

ASPECTS RELATING TO THE TEACHING OF THE HANDBAL GAMES IN SECONDARY SCHOOL

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Abstract:

The introduction of physical education and sports in schools, practicing physical exercise takes place in an organized setting, new sporting structures appear, in the social life the role of sport becomes very important and the exercises are also practiced in free time by the different classes of the population. Handball is a sporting game accessible to all students because most technical procedures are made with the help of hands, the rules of the game are simple and easy to implement, the material conditions necessary for the game are not expensive, the elements used are the natural forms of human mobility, talking about running , jump, throw, grip, the ball used is smaller than in other sports and can be easily manipulated. To accomplish this work I used the method of study of the specialized literature. In the research process it is of great importance the deep documentation of the existing information in this field. Teaching handball to gymnasium students can confirm that they can be taught in good conditions if they have proper planning, a correct method and well-chosen means. Teaching handball positively influences health indices, stimulates somatic growth, affects students' mobility skills.

Introduction

Throughout childhood and adolescence, physical education in school provides an excellent opportunity to learn and practice the skills needed to improve physical fitness and health throughout life. These day-to-day activities can include running, swimming, cycling and climbing, as well as more structured games and sports. Early acquisition of basic skills helps young people to better practice and understand these activities in their later education or as adults, at work or at leisure.

However, physical education is not limited to building physical skills having more of a recreational dimension. Involvement in various

physical activities brings a type of knowledge and understanding focused on principles and concepts such as fair play and respect, tactical and physical awareness and social awareness correlated with personal interaction and team work in many sports.

Child-specific, growth and physical development are two complex processes of biological phenomena that begin from the first days of life and until maturity. Given these reasons, physical development is an important goal in physical education in grades I-VIII. Children aged 7 to 14 years, physical growth and development requires a complex structure of well-structured exercises on muscular groups or chains involved in maintaining or gaining a correct body attitude, with the role of preventing physical deficiencies. At the same time, we have to take into account the gaps that occur between morphological development and the development of internal organs, which are insufficiently developed.

Physical growth and development is conditioned by the following factors that act on the human body: family, physicians, the school represented by the teachers, the physical education teacher.

The family is committed to providing children with a healthy diet from a nutritional point of view, providing a program where they can practice physical exercise or practice a sport in an organized setting and monitor harmonious development to prevent the occurrence of physical deficiencies.

School or family medical care should follow regular checks, monitoring anthropometric parameters by age and gender, presenting physical deficiencies and guidance to a specialized clinic, and issuing a medical certificate specifying "Apt physical exercise for physical education classes".

The school represented by the teacher has to carry out organizational activities in order for the pupil to enjoy a pleasant environment. The school must provide the materials necessary for the development of the instructive-educational process.

Physical education teacher, the specialist of this subject, selects the methods and means that lead to harmonious physical development of students, elaborates customized planning according to the educational cycle and the level of training. Considering that all content of physical education contributes to physical development, we can build custom programs consisting of free exercises, exercises with partners, with objects or appliances. All the exercises in the elaborated programs must

be performed with the highest degree of correctness, according to the pupils' level of education.

To encourage children to practice physical exercises, the teacher has to introduce these means into competitions. In the instructive-educational process, the teacher will use clear commands, will determine the pace of execution, the number of repetitions, the magnitude of the movements and, when necessary, the demonstration.

Material-method

To accomplish this work I used the method of study of the specialized literature. In the research process it is of great importance the deep documentation of the existing information in this field.

The work can not be done without a profound documentation, accomplished by studying the specialized works of Romanian and foreign authors.

The aim of the study of the specialized literature is to create a fair picture of the reality, the state or the level of a process.

The aim of the paper is to verify a teaching strategy in physical education and sports lessons by using handball means to achieve the objectives of physical education, school curricula and increasing the effectiveness of the lesson.

Discussions

Important aspects of the teacher's and student's activity are given by achieving the physical education goals to which handball contributes, the existence of a planning for each year of study, the use of appropriate drive systems for each class according to the level of training students. In view of the above-mentioned aspects, the teacher should consider all appropriate measures for a good organization and conduct of the lesson, leading the handball handover process. This one must be careful in choosing drive systems within the lesson, so the student understands what to do by adopting an appropriate attitude.

