

## **AN EXPERIMENTAL STUDY ON THE CONSOLIDATION OF THE ATTACK PHASE IN VOLLEYBALL BY USING DINAMIC GAMES IN THE GYMNASIUM REPRESENTATIVE TEAM**

*Conf. univ. dr. BENEDEK FLORIAN<sup>1</sup>*

*<sup>1</sup>University "Stefan cel Mare" of Suceava*

*MIHALEA CRISTINA ELENA<sup>2</sup>*

*<sup>2</sup>"Petru Comarnescu" Gymnasium School*

*Gura Humorului*

**Keywords: Volleyball, attack, gymnasium, team**

**Abstract:** Volleyball is a collective sport which is practiced and appreciated by a large category of participants of all ages. Volleyball acquires certain characteristics, requirements and different purposes, depending on the participants' age.

Using intensive means when teaching volleyball to students influences especially the motor qualities of students such as: force, speed, dexterousness and resistance, as well as some combined qualities. All of these qualities help to improve the physical education and the technical-tactic one.

The physical education teacher or the coach must be informed and select as many dynamic games as possible, to be able to modify, direct and study them as well as to invent new ones if need it.

I have personally chosen this theme because I have found it quite interesting and because the dynamic games are very widely spread and are often used as methods of physical education in many sportive fields.

In my opinion, the dynamic games can consolidate the attack phase in volleyball especially in the gymnasium representative team.

**Introduction:** Volleyball is a collective sport which is practiced and appreciated by a large category of participants of all ages. Volleyball acquires certain characteristics, requirements and different purposes, depending on the participants' age. Being known as a sport with a certain tradition in the sportive exercise, volleyball is a very popular sport for teenagers as well. Taking into account the training issue, there will always be a clear difference between the volleyball which is practiced by the large masses, the one practiced as a performance and the one practiced at a level of higher performance. [1,2]

In the opinion of specialists volleyball should be played from an early age.

Teaching volleyball at the age of 9-10 gives the possibility of extending the educative-instructive process, to discover and attract talented children, to introduce and practice many dynamic games. Teaching dynamic games in learning volleyball has the advantage of giving the possibility to influence certain motor qualities, important qualities such as mobility, speed and dexterousness. [3]

The game can be defined as a circumstance where one or more players can independently and successively select an action from more variants of games. This action or decision is influenced by the other players' actions and by the player's degree of knowledge and information.

The dynamic game is an ideal method in physical education, especially in learning volleyball, and is a natural activity that appears from the humans' need to make some movement. The dynamic game is an independent activity as well, optional when satisfying some needs; it is an attractive activity which generates affective and positive moods; it is total, disinterested, recreate-compensatory and it's the perfect method of learning volleyball in gymnasium classes.[2,3]

In preschoolers the dynamic game is a central activity, whilst in students places itself on the second place; on young students and preschoolers the dynamic games can be the entire class itself. The volleyball game, as well as many other sportive games represents a way of fulfilling physical education tasks.

Using intensive means when teaching volleyball to students influences especially the motor qualities of students such as: force, speed, dexterousness and resistance, as well as some combined qualities. All of these qualities help to improve the physical education and the technical-tactic one. [5]

The people/teachers that are involved in teaching volleyball must master the components of this game and have the ability to adapt it to any age, sex etc. And since the exercises of this game are not very natural and some of them are quite acyclic, people/teachers need to be able to use a large number of exercises that are meant to prepare the participants and teach the players how to play in a correct manner. In solving these kinds of problems the school is a great helper because it takes action on the student and ensures that the instructive-educative process continues as it should. And so volleyball as a sport can be modeled by using dynamic games and the students improve their gained motor abilities.

Practicing volleyball doesn't require really complicated outfit, the rules are quite simple, the game is pretty accessible, attractive and spontaneous for students of all ages, and it keeps awake the students' interest.

The dynamic games can also develop the fair play spirit and the students can get accustomed to support with dignity their defeats and enjoy their victories. There are also other moral qualities that are being improved such as: courage, the power to fight, sacrifice spirit, perseverance. Students can also develop certain negative features such as: selfishness, pride, cheating but these features can be educated through this game.

