

**INFLUENCES OF SKILL DEVELOPMENT THROUGH
SPECIFIC HANDBALL METHODS
IN THE SECONDARY SCHOOL FOR THE SEVENTH GRADE**

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Abstract

In the game of handball the skill is a very important quality that facilitates proper assimilation of the technique and allows that the procedures and the technical and tactical actions to be easily executed in various game conditions and with increased efficiency. The purpose of the research is to determine by experiment the influence of the specific handball means in developing the driving quality – skill for seventh grade children. At the end of the study, following the results obtained we can see that there have been great advances for samples like: dribbling between landmarks 30 m, throwing tennis balls, triangle movements. We believe that the facts presented in this paper and the research data highlight the important role of teaching handball in secondary schools and the role of developing motor skills in general and skill, especially through handball.

Introduction

Handball is part of the sports played with a ball, requiring a contribution from practitioners with a greater commitment to the game and a mentally strenuous exercise as it is practiced in very high speed.

We may say that this sport is means of teaching physical education, with a positive contribution to the achievement of its tasks. Scientifically and methodically practiced, this sport leads through its mental and physical effects of exercise, to strengthening the immune system, to developing the physical and intellectual potential, the moral and volitional potential of practitioners (Ghervan P., 2006).

As means of teaching physical education, the handball has a fairly large contribution to learning some basic and particular motor skills and some special tactical and technical sport knowledge. This is why handball is present in physical education lessons in schools of all grades, starting with the fifth grade or even earlier, when pupils learn the basic

technical and tactical elements through preparatory games, continuing to high schools and universities in competitive conditions.

The influences of this sport on the human body led to introducing handball in physical education programs for the secondary school classes.

During school years, playing handball requires basic technical and tactical organization, which is favorable to pupils and connected to its physical, morphological and functional features. Because during school years children go through different stages of growth corresponding to different educational forms, each stage having certain features, it is necessary to establish the technical and tactical area for each of these stages.

In handball skill is a very important quality since it facilitates correct learning of technique and allows that the motor acts, technical executions and game actions to be more easily executed in various game conditions and with increased efficiency.

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Skill improves at the same rate as the improvement of technical and tactical exercises, especially by practicing complex exercises, therefore, if the dominant task is to develop skill, the complexity of the exercises will be increased (Iancu A., 2005).

The skill is a complex motor quality that is based on the ability of the central nervous system to limit movements in time and space by engaging exact neuromuscular structures required to perform a given effort. This complex motor quality needs perfect coordination, flexibility and detention and last but not least, a high degree of joint mobility (Demeter A., 1970).

Material method

If we use means particular to handball game with specific technical elements in physical education lessons with middle school children, it is possible to develop the driving quality – skill and thus it will be facilitated a faster and qualitative assimilation of basic and specific motor skills particular to handball, but also the development of morpho – functional indices and driving skills.

The purpose of research is to determine by experiment the influence of the specific handball means in developing the driving quality skill for the seventh grade children.

To achieve the goal we have settled the following tasks:

- Studying theoretical concepts and practical experience of experts working with secondary school children;
- Assessment of the motility development level for secondary school pupil and hence the degree of motor skills development;
- Outlining streamlined system of specific handball means in order to develop the motor quality – skill for the seventh grade pupils;
- Proving theoretically and experimentally the efficiency of applying the scheme of specific means in order to develop skill in secondary school.

Research methods used: bibliography, observation, experiment, test, statistical, mathematical and graphical representation.

This study was conducted on a sample of 10 subjects, boys, pupils of School no. 3 of Suceava City, all in seventh grade. Their average age is 14 years old.

The location of this research was the gym and outdoor field of School no. 3.

The material and installation support and equipment were provided by the the educational establishment (School no. 3) including: cones, balls, whistles, equipment, timer, metric tape, ruler, cones.

The research was conducted over a nine months period beginning in October 2012 and ending in June 2013.

