

THE IMPORTANCE OF MOTION GAMES IN LEARNING HANDBALL TACTICAL AND TECHNICAL ELEMENTS SPECIFIC TO VTH GRADE STUDENTS

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Abstract: This study mainly aims to determine the role that playing games have in learning and improvement of handball technical and tactical elements of fifth grade students that will be included in the school team. Motivational role of playing games is a decisive factor in terms of attracting children to practice handball. The emotional sphere of the training children's involvement in program or teacher's attitude towards them, or by the used methods in the preparation leads to success or failure of the activity itself. The study included 12 children who were included in the training program; they are showing interest and pleasure for the proposed activities. The results also confirm the proposed hypothesis and objectives of the study.

Introduction

As a famous scientist Gustave Le Bon said "when an idea ends up embedded in the soul group / crowd, it assumes an invincible force." The game of handball is nowadays one of the most popular sports among all categories of the population, especially on children. Its main features are dynamism, attractiveness and not least spectacular.

Due to its simplicity and quick phases of attack defense and the possibility of permanent registration of goals, handball has become one of the most loved sports and children's favorite. When referring to the general public handball game has gained great popularity through valuable and important results achieved by our players.

Homo Ludens phrase arose from people's inclination to game. Some experts thought in ancient times as the game is a children dominant activity.

An argument for motion game application in learning, consolidation and improvement of technical and tactical elements of handball game is the fact that global learning is enjoyable for children than the analytical way. Children's imagination transforms it into a real

play, which greatly stimulates emotional condition that occurs when race, failure leads to a higher ambition and after a success is an indescribable joy.

Materials and methods

Research methods included in this study were: literature review, discussions with specialists, testing method, experimental method, graphical representation, etc.

In this study were included 15 students, male, class V-VI of Secondary School Nr. 9 of Suceava. They are aged between 11-12 years.

The training hours were held in the gym of the Stefan cel Mare University of Suceava. Duration: aprilie2015 - June 2015.

This period was divided into several stages: the initial testing of subjects, choosing training and final verification of students to record possible progress.

The used materials for testing research subjects and training activities were handball balls, cones, stopwatch, ladder training, whistle, undershirts, gym benches, balls of different sizes and weights, markings.

Nr. Crt.	Name and prename	Age	Height	Weight
1	B.G.	11	144	38
2	B.B	11	149	32
3	I.F	11	147	41
4	R.I	11	152	44
5	Z.C	12	150	42
6	S.D	11	143	45
7	I.I	11	151	51
8	B.I	12	149	44
9	H.E	11	152	63
10	E.F	12	152	49
11	S.P	12	163	52
12	C.B	11	151	42
13	D.A.	11	152	43
14	S.V.	11	149	35
15	C.E.	12	152	45

Table 1. Research students

Results and conclusions

The results obtained in the initial and final testing subjects were placed in a table and then graphically represented.

Nr. Cart.	Name and prename	Dribbling 25 m (s)	Handball throwing ball (m)	Triangle shifting (s)	Agility test 20m	Passing 30 s
1	B.G.	7,56	32	20,67	7,48	25
2	B.B	7,34	31	23,78	7,47	
3	I.F	8,21	29,5	21,65	7,89	24
4	R.I	8,34	28,5	20,89	8,09	
5	Z.C	7,89	28	22,78	7,65	26
6	S.D	7,78	26,5	23,45	7,63	
7	LI	8,09	28,5	25,67	8,01	25
8	B.I	8,78	25,5	25,56	8,12	
9	H.E	8,07	26	23,54	7,88	28
10	E.F	7,67	20,5	21	7,59	
11	S.P	8,01	29	20,89	7,65	27
12	C.B	7,90	30,5	21,34	7,45	
13	D.A.	8,02	30	22,16	7,48	25
14	S.V.	7,98	29	21,86	8,02	
15	C.E.	8,00	28,9	22,10	7,98	23
Average		7,98	28,22	22,49	7,76	25,37

Table 2. Initial testing results of subjects for the 5 samples

Nr. Cart.	Name and prename	Dribbling 25 m (s)	Handball throwing ball (m)	Triangle shifting (s)	Agility test 20m	Passing 30 s
1	B.G.	6,90	33,5	19,23	7,04	29
2	B.B	6,44	32	22,76	7,00	
3	I.F	8,01	31,5	19,60	7,01	27
4	R.I	7,88	31	19,88	7,87	
5	Z.C	7,01	29	21,75	7,64	28
6	S.D	6,88	27,5	20,41	6,72	
7	LI	7,89	30,5	23,67	7,70	29
8	B.I	7,90	28,5	23,56	7,85	
9	H.E	7,97	27	21,58	7,33	31
10	E.F	7,05	22,5	19,10	7,21	
11	S.P	7,81	31	18,89	6,74	30