For the last past years minivolleyball has spread throughout children with the help of different audio and video means such as TV, movies and so on; and the popularity as well the accessibility of volleyball itself has grown. [3]

In conclusion, we can say that the dynamic game is one of the most important and efficient method of school physical education which develops and educates students' will, hearing, self mastering, visual sharpness, intelligence, team work, observation spirit, sense of the ball, of balance and of orientation.

The physical education teacher or the coach must be informed and select as many dynamic games as possible, to be able to modify, direct and study them as well as to invent new ones if need it.

I have personally chosen this theme because I have found it quite interesting and because the dynamic games are very widely spread and are often used as methods of physical education in many sportive fields.

In my opinion, the dynamic games can consolidate the attack phase in volleyball especially in the gymnasium representative team.

**Material-method: Hypothesis:** It was assumed that using dynamic games in PE for consolidating the attack phase in volleyball in the representative team will contribute to:

- Gaining more rapidly and correctly the skills and principles specific when playing volleyball;
- Stimulating students' interest for the sportive game: volleyball.

**I. Purpose:** Consolidating the attack phase in the gymnasium representative team through dynamic games.

**II. Requirements:**

1. Studying specialty literature.

2. Constituting witness and experiment groups.
3. Elaborating research systems and evaluation exercises.
4. Processing and interpreting the data obtained during the experiment.

### **III. The subjects of the research**

The subjects used for the experiment were the Witness Group and the Experiment Group.

The Experiment Group was chosen from the Gymnasium School Petru Comănescu Gura Humorului, an 8<sup>th</sup> graders class, because the experiment study was necessary on this class.

The Witness Group was a class from the same level but from the Gymnasium School No.1 Gura Humorului. Both groups have been evaluated through control methods which were specific when playing volleyball.

Both groups had the same methods of evaluation:

- Service;
- Two hands upper pass;
- Two hands down pass;
- Block and attack.

**Results and discussions:** In the tables below are the initial and final statistical values of the two groups studied [4]

**Table nr. 1 INITIAL AND FINAL TESTING OF THE EXPERIMENT GROUP**

Probe	initial testing				final testing			
The Test	Service	Two hand upper pass	Two hand down pass	Block+Att ack	Service	Two hand upper pass	Two hand down pass	Block+Att ack
X	1.95	3.95	2.28	3.85	4.14	7.04	4.19	4.95
S	7.4	7	5	9.3	8	20	6	7
W	2	2	1	3	2	2	2	2
C.W	3.80%	1.80%	2.19%	2.41%	1.93%	1.54%	1.43%	1%

**Table nr. 2 INITIAL AND FINAL TESTING OF THE WITNESS GROUP**

Probe	initial testing				final testing			
The Test	Service	Two hand upper pass	Two hand down pass	Block + Attack	Service	Two hand upper pass	Two hand down pass	Block + Attack
X	1.71	1.85	1.61	1.66	2.76	2.9	2.61	3
S	6	17	5	4.8	6.2	7.6	4.9	7
W	2	2	1	1	2	2	1	2

From the two tables it can be observed that in both groups we have an increase in the statistical values, but the experiment group gets a higher increase than the control group.

The values obtained in the two tables are plotted in the following.