Control samples used in this research: dribbling between landmarks 30 m, throwing tennis balls, triangle movements.

Results

The results for the initial testing are included in Table 1.

No.	Name, surname	Throwing tennis ball (no. of reps)		Dribling between landmarks 30 m (s)	Triangle movements (s)
		right	left		
1.	A. L.	4	2	8.25	23.15
2.	B. A.	3	3	9.14	24.39
3.	J. C.	5	3	8.53	23.63
4.	D. O.	2	0	10.27	25.28
5.	E. M.	3	1	10.39	25.19

6.	G. P.	5	2	8.14	23.73
7.	L. D.	4	2	8.49	23.10
8.	A. V.	2	1	10.82	26.81
9.	V. A.	1	0	11.92	26.39
10.	U. M.	3	1	9.62	24.82
X		3,20	1,50	9,70	24,65
S		1,32	1,08	1,25	1,29
Cv		0,41	0,72	0,13	0,05

Table 1 Results obtained from control samples at initial testing

The results obtained for the three control samples of the final testing are detailed in Table 2.

No.	Name, surname	Throwing tennis ball (no. of reps)		Dribling between landmarks 30 m (s)	Triangle movements (s)
		right	left		
1.	A. L.	7	5	7.10	21.10
2.	B. A.	6	4	7.79	22.89
3.	J. C.	9	7	7.24	22.29
4.	D. O.	4	2	7.98	23.80
5.	E. M.	5	3	8.40	23.10
6.	G. P.	9	6	6.92	22.36
7.	L. D.	8	4	7.46	21.05
8.	A. V.	5	4	8.80	24.91
9.	V. A.	4	2	9.50	24.29
10.	U. M.	6	3	7.59	22.72
X		6,3	4,00	7,88	22,85
S		1,89	1,63	0,81	1,25
Cv		0,30	0,41	0,10	0,05

Table 2 Results obtained from control samples at final testing

Discussions

The collected data and then statistically and mathematically processed have been added in tables and will make a brief picture of the main values considered in the two tests. Starting from these two tables, we began the data analysis and interpretation.

Regarding the development of the driving quality – skill through handball game for the seventh grade children, we selected three samples

where all subjects were tested, once at the beginning of the experiment and once when it ended, the analysis revealing the following:

Throwing a tennis ball in a container – sample for developing the driving quality "skill" (accuracy, ambidextrous, temporal and spatial orientation). In this sample, in the initial testing, the arithmetic mean for successful throws with the right hand was of 3.20 and 6.30 successful throws in the final testing, which is a progress of 3.10 throws. For throws with the left hand, the arithmetic mean was of 1.50 successful throws, and in the final testing the progress was of 3.50 throws, the arithmetic mean for the entire group being of 4 successful throws.

