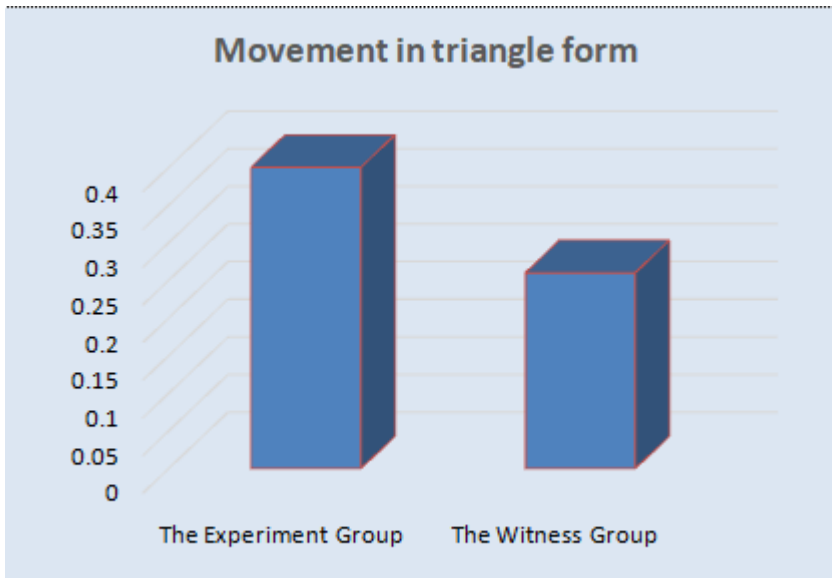


Figure 3 The results at the movement in triangle form

The test: the movement in triangle form– according to the graphic the dominant group is the Experiment Group where the difference between the initial and final testing is of 0.40 seconds, while at the Witness Group the difference between the initial and final testing was of 0.26 seconds. The Experiment Group being the one with more progress.

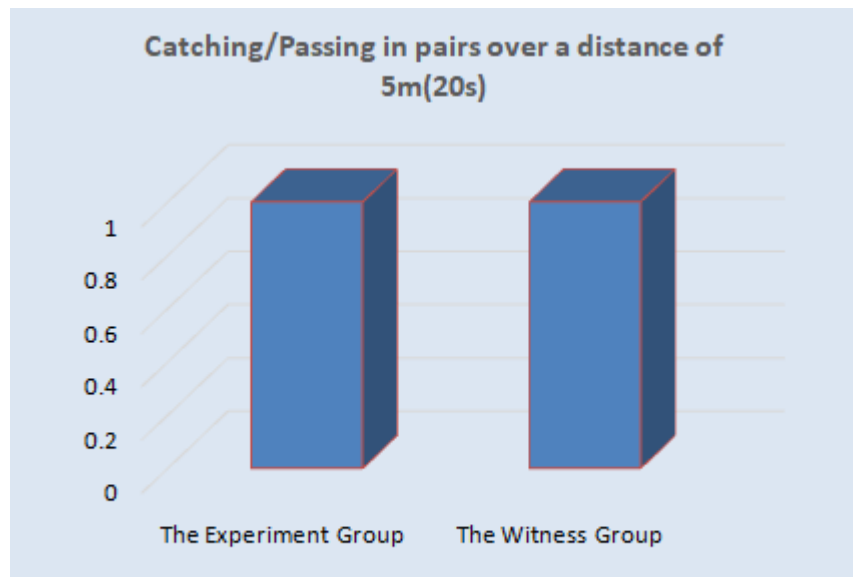


Figure 4 The results at the catching/passing in pairs over a distance of 5m (20s).

The test: the catching/passing in pairs over a distance of 5m(20s)– according to the graphic between the two groups there is an equal difference between the initial and final testing, which is of one pass. The Experiment Group and the Witness Group being at a tie.