#### INITIAL TESTING OF THE EXPERIMENT GROUP

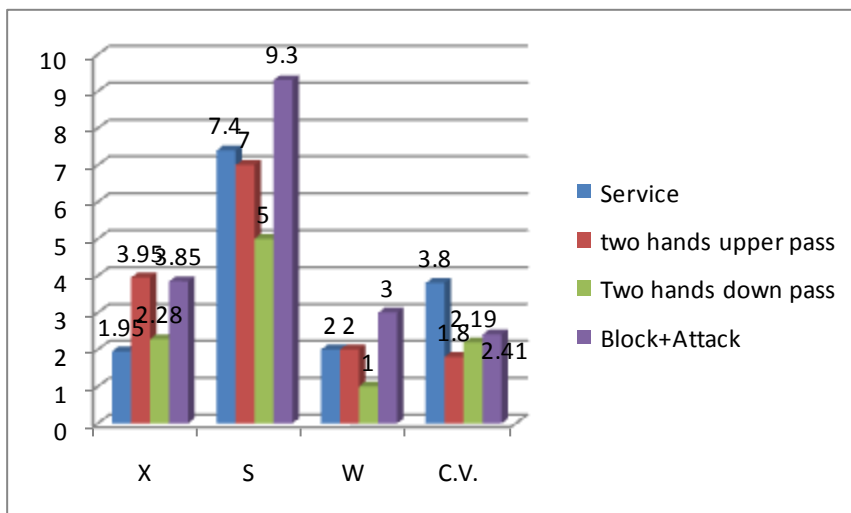


Diagram nr.1 initial testing of the experiment group

### FINAL TESTING OF THE EXPERIMENT GROUP

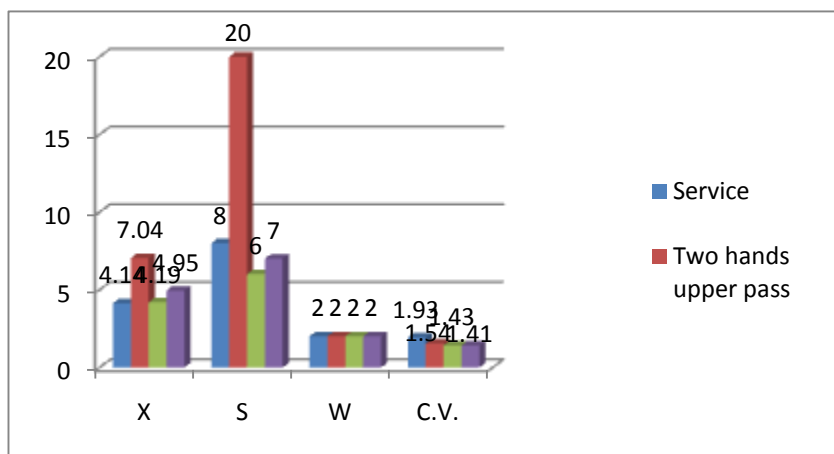


Diagram 2 final testing of the experiment group

### INITIAL TESTING OF THE WITNESS GROUP

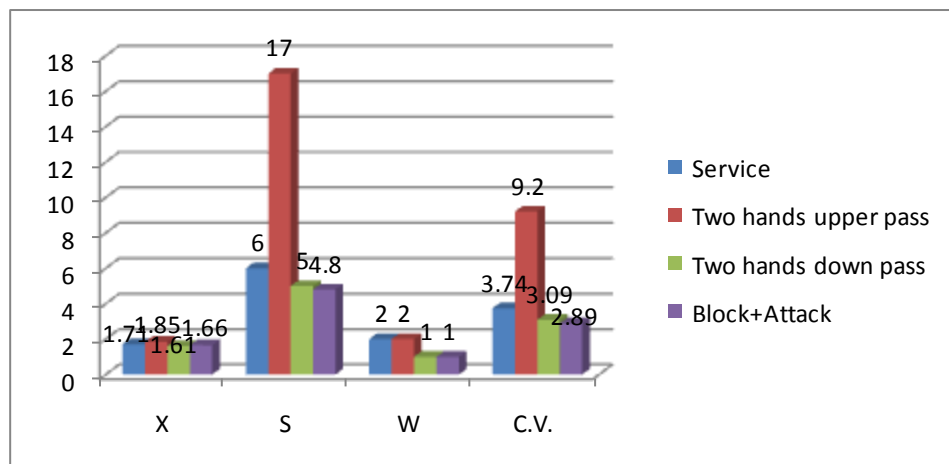


Diagram 3 initial testing of the witness group

## FINAL TESTING OF THE WITNESS GROUP

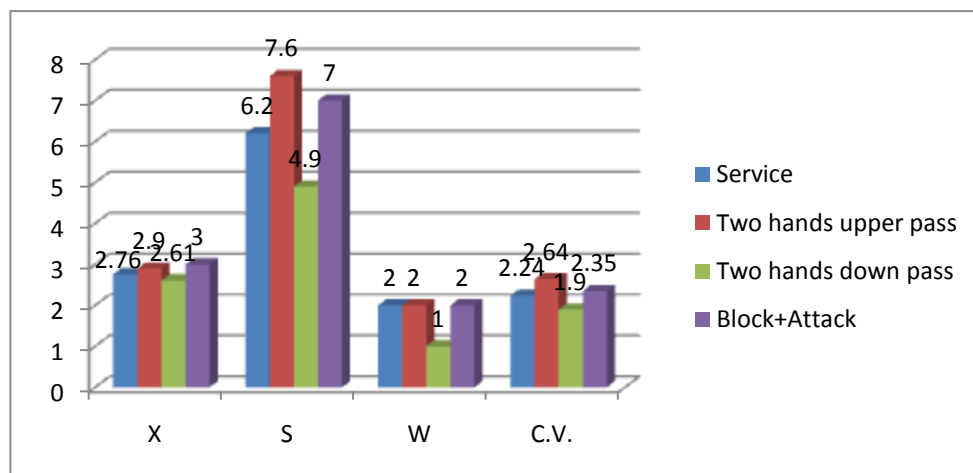


Diagram 4 final testing of the witness group

**Conclusions:** At the end of the experiment we can notice the following:

- The group students who have been trained by using specific volleyball methods (dynamic games), have gained better performance in the attack phase;
- The dynamic games have been the most important methods in training the experiment group;
- In conclusion we can say that the dynamic games are the most appropriate system of acting when consolidating the attack phase in gymnasium representative team, and these games make volleyball more attractive, natural and develop all the motor qualities;
- The research I have performed constitutes a way of improvement in preparing my professional career.

### Propositions:

- Dynamic games with themes from volleyball can be used at any level of training taking into account the fact they stimulate an active and conscious participation of subjects and the fact they raise students' interest in sportive game – volleyball;
- Dynamic games must present students' progress. Through dynamic games students will know and be aware of their progress.
- During volleyball classes teachers will be able to notice/observe the technical and motor improvement of students, as well as their

reactions to different stimulant factors (affective, behavioral, and psychological).

### References:

- [1] Epuran M. – „*Metodologia cercetării activităților corporale*”, (*"Methodology of Body Activity Research"*) Editura Sport-Turism București, 1992
