



## INCREASING THE EFFICIENCY OF THE THROWS FOR GOAL, FOR THE PLAYERS OF 9m IN THE HANDBALL GAME, USING THE PRINCIPLE OF INDIVIDUALIZATION

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### Abstract

**Purpose.** This work presents the advantages of using the principle of individualization, by comparing it to the collective work, to increase the efficiency of the 9m throwing for goal.

**Methods.** To verify the hypothesis and to achieve the purpose of the work, there were used: the method of observation, the individual work (throwing jump for goal preceded by dribbling), the group work of two athletes (throwing jump for goal preceded by pass from teammate), test method, statistical and mathematical method, graphical method.

**Results.** Following the initial and final tests, we see that the experimental group progressed 33.34% for throwing efficiency, 15.53% recorded from the control group, the difference in progress between the two groups of athletes being 15.53, (tests consisted of 15 throws for goal from jumping, successive achievements expressed in percentage).

**Conclusions.** Following the final results of the experiment, it can be said that the hypothesis was checked and the purpose was achieved; we can therefore conclude that the principle of individualization, scientifically applied and used, can increase the efficiency of throwing for goal, for the 9m players of the handball game.

**Keywords:** efficiency, individualization, handball, principle.

### Introduction

The present work puts into value the advantages of an important principle of sport training, and that is the individualization, applied in the training of the handball performance players.

The aim is to demonstrate that by a good management in applying it on a scientific basis we can significantly increase the efficiency of the 9m throwing jump for goal.

“The handball game takes place on a background of intense physical demands, with a highly educational and formative character.

We notice a rigorous scientific organization tendency of the training process, and linked to the development of qualitative trends towards a quick game and with a series of varied and complex techniques and tactical actions” (I.T. Cicma, 2010).

“The beauty of the game is given by the explosive, in the lower limbs and by the take-off height, the one which actually ensures both the transmission of the ball from one player to another, and the vision of the opening and occupation of the goal by the goalkeeper” (G. Rață, B. Rață, M. Rață, 2010).

“Handball, as a performance sport, demands a series of hard work from the part of the sportsmen in order to resist the difficult tasks during the training, tasks which involve the total participation of all the physical, moral, will and intellectual capacities” (E. Baștiurea, 2001).

The research hypothesis started from the supposition that by making up and applying some complex means of action, properly planned and standardized, we can increase the efficiency of the 9m specialized players during the collective game.

### Problem statement

As any activity with an interdisciplinary profile, the sport training gets modernized and this

change is so fast that the studies developing in the area cannot keep up with it sometimes.

“The training is a unitary process, developing in accordance to the general laws of the performance development according to the level of the propelling force, the intellectual capacities and the psycho-propelling traits” (E. Bastiurea, 2001).

The sport training is defined as a pedagogical process taking place systematically and continually, gradually getting the human body used to intense physical and psychical effort which is a must in taking part into competitions organized in different sport areas.

There is another definition saying that the sport training represents the pedagogical process taking place in order to prepare and adapt the human body to both physical and psychical efforts imposed by the competition itself.

The most important objective of the sport training is the development of the performance capacity.

“The sport performance is defined as a bio-psycho-social value in the official competitions, as a result of a capacity continually determined and appreciated, on the background of some rigorous criteria or targets” (A. Dragnea, 1996).

One of the definitions of the sport training is given by the “Terminology Dictionary”, saying that the sport training is a “continuous and systematic pedagogical process to adapting the human body to intense physical, technical-tactical and psychical efforts in order to get high results in one of the forms of competitive practice of exercise”.

The notion of training is the same with the one of sport preparation, the concept of training subordinating the bases of the training itself (all the laws and principles which constitute the background of

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the sport training), established by the theory of sport training (a system of principles and methods which both make up and structure at the sport training itself), according to the principles of training (main ideas, pedagogical, psychological, physiological, hygienic ideas and other ideas structuring the whole training process).

As to the sport training, it is necessary that the correspondence between the body capacity and the imposed requests should be followed. The disproportion between the physical and the psychical capacity of the sportsman can be damaging.

The sport training is made up of the following components: the operating pedagogical component, the biological component by its objective effects on both the functional development and the adaptability level of the human body, the psychological component by its character, moral and emotional implications, the sociological component by the means and way of social, economic and cultural integration, the hygienic component by its specific feeding and rest conditions which help the sportsman train and refresh, the ethical component by its fair-play ideals of total commitment during both the training process and the competition and, nonetheless, the esthetical component by its beauty and refined propelling, by the complex and nice propelling motives and, in the end, by the show that the entire sport process gives.

The sport training is also a complex process and its complexity is given by certain traits such as: the sport training is part of a system having minimum two elements and these are the coach and the sportsman, it takes place in an institutionalized environment, it is done according to some principles, requests and norms on pedagogical, biological and psychological bases, it creates norms on short or long programs, it goes by strategies originally elaborated on interdisciplinary bases, it is a process taking place according to some training and performance objectives which are also components of some management projects, it is a process made up of stages, or levels as it is a long one, it is also an activity that could be seen from a cybernetics point of view, developing according to the complex dynamic systems.

The capacity, coming from the Latin word "capacitas" refers specially to the success possibilities of the individuals as "tasks required by the job" (H., Pieron, 1957, citat de A., Dragnea, 1996).

In order to improve the performance capacity in the sport training, we must know and understand the factors which contribute to its highest level.

The means of the sport training are divided into: means of general training, mixed means and means of specific training.