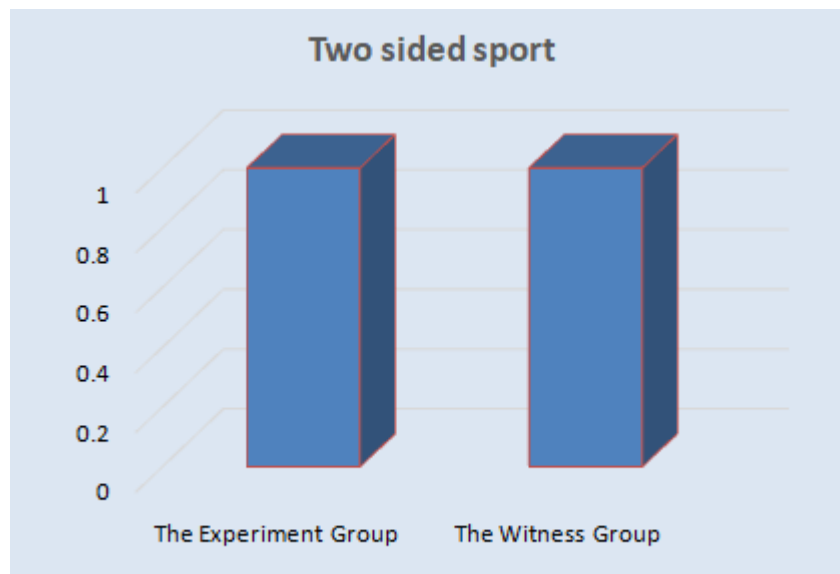


Figure 5 The results at the two-sided sport

The test: two-sided sport– according to the graphic the difference between the two groups between the initial and final testing was of 1 point. The two groups being at a tie.

Conclusions

Analyzing the evolution of the tests carefully, at the tests which required individual technical skills, there were recorded better results with the help of the sports and relay races conducted, with a better lesson planning, of contents, having a better sports facility in comparison with other schools, and having sufficient materials. It is important that all three types of mathematical statistics to be worked with efficiently, in order to obtain good results. The important thing is to see a progress in the children's results at almost all tests, which means that the exercises and methods used had results, the children had progressed, this thing being gratifying.

In the future I intend to motivate and stimulate the less dynamic children, to pay more attention to them so that they can progress in this beautiful sport. With the children who have very good sports qualities and special skills, I intend to form a school team, a united group, so that they could make friendship relationships and could develop their team spirit.

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Studiul privind eficiența jocurilor și ștafetelor în însușirea tehnicii jocului de handbal la elevii de clasa a -V- a

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Cuvinte cheie: handbal, jocuri, ștafete, grup.

Rezumat: Handbalul este un joc sportiv, practicat în viteză, competitorii trebuie să conlucreze în echipă pentru a obține victorii. În ștafete și jocurile motrice este nevoie de o bună colaborare între colegi aceștia trebuie să se ajute pentru a câștiga. Prin jocuri și ștafete se dezvoltă calitățile și deprinderile motrice și se pot forma grupuri sociale.

Jocul semnifică o experiență liberă și este practicat din plăcere și vine din dorința de ai întrece pe ceilalți, de a depăși un obstacol, de a fi primul și a câștiga, oferind încredere în propriile forțe. Jocurile se

folosesc în toate ciclurile de învățământ. Utilizarea jocurilor de mișcare în lecția de educație fizică îi crește eficiența și asigură o pregătire mai bună prin participarea conștientă și activă a elevilor, contribuie la îmbunătățirea comportamentului lor și la instaurarea unui climat de ordine și disciplină. Jocul se distinge prin activitatea în grup, ceea ce implică conlucrare, munca în echipă și asumarea de responsabilități. În unele situații ale jocului apar condiții favorabile și unele mai puțin favorabile care impulsionează exterorizarea stări jucătorilor. Într-un joc pot apărea relații de grup foarte complexe. Coeziunea în acțiuni, dorința și efortul tuturor componentelor echipei condiționează succesul. În timpul jocurilor pot apărea situații noi și neprevăzute, astfel participanții trebuie să reacționeze prompt și să folosească cele mai bune soluții.