Handball is a sporting game accessible to all students because most technical procedures are made by hand, the rules of the game are simple and easy to implement, the material conditions necessary for the game are not expensive, the elements used are the natural forms of human motors, talking about running, jump, throw, grip, the ball used is smaller than in other sports and can be easily manipulated.

Due to the fact that the handball game through its means leads to the achievement of the objectives of physical education, learning, consolidation and improvement must have the simplest, most direct and effective way of transmitting information to the pupils. In organizing the process of teaching handball in school at the gymnasium cycle, emphasis should be placed on learning and consolidating basic procedures and basic tactical actions that can allow playing the game.

Through the rigorous design of action structures, training methods, and programming of technical-tactical procedures, handball can access a superior level of game learning by continuing it at the level of performance. (C. Albu, 1981)

Scarlat E. and Scarlat M. B. (E. Scarlat, 2011) propose a minimal playing structure for the gymnasium cycle

1. Technical elements and techniques in attack

- fundamental position: high and medium
- cross-country and cross-country trips; running forward, with your back
- holding the ball with two hands
- throw and grab the ball in place and away
- dribble with the right hand and left hand
- throwing away at the gate, on the move, step by step, cross-over

2. Defense Techniques

- high, medium, low on the spot and displacements
- added-step trips combined with jumps or bouts
- removing the ball from the dribbling

3. Goalkeeper specific items and techniques

- positions and displacements on the gate space
- catching or rejecting the ball with your hand or foot
- release of the ball

4. Individual technical tactics

a) in attack

- breaks in the side and in the deep
- overcome
- penetration

b) in defense

- the surveillance mark
- interception
- blocking balls
- fast retreat

5. Collective tactical actions

a) in attack

- attack in "Horseshoe"
- exit from the lock

b) in defense

- fast retreat
- filling posts on semicircle 6: 0
- the "wall" of defense
- defense at fixed moments

6. The game system

- in attack: positional, direct counterattack
- in defense: in the area, interception

According to the school curriculum for physical education and sports at the gymnasium level, the 5th grade handball, the first year of training has the following contents:

- attack and defense elements and procedures: a hand carried over a shoulder, two-handed grip, simple dribbling, throwing at the gate, with added steps, with crossed steps, the fundamental position;
- procedures specific to the goalkeeper, throwing the ball by the goalkeeper;
- individual and collective technical and tactical actions: overtaking, replication, marking and demarcation, intercept, semicircle attack system, defense system in 6: 0 system;
- game variants with theme;
- knowledge of the rules of play: steps, foul, double dribbling;
- sports information.

In the 6th grade, the first year of training is the same as in the 5th grade, and in the second year of training, besides the above mentioned contents, we add:

- attack and defense elements and procedures: hand with shoulder, in-hand and off-hand, multiple dribble, 7-meter throw, throw at jump gate, specific displacements in base position;
- individual and collective technical and tactical actions: blocking of throwing balls, marking of opponent with or without ball, demarcation, attack system with a pivot, direct counterattack, with intermediate;
- knowledge of the rules of the game: defense in the semicircle, passing the semicircle in attack, leg;
- sports information.

The contents of the curriculum in the 7th grade are the same or passed in previous gymnasium classes with an emphasis on their consolidation.

At the eighth grade, the third year of training we have the following content areas:

- technical-tactical actions specific to the known attack system;
- technical-tactical actions specific to the known defense system;
- game-themed, low-play games;
- integration of technical-tactical actions in the bilateral game;
- knowledge of arbitration, organization and leadership of handball;
- sports information.

The handball technique is represented by all the basic and specific mobility skills that allow the player to take possession of the ball, handle it and transmit it when the playing situation allows.

The basic position in handball is classified as: low, medium and high. The fundamental position is used most often in the semicircle defense, with the goal of preventing opponents from walking and throwing the ball in the goal. On the defense stage, players will take a high position when the opposing team is in possession of the ball and a low average position when the opponents approach their own goal. Depending on the action of the game, attack or defense, or passing from the attack phase to the defense, players will adopt a specific fundamental position.