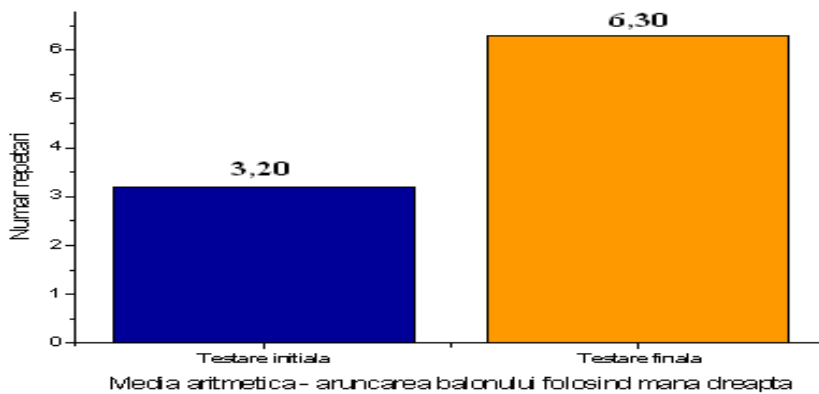


Chart 1. The arithmetic mean for throwing the ball with the right hand

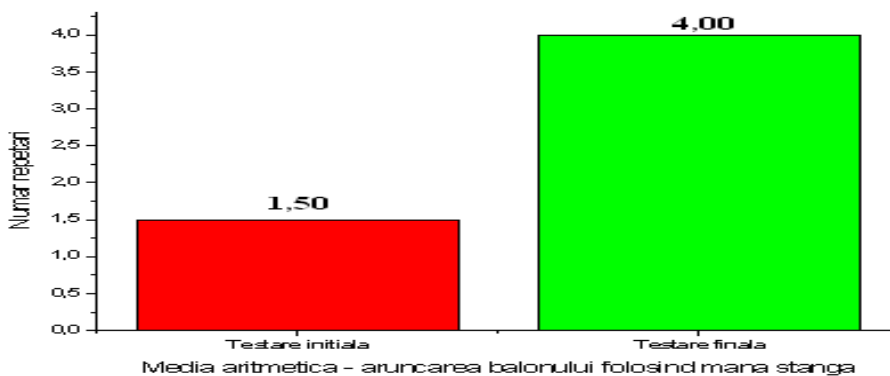


Chart 2. The arithmetic mean for throwing the ball with left hand

Dribbling among landmarks – sample for developing the driving quality "skill" (temporal and spatial orientation, balance, skill in speed mode, speed of response, ambilateralitate). In the initial test, the experimental group recorded for this sample an arithmetic mean of 9.70

seconds and of 7.88 seconds in the final test, being a progress of 1.82 seconds.

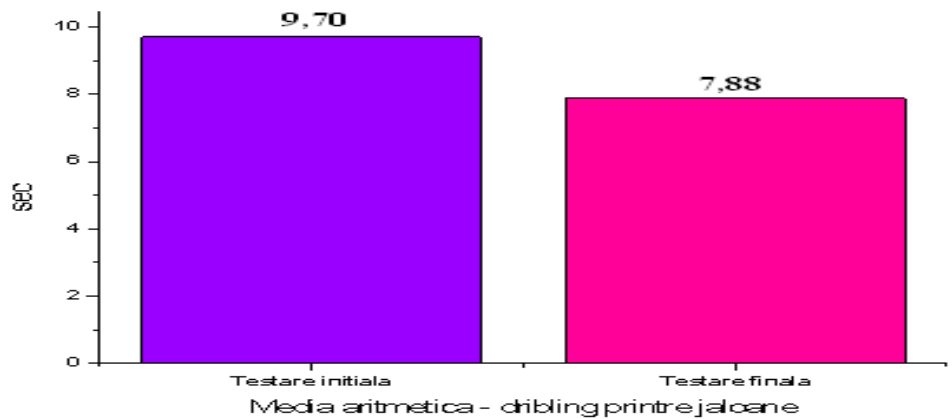


Chart 3. The arithmetic mean for dribbling among cones

Triangle movements – sample for developing the driving quality "skill" (temporal and spatial orientation, balance, ambilateralitate). The subjects obtained in the initial testing an arithmetic mean of 24.65 seconds, and in the final testing a value of 22.85 seconds, the group recording a progress of 1.8 seconds.