The important factors which contribute to the growth of the performance capacity are as follows: a continuous perfecting of both the strategies and the criteria of selection, a serious growth in the working volume of the handball players, interdependence

between the content and the methodic of the training of both performance and high performance sportsmen and the competition demands of the game, a considerable growth in the effort during the training process, a growth in number and importance of the non traditional training means, a growth in the social position and a growth in the number of youngsters who wish to be a part of this kind of activity, a scientifically based management of the training, an acceleration of the effort capacity, the rationalization and the standardization of the main means of training.

Taking into account the fact that the sport training is above all a didactic process with multiple implications, it is necessary to divide the principles of the training into general principles and specific principles.

The general principles of the training are made up in accordance to a certain taxonomy of criteria, starting with the most general aspects of the sport activity and its objectives, and continuing with the adequate content, methods and strategies, a taxonomy which comprises principles of both the training aim and the multilateral personality development and also the socio-professional integration of the sportsman, a maximum efficiency and economy, as well as theory and practice becoming complementary, principles regarding objectives such as the maximum point of the capacity of performance, the development of propelling force aptitudes, cognitive, affective and emotional aptitudes, the checking and at the same time the evaluation of the relationship between the coach, the sportsman and the scientific research team, principles regarding the content such as inter-disciplinarity, rationalization, operationalization, and methodic-strategic principles such as individualization, motivation and voluntary effort, awareness, the inter-action between the verbal and non-verbal means, accessibility, learning in excess, shaping, simulation, specialization and self adjustment.

The specific principles are purely biological as training implies, above all, a good knowledge and, nonetheless, obedience to the laws governing the processes of human adjustment to repeated external excitants, that is the physical effort.

Reaching the objectives of the training presupposes the use of a great number of all sorts of exercising applied in certain conditions of hygiene and environment.

These exercises are used by methods and method combinations of some devices and equipments.

The means of training represent in fact the practical instruments ensuring the sportsmen training in order to gain performance physically, psychically, and also as far as movement is concerned.

Nowadays the means of training have diversified and have become more complex thanks to the development of thinking and by the induction of new knowledge from other fields of activity.



We therefore witness new branches in sport and, at the same time, new technical combinations which are getting more and more difficult in some branches, we also witness the perfecting of the sport tools and investigation devices.

At guiding the training, the response of the sportsmen body to effort during sessions and different kinds of micro-cycles has got an important role.

“The training sessions with the whole group meant to ensure the basic training of the sportsmen and, at the same time the general training of the team, do not actually sort out the improvement of the handball players’ performance, that is why, the training of the handball players must be done with sessions of individual training” (I., Bota, 1984).

During the training, it is necessary to follow the correspondence between the body abilities and the demands imposed as a disproportion between the demand and the physical and psychological abilities of the sportsman is harmful.

The principle of individualization imposes that the training purposes and tasks, the procedure, the character, the intensity and the duration of the physical practice be chosen according to the sex and the age of the sportsmen, according to the functional disposals, degree of training and health, by taking into account the psychological qualities, traits of character, etc.

This thing presupposes a good knowledge of the sportsmen particularities by a permanent check on their behaviour, balancing the training effort and both the physical and psychological abilities.

The coach must get data on the sportsman response to effort, at competitions, during and after the training and also, the coach must get data on the way the sportsman gets back to normal afterwards.

The individualization is based on a good knowledge of the life, work, study and rest conditions, a good knowledge of the sportsman interests and aspirations, it is a principle getting obvious in the individual training sessions and it can expand on all the sportsmen, no matter their training stage or the classification category.

As far as concerns the performance sportsmen, and the high performance ones, the principle of individualization is compulsory.

The principle of individualization must not be mistaken for the work procedure which is used during practice sessions, namely the individual work of the coach with every single sportsman.

During the sport games, this principle diversifies as both the elder junior teams and senior teams are actually a mixture either of age, training or even of effort and functional abilities.

“The principle of individualization is in fact the maximum value of the sportsman availability, in this way ensuring the maximum development of performance” (A. Dragnea, S. Teodorescu, 2009).

The principle of individualization demands that the training purposes and tasks, the background, the

type, the intensity and the duration of the physical session be chosen in accordance to the sex and the age of the sportsmen, to their functional abilities, to their degree of training and to their state of health, by taking into account the psychological abilities, the traits of character, etc.

Therefore, the training of the team members cannot be the same, the effort, its intensity, the development of the propelling force will be different from an individual to another.

By taking into account all the above, we can say that the efficiency of the training sessions is not basically given by the general methods and means used for the whole team, but by other provisions which ensure the maximum values of the abilities and results of each sportsman.

#### **Procedures and research methods**

Coaches must use methods and means to suit each sportsman’s personality, as the principle of individualization implies suitable measures not only concerning the training, but also the education, the moral portrait and the shaping of positive traits of character.

Hypothesis of this work is if using the principle of individualization, we can increase the efficiency of throws for goal.

In order to try the suggested hypothesis, I made an experiment using the juniors II team, at ‘Sports High School’ in Braila, a team joining the National Competition of Juniors, from the year 2010 to the year 2011, on a number of 10 players playing or aiming at the 9m category, divided into two groups of 5 sportsmen each.

I mainly intended a growth in efficiency of the throws for goal in proper game conditions for the players of the 9m category.

During the experiment I did two tests: the first one, that is the initial test, in September 2010, and the final one in May, 2011.

The testing session I chose and organized, which is an extremely significant one, consisted of 15 successive throwing jumps for goal preceded by dribbling.

The results were calculated in percentage and compared to those of the witness team who had previously followed the training session with the whole team. As a method suggestion, it is not recommendable to use so and so sessions, even though they appear to be what it is looked for, but to take advantage of the qualities and abilities of both the sportsmen and their