12	C.B	6,98	32,5	20,01	6,48	
13	D.A.	7,35	31,5	21,59	6,32	29
14	S.V.	7,00	30	21,00	7,15	
15	C.E.	7,20	31	20,53	7,01	27
Average		7,35	29,93	20,90	7,14	28,75

Tabel 3. Final testing results of subjects for the 5 samples

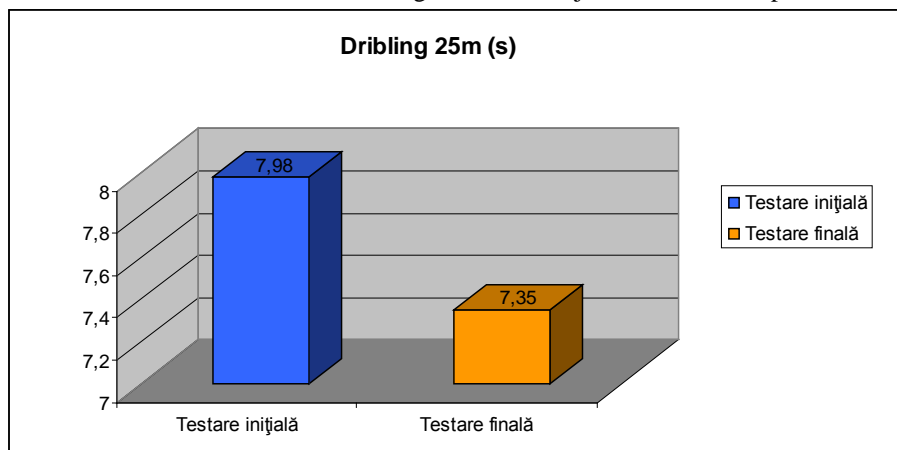


Chart no. 1. Graphical representation of sample Dribbling 25m

Analyzing the No 1. chart we can see an evolution of the student achievement average of 0.63 seconds. The initial testing average 7.98 seconds at Dribbling 25m test and final testing average was 7.35 seconds.

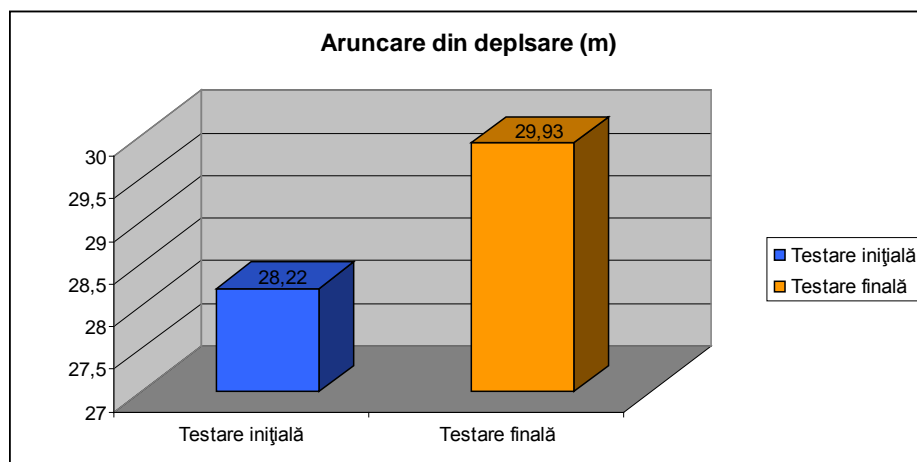


Chart no. 2. Graphical representation of sample Handball throwing ball

Analyzing the no 2 chart, we can see an evolution of student average of 1,71m. The initial testing was averaged at 28,22m and the final testing an average of 29,93m.

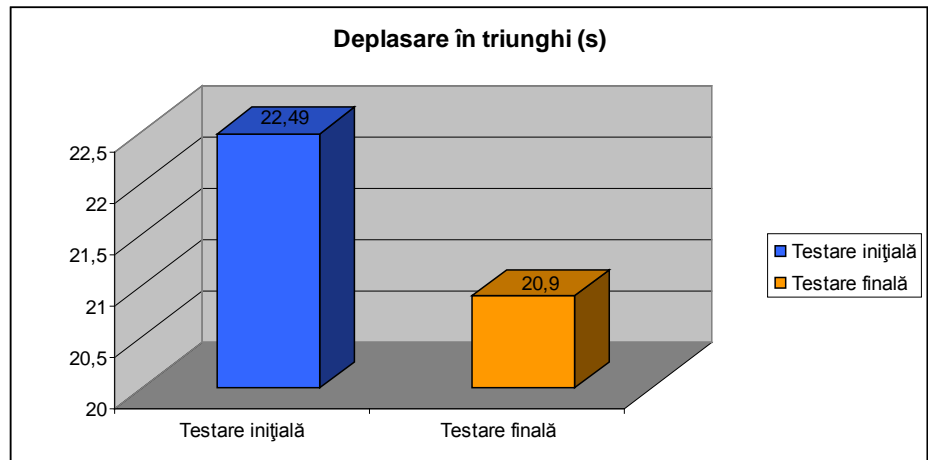


Chart no. 3. Graphical representation of the sample triangle shifting

Analyzing the no 3 chart, we can see an evolution of 1,71m student average. The initial testing has averaged 22,49s and the final testing an average of 20,90m.