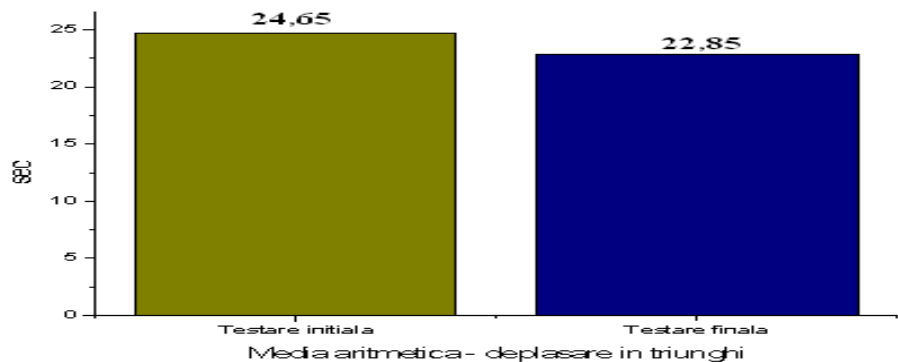


Chart 4. The arithmetic mean for triangle movements

By applying the Student Test (test of statistical significance) there were obtained important values for each of the three tests for the margins of 0.01 and 0.05. The values of these margins, for the group in study, intra- group ($f-1 = 9$) are: 0.05 - 2.26, 0.01 - 3.17 (Dragnea A., 2002).

Statistical parameter	Throwing tennis ball (no. of reps)		Dribbling between landmarks 30 m (s)	Triangle movements (s)
	right	left		
Student Test (t)	4.26 (p<0.01)	4.04 (p<0.01)	3.52 (p<0.01)	3.16 (p<0.05)

Table 3 The statistical significance of the results

Conclusions

This research allowed to find out that the goals and objectives of physical education included in the curriculum for the seventh grade, are available in all conditions of material facilities, with good results when the teacher finds the most suitable techniques and methods of acting.

Conclusions largely capture the order in which the scientific investigations were made and they are centralized on component elements of working hypotheses that they confirm.

As a result of this study, of the obtained figures, it can be seen that there have been significant progresses in each of the three samples, also confirmed by the statistical test.

We consider that both those presented in this paper and the research data highlight the important role of teaching handball in secondary school and also the significant role of developing motor qualities in general and of skill, especially through practicing the handball game in school.

References

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Titlu: Influențele dezvoltării îndemânării prin utilizarea mijloacelor specifice jocului de handbal în ciclul gimnazial la clasa a VII-a.

Cuvinte cheie: handbal, îndemânare, educație fizică, ciclul gimnazial.

Rezumat: În jocul de handbal îndemânarea este o calitate motrică deosebit de importantă ce înlesnește însușirea corectă a tehnicii și permite ca procedeele și acțiunile tehnico-tactice să fie executate cu multă ușurință în condiții variate de joc și cu randament crescut. Scopul cercetării îl constituie determinarea prin experiment a influenței mijloacelor specifice jocului de handbal în dezvoltarea calității motrice îndemânare la copiii de clasa a VII-a. În urma studiului efectuat, a rezultatelor obținute se poate constata faptul că s-au înregistrat progrese mari pentru probele de: aruncarea mingii de handbal la distanță, aruncarea balonului la țintă și deplasare printre jaloane. Considerăm că cele prezentate în lucrarea de față, cât și datele cercetării scot în evidență rolul important al predării handbalului în ciclul gimnazial, precum și rolul important al dezvoltării calităților motrice în general și a îndemânării, în special prin intermediul jocului de handbal în școală.

Titre: Influences sur le développement des capacités coordinatives par l'utilisation de moyens spécifique de handball à l'école secondaire classe VII.

Mots-clés: handball, la capacité coordinative, l'éducation physique, l'enseignement secondaire.

Résumé: Dans le jeu de handball de capacité coordinative est une qualité très importante qui facilite la technique d'assimilation correcte et permet procédures et les actions tactiques et techniques à exécuter facilement dans diverses conditions de jeu et une efficacité accrue. Le but de la recherche est de déterminer l'influence de l'expérience handball conduire le développement des capacités coordinatives spécifique chez les enfants de classe VII. Dans une étude, les résultats obtenus peuvent être vus qu'il ya eu de grandes avancées pour les échantillons: handball jeter, lancer la balle vers la cible et se déplacer entre sites. Nous croyons que l' présentées dans ce document et les données de recherche mettent en évidence le rôle important de l'enseignement handball dans les écoles secondaires et le rôle du développement des habiletés motrices en général et de compétences, en particulier à travers le handball scolaire.