

TEACHING AND PSYCHO – PEDAGOGICAL PRIORITIES IN THE REGULATION OF THE HANDBALL GAME FOR THE CATEGORY OF CHILDREN AND PLAYERS OF MINIHANDBALL

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Key words: teaching and psycho-pedagogic regulation, minihandball, children, game regulation

Summary: Reducing the age scale when it comes to selection and the practice of the minihandball by children requires teaching and psycho-pedagogical completions concerning the regulation of the handball game. The teaching and psycho - pedagogical aspects must be taken into account when we talk about the minihandball players (players who are between 7 and 10 years old) and children between 11 and 14 years old. The training of young sportsmen must be carried out in accordance with the particularities of the age, and when it comes to the match we should take into account the technical and psycho-pedagogical aspects presented in this article.

Introduction

Reducing the age scale when it comes to selection and the practice of the minihandball by children requires teaching and psycho-pedagogical completions concerning the regulation of the handball game. The teaching and psycho – pedagogical aspects must be taken into account when we talk about players who are between 7 and 14 years old.

This regulation has three basic ideas:

1. Enriching the game technically and tactically;
2. Achieving a spectacular and motivating game;
3. Achieving a concise and practical training, adapted to the particularities of every player.

In practice, these ideas become reality only if all the factors involved in the teaching process (players, coaches, referees) understand the “spirit” of the game and discover the qualities that contribute to the psycho – motorial development and to the shaping of the players’ personality.

One of the negative factors improperly used by most coaches is the desire or “obsession” to achieve performances in a period of time as short as possible. This is highlighted to adults (parents and coaches) who

are interested in immediate results of the team, to the detriment of improving skills and developing specific features of the handball game, which will negatively influence the future matches of the team due to lack of particular motorial basis. The results of this short-term strategy will have adverse repercussions for the training and the obtaining of good results in competitions for a long period of time.

Material-Method

The effects of short-term strategy are:

- Not using all the players during the match;
- Existence of players with the status of reserve;
- Lack of experience in competitions of the reserve players that will crack in official and very important matches, fact that has negative effects for them, psychologically speaking;
- Players do not play on various positions to see their potential, aspect that leads to the formation of unilateral trained players;
- Maintaining on the playing ground the players with good psycho – motorial skills that are specific to the handball game and provide technical and tactical solutions to solve the attack and defense situations;
- Lack of a team strategy that leads to a randomize match without organization.

A long-term strategy should include the following aspects:

- Always using all the players, in this way contributing to the development of competitive experience;
- Using the players on many positions to see their sporting skills in various situations, this will in future be relevant in establishing a basic post for the players and a secondary one;
- Establishing a specific game conception for the team to be accepted and shared by all the players in order to apply it in competitions;
- Creating a proper working climate within the team and strengthening the interpersonal relationships between the players;
- Creating a positive “competition” between the players in order to establish the first seven competition that will increase the level of training with beneficial effects for the matches of the team;

This set of factors leads creating of prerequisites to obtain notable performance for a long period, which is one of the objectives of performance sports and of high performance sports.

Results

To attract children in playing handball, they should be motivated in making this choice by practicing it in a spectacular, entertaining, stimulating way. This requires an “enrichment” of the game technically, tactically and strategically. The main ways to achieve are:

- Adapting the rules to the skills of young players (duration of the rounds, reducing the size of the playing ground, decreasing the number of players, reducing the duration of elimination, having a simplified regulation, using the “pedagogical replacement”). These adjustments mean fewer conflict situations during the match, simplify the strategy, having a contribution to enhancing its quality.

- Using the defense systems individually and in the area, on two or three lines –creating the possibility of interceptions, demarcations and situations from 1 to 1, all these leading to the practice of a spectacular match.

- There is not recommended the use of defense systems in line and combined which do not contribute to a dynamic and active defense.

- Restoring the ball at the line of 4 m after receiving the goal to encourage the counter – attacks and the defensive catchings of the ball.

Discussion

The implementation of all the means outlined above leads to increasing the number of shares, the number of goals, the rythme of the actions, intensifying the pace of the game, making handball more attractive and motivating for young players, and also, being adapted to the particularities of the age.

The teaching and psycho – pedagogical regulation prevents the coach from using collective strategies which are “difficult” for the players’ age (combined defense, prolonged attacks, technical and tactical combinations) that make the game better off with a large number of issues to be resolved, requiring a large number of mental problems and a large number of decisions to be taken quickly. Starting from this premise that must be applied in training and matches, training must be given a more concrete feature by the coaches of children teams – by developing technical, tactical and strategic individual skills in accordance with the age of the players.

Games are typical for children who are between 7 and 14 years old, therefore their training should be like a game. Not taking into account this idea, we will have a decreasing interest and motivation for handball, making the children to choose other sports.

Practice shows us something else - in order to obtain victory, the coaches use only the best players, forgetting the reserves, this being a mistake of their teaching activity.

A good coach is one who respects the teaching and psycho – pedagogical rules by using all the players on various positions during the match without making changes between the phase of attack and that of defense.