Holding the ball in handball can be done with one hand or two hands. With one hand, the ball is held on the palm of your hand, with your fingers crossed, your arms slightly bent, and with two hands, the ball is held at the chest, the arms bent from the elbow joint, the fingers spread by pressing on the ball and covering a larger surface.

Ball throwing is a basic technical process of transmitting the ball to a player. One-handed throws are executed when both legs are positioned on the ground, with the opposite leg of the jump arm forward, the knee bent backward, the trunk slightly twisted to the back, the slightly flexed knees, the weight of the body on the foot back. Throwing is done when the throwing shoulder is pushed forward, the arm moves past the ear, releasing the ball in the direction proposed.

For two-handed throws, the legs of the execution must be slightly separated and the ball is held above the head with the elbows folded. Throwing is carried out by pushing forward the torso, stretching the arms and releasing the ball.

Goal throw is the technical process derived from the breech process, adding strength and speed to tracking a goal. As well as throwing at the goal we have: throwing at the gate from the spot, running, jumping, plunging.

The catching of the ball is the technical element through which it is in possession. Catching is done with a hand in different cases and most often with two hands at the chest, at the knee, abdomen or above the head. To grab the ball, the player performs a hand-to-body move, bending elbows, grabbing it with his palms, and approaching the trunk.

Conducting a ball or dribbling is the technical process that allows the player who has the ball to move in the field. Dribbling can be simple when a single push is made to the ground and then the ball is caught with two hands, and multiple when the player performs more landing on the ground, running or running regardless of the number of steps he performs in the field .

Game tactics is the total of individual, collective and collective games in order to capitalize on physical and technical skills gained during training for each team compartment and team play. The tactic consists of two components: tactics in attack and defense.

In order to establish team tactics, we will take into account the level of physical and technical acquisition of the players at the time, the tactics of the adverse team, the team's performance at different stages of the game and the venue, the presence of an audience, the evolution of the score.

Conclusions

Teaching handball to gymnasium students can confirm that they can be taught in good conditions if they have proper planning, a correct method and well-chosen means.

In this sense, the handball game can stand next to the other games that are taught in school to solve the tasks and objectives of physical education.

Teaching handball in a positive way influences health indices, stimulates somatic growth, affects students' motor skills.

For developing morpho-functional indexes, I suggest that all students should exercise as much physical exercise as possible in both leisure time and in an organized setting, and why not practicing a performance sport.

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ASPECTE PRIVIND PREDAREA JOCULUI DE HANDBAL ÎN CICLUL GIMNAZIAL

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Cuvinte cheie: elevi, gimnaziu, handbal, joc.

Rezumat:

Odată cu introducerea educației fizice și sportului în școli, practicarea exercițiilor fizice se desfășoară într-un cadru organizat, apar structuri sportive noi, în cadrul vieții sociale rolul sportului devine foarte important, iar exercițiile sunt practicate și în timpul liber de diferitele clase ale populației. Handbalul este un joc sportiv accesibil tuturor elevilor deoarece majoritatea procedeele tehnice sunt executate cu mâna, regulile jocului sunt simple și ușor de pus în aplicare, condițiile materiale necesare desfășurării jocului nu sunt costisitoare, elementele folosite sunt forme naturale ale actelor motrice umane, vorbind despre alergare, săritură, aruncare, prindere, mingea folosită este mai mică decât în alte sporturi și se poate manevra cu ușurință. Pentru realizarea acestei lucrări am folosit metoda studiului literaturii de specialitate. În procesul de cercetare o deosebită importanță o are documentarea profundă privind informațiile existente pentru acest domeniu. Predarea jocului de handbal la elevii din ciclul gimnazial ne poate confirma că poate fi învățat în bune condiții dacă beneficiază de o planificare adecvată, de o metodă corectă și de mijloace bine alese. Prin predarea jocului de handbal se influențează pozitiv indicii de sănătate, stimulează creșterea somatică, influențează favorabil capacitatea motrică a elevilor.