

PRACTICAL ISSUES AND METHODS OF MINIHANDBALL

LEUCIUC Florin-Valentin¹

¹Stefan cel Mare University of Suceava, Romania

NAWARECKI Dariusz²

²Technical University of Opole, Poland

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Abstracts: Minihandball is a team game and plays an important role in education. The child's game of handball differs substantially from the adult game. Normally children begin to be able to play a team game at the age of 5 or 6. We can separate the practicants of the minihandball in two-group age, first group – 4-7 years and the secondary – 7-10 years, every age group had few physical and psychological characteristics. By the end of the mini-handball practice the child should have attained the best possible requirements to satisfy the established adult model to playing handball.

Introduction

Minihandball is a team game and plays an important role in education. Players learn to cooperate with each other, learn the meaning of the teamwork in the achievement of the goal. A game must be tough, but in accordance with the fair play, team work, sportsmanlike conduct.

Through the game the pupils are socialized and can smoothly moved from the situation of "myself" to the situation of "ourselves". All these positive aspects and forms of conduct result, as times goes, in socially acceptable behavior in everyday life. This is the vital, educational aspect of playing mini(handball).

During the primary phases of a child learning a ball game it is impossible to teach it the adult game. Bearing this in mind it is essential that the game is adapted to take into account the specific physical and behavioural specifications of the age group. It is not acceptable to merely change the size of the court, the goal, the ball and to make the team smaller. It is by far more important to group the children according to their ability and experience. They can then make friends and begin to enjoy the game.

Material-method

It is surely true that the child can only reach his/her full potential if the adult takes second scene and does not constantly get involved in the game. It is, however, beneficial if the adult is continually vigilant.

In order to help the child it is important to become less intensively involved on an individual and group basis. In the following areas it is important to promote independence: preparation (kit, set-up and clearing away equipment), team management, leadership and control during a match.

Normally children begin to be able to play a team game at the age of 5 or 6. The children develop physically and psychologically if they have patience and are motivated. The children should learn about the game through enjoyable experiments and discoveries. At this age the team spirit should be established.

A possible incorporeal game would be worth striving for. This would ensure that the technical skills are perfected without any trouble. Strict playing rules can have an unfavourable effect on the flow of the game. For this reason only the basic guidelines should be put into play during the game. In addition to playing alone games against friends should be fostered at this age group - experience rather than results.

We can separate the practicans of the minihandball in two-group age, first group – 4-7 years and the secondary – 7-10 years.

The age of 4-7 years represent the golden age of childhood. Movement is vital and above all essential for physical and psychological development. In turn the child gets to know the reason and effects behind movement and learns about his/her body and environment.

The child's intense urge to be active should be taken advantage of by way of, informal, enjoyable and easy lessons. This is important in order for the child to enjoy the game and develop movement skills. This also encourages later participation in sport.

Success during a game and praise about successful achievements must play a substantial role because at this age the desire to play is still not fully developed.

It is essential that the learning process begin. The ability to be a good loser, to understand yourself and other considerations are of great importance to team members.

In the immense urge to move improves in response to the eagerness to learn the basic motor skills like for instance walking, running, jumping and throwing. Short and simple movement sequences, for example, independence skills are quickly and immediately learned. This is also true with the enhancement of precision co-ordination.

Familiarisation with the ball supports this idea. Despite problems and qualities of ball control it is a spontaneous and co-ordinated movement.

While practising co-ordination skills it is essential to be make sure that the level of difficulty isn't too high and the time span is not too long. This is important due to the limited concentration span. This will ensure that the child remains interested and to allow for success in various situations. At this point the focus should be on the development of balance and reaction skills. This is essential because they are necessary in everyday life and a sense of rhythm is the foundation stone of co-ordination.

The ball experience it is the most important thing on this group age.

The group age 7-10 years, the early school years, represent the peak skill acquisition. After the end of the development years a phase of stability begins and the brain has practically fully developed. Appropriately at this time there exists an eagerness to learn and perform. During this development phase sport is obviously part of an out of school environment and is a chance to raise self-esteem.