Teaching and psycho – pedagogical characteristics of the game regulation for the players of minihandball (children who are 7 – 10 years old)

1. Properly, there are not organized competitions, but festivals of minihandball;
2. The circumference of the ball should allow an easy handling of it - less than 50 m;
3. The dimensions of the playing ground are 20 x 13 m (one third of the size of a handball standard playing ground) and 20 x 20 m (half the size of handball playing ground).
4. The dimensions of the buts (between 2 x 1,5 m and 2,5 x 1,8 m), the first semicircle being marked at 4 – 4, 5 - 5 m from the goal line.
5. The teams count 5-8 players. It can be mixed teams, consisting of boys and girls.
6. The match consists of 2 rounds of 15 minutes each, with a 5 minutes break, and preferably no time-outs.
7. Restoring the ball in the game is in the but area, when it is heard the whistle decision of the referee.
8. The exchange area corresponds to the lateral line length.
9. There is applied the pedagogical replacement when a player is eliminated.
10. The players are sent out of the playing ground for 1 minute.
11. The referee's activity is informal, thus only one referee is needed. He must lead the match in a teaching way, by avoiding the application of sanctions, but in the case this is necessary, he should suggest to the coach the replacement of the player in question (teaching replacement), to avoid delicate situations.

The data related to the size of the playing ground, the buts, the duration of the rounds and the number of players have an informative characteristic, they could be adapted to the current conditions.

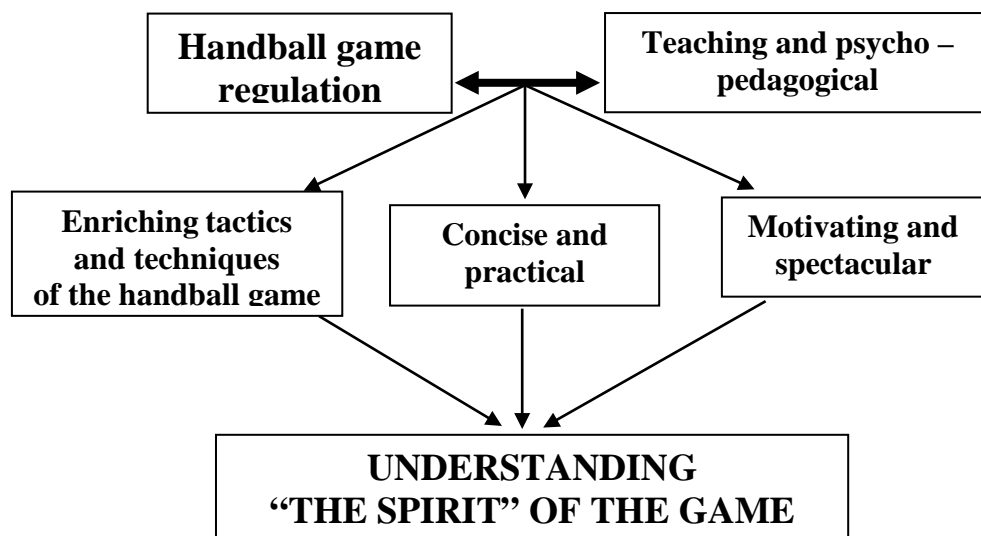
Teaching and psycho – pedagogical characteristics of the game regulation for children who are 11 – 14 years old

1. There are organized competitions for these age groups.

2. The circumference of the ball should allow an easy handling of it – between 50 and 52 m.
3. The whole playing ground is used during the match, its dimensions being in accordance with the regulation.
4. The teams count a maximum of 14 players registered in the game sheet.
5. The match has 2 rounds of 20 or 25 minutes each, with a 10 minutes break; the rounds could be divided in two other rounds of 10 – 12 minutes each. No time-outs.
6. Restoring the ball in the game is in the but area, when it is heard the whistle decision of the referee.
7. There is applied the pedagogical replacement when a player is eliminated.
8. During the four rounds of the match they should alternate the defensive used systems (man to man or in the area) avoiding the combined and in line systems.
9. The referee's activity is informal, thus only one or two young referees are needed. They must lead the match in a teaching way, without applying sanctions, but in the case these are necessary, they should suggest to the coach the replacement of the player in question (teaching replacement), to avoid delicate situations.

The data related to the size of the playing ground, the buts, the duration of the match have an informative characteristic, they could be adapted to the current conditions.

MINIHANDBALL – Sinthesis



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Titlu: Priorități didactice și psiho-pedagogice la regulamentul jocului de handbal pentru categoria copii și practicanți ai minihandbalului

Cuvinte cheie: regulament didactic și psiho-pedagogic, minihandbal, copii, regulile jocului

Rezumat: Scăderea vârstei de selecție în handbal, cât și practicarea minihandbalului de către copii necesită aducerea unor completări de natură didactică și psiho-pedagogică la “Regulamentul jocului de handbal”. De aspectele didactice și psiho-pedagogice trebuie să se țină seama la practicanții minihandbalului (7-10 ani) și la categoria copii (11-14 ani). Pregătirea tinerilor sportivi trebuie să se facă în conformitate cu particularitățile vârstei, iar în joc să se țină cont de aspectele didactice și psiho-pedagogice prezentate.

Titre: Des priorités didactiques et psycho-pédagogiques aux règles du jeu de handball pour la catégorie des enfants et des joueurs du minihandball

Mots clefs: règlement didactique et psycho – pédagogique, minihandball, enfants, règles du jeu

Résumé: La réduction de l'âge escalade quand il vient à la sélection et la pratique du minihandball par les enfants exigent l'enseignement et les achèvements psycho-pédagogiques concernant le règlement du jeu de handball. On doit tenir compte des aspects didactiques et psycho-pédagogiques lorsqu' il s' agit des praticiens de minihandball (qui ont entre 7 et 10 ans) et des enfant qui ont entre 11 et 14 ans. La formation des jeunes sportis doit être en conformité avec les caractéristiques de l'âge, quand au jeu on doit tenir compte des particularités didactiques et psycho-pédagogiques présentées dans cet article.