- [2] Ghenadi V. – „*Volei – Modelarea instruirii copiilor și juniorilor*”, (*"Volleyball - Modeling the training of children and juniors"*) Ed. Sport-Turism, București, 1994
- [3] Preda C., Păcuraru A. -, „*Bazele teoretice și metodice – Volei*”, (*"Theoretical and Methodical Basis - Volleyball"*) Galați University Press, 2012
- [4] Tudos Ștefan – „*Elemente de statistică aplicată*”, (*"Applied Statistics Elements"*) Editura Printech, București, 1993
- [5] <https://www.frvolei.ro> Regulamentul jocului de volei (Volleyball Rules) F.I.V.B. 2012
- [6] Rata Elena *CONCEPTE NOI PRIVIND PROGNOZA IN SPORT* Editura Universitatii Stefan cel Mare Suceava 2013

## STUDIU EXPERIMENTAL PRIVIND CONSOLIDAREA FAZEI DE ATAC ÎN VOLEY PRIN UTILIZAREA JOCURILOR DINAMICE ÎN ECHIPA REPREZENTATIVA A GIMNAZIULUI

**Conf. univ. dr. BENEDEK FLORIAN<sup>1</sup>**

<sup>1</sup>Universitatea "Ștefan cel Mare" din Suceava

**MIHALEA CRISTINA ELENA<sup>2</sup>**

<sup>2</sup>ȘCOALA GIMNASIALA PETRU COMARNESCU

GURA HUMORULUI

**Cuvinte cheie:** Voley, atac, gimnaziu, echipa

**Rezumat:** Voleiul este un sport colectiv practicat și apreciat de o categorie mare de participanți de toate vârstele. Voleiul dobândește anumite caracteristici, cerințe și scopuri diferite, în funcție de vârsta participanților.



Folosind mijloace intensive atunci când se predă volei elevilor se influențează în special calitățile motrice ale elevilor, cum ar fi: forța, viteza, dexteritatea și rezistența, precum și unele calități combinate.

Profesorul de educație fizică sau antrenorul trebuie să fie informat și să selecteze cât mai multe jocuri dinamice posibil, să le poată modifica, direcționa și studia, precum și să inventeze altele noi dacă este necesar.

Am ales această temă personal pentru că am găsit-o destul de interesantă și deoarece jocurile dinamice sunt foarte răspândite și sunt adesea folosite ca metode de educație fizică în multe domenii sportive.

În opinia mea, jocurile dinamice pot consolida faza de atac în volei, în special în echipa reprezentativă a gimnaziului.