The will to perform well exists and is supported by an increase in the concentration span (about 15 min). It is useful to bear in mind how often the child gets the chance to move freely and the basic technical principles of different sports are worth noting.

The ages between 7 and 10 years old are characterized by the tendency to accept the existing rules and norms, the development of an "esprit de corps" and the gradual social adaptation.

Results

Children in this age range show tendency towards creativity and the desire for social acceptance. Not only does the participation of children in team play reinforce the sense of belonging to a team, but also it triggers the desire for compliance to the rules and suggests models of behavior.

The team becomes a point of reference from which children seek behavioral models. Through team play pupils are taught basic behavioral rules which shape their attitude towards community as a whole.

By way of a multi-sport basic training and a step by step training approach without the constant demand for results, points and a high league rating the game of handball can provide a great deal of enjoyment and fun. The initial sign of team involvement is when the child feels part of the group in such a situation.

On this age, the child has high degree of bodily control, because the unnecessary additional movements disappear and he decides which handskill is necessary.

Individual movements will become linked in sequence and the so-called chain of movements tied together. At this age the individual movement sequences are relatively limited. Therefore varied repetitions play a big roll. At this stage endurance and stamina can be put to one side as the natural increase in weight is enough as far as strength and conditioning is concerned. However in addition to stamina and a defined general movement training a development of speed is a worthwhile training goal. Co-ordination takes priority as opposed to conditioning.

Of course in addition to developing a quick sense of reaction, static and dynamic balance, tactical skills, throwing and catching skills should be practised. Technical basics can be introduced and taught in a light-hearted way. In other words the ball should remain as the focal point.

Discussions

At this stage learning requirements may be the starting point for personal achievements and satisfaction for the kids, but also, not rarely, they constitute a source of difficulties, tension, and disappointment.

Children at these ages learn to cooperate with their co-players as well as to compete against the opponent team. They learn to understand the actions, tactics and behavior of other players and respond by adapting their own actions, tactics, and behavior accordingly.

The game is considered to be the basis of our teaching methodology. As long as handball is concerned we can distinguish three categories: preliminary, tactical and regular handball games. In each of these we can introduce any rule, technical element or even tactical goal we wish in order to get quicker and optimum results.

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Titlu: Aspecte practice și metodice ale minihandbalului

Cuvinte cheie: minihandbal, adaptarea fizică și comportamentală la caracteristicile vârstei, îndemânare, joc, rol educațional, socializare, muncă în echipă

Rezumat: Minihandbalul este un sport colectiv care are un important rol educativ. Jocul de handbal practicat de copii este foarte diferit de cel al adulților. În mod normal, copiii sunt capabili să practice un joc colectiv de la vârsta de 5-6 ani. Practicanții minihandbalului pot fi împărțiți în două grupe: prima – pentru cei cu vârste cuprinse între 4 și 7 ani, și a doua – pentru cei cu vârste cuprinse între 7 și 10 ani, fiecare grupă având caracteristici fizice și psihologice specifice. La sfârșitul perioadei de practicare a minihandbalului copiii trebuie să-și fi însușit foarte bine cerințele pentru acest nivel de practicare pentru a trece cu succes la însușirea modelului de joc pentru juniori.

Titre: Questions de pratique et de procedure du minihandball

Mots- clés: minihandball, adaptation physique et comportementale aux caractéristiques de l'âge, qualification, jeu éducatif, socialisation, le travail d'équipe.

Résumé: Le minihandball est un sport d'équipe qui a un rôle éducatif important. Le jeu de handball pratiqué par les enfants est très différent de celui des adultes. Normalement, les enfants sont capables de pratiquer un jeu d'équipe à partir de l'âge de 5-6 ans. Les praticiens du minihandball peuvent être divisés en deux groupes: la première - pour ceux âgés entre 4 et 7 ans, et la seconde - pour ceux de 7 à 10 ans, chaque groupe ayant de caractéristiques physiques et psychologiques particulières. À la fin de la pratique les enfants doivent avoir appris très bien les exigences de ce niveau afin d'acquérir avec succès le modèle pour les jeunes joueurs.