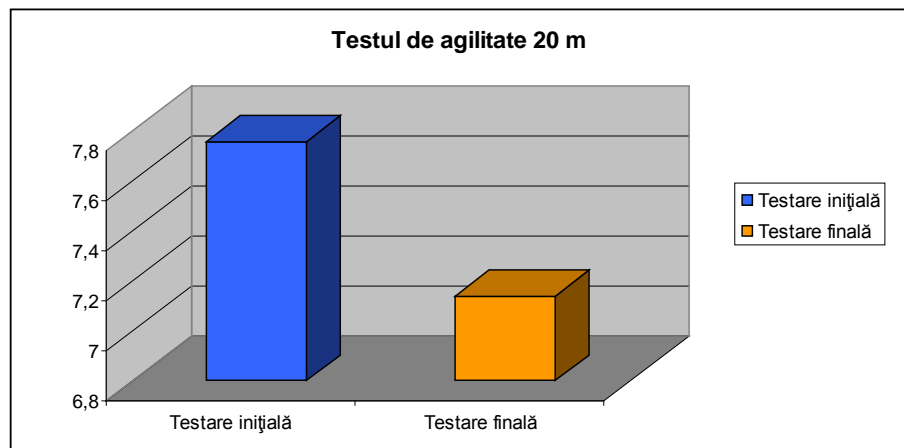


Chart no. 4. Graphical representation of the agility test

Analyzing the no 4 chart, we can see an evolution of 0,62s student average achievement. The initial testing has achieved an average of 7,76s and final testing an average of 7,14s.

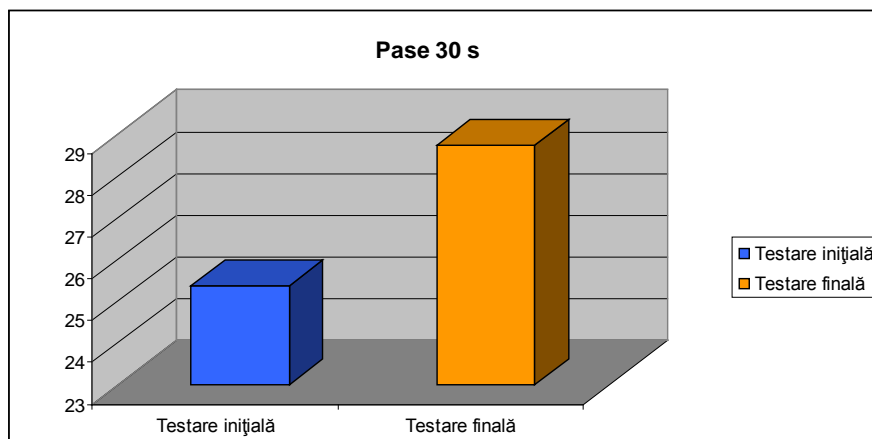


Chart no. 5. Graphical representation of the passing in 30 seconds

Analyzing the no 5 chart, we can see an average evolution of 3.38 pass. The initial testing has averaged 25.37 and the final testing an average of 28.75 passes.

Regarding the results of children final testing for the 5 proposed tests, we can see a clearly remarkable progress, progress that they have made, highlighting the effectiveness of the proposed preparation methods.

Involving children emotional sphere in the training or the coach attitude towards them, or by the preparation used means leads to success or failure of the activity itself.

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Importanța jocurilor de mișcare în învățarea elementelor tehnico-tactice specifice jocului de handbal la elevii de clasa a V-a

Rezumat: Acest studiu are ca scop principal determinarea rolului pe care jocurile de mișcare îl au în învățarea, consolidarea și perfecționarea elementelor tehnico-tactice din cadrul jocului de handbal în cazul elevilor de clasa a V-a, elevi care vor fi incluși în cadrul echipei reprezentative a școlii. Rolul motivațional al jocurilor reprezintă un factor hotărâtor în ceea ce privește atragerea copiilor spre practicarea jocului de handbal. Astfel, implicarea sferei emoționale a copiilor în cadrul programului de pregătire, fie prin atitudinea profesorului față de aceștia, fie prin mijloacele folosite în cadrul pregătirii, duce la succesul sau insuccesul activității propriu-zise. Studiul include 12 copii care au fost incluși în programul de pregătire, aceștia manifestând interes și plăcere pentru activitățile propuse. Rezultatele confirmă ipoteza propusă și de asemenea relevă îndeplinirea obiectivelor studiului.

Cuvinte cheie: jocuri de mișcare, handbal, pregătire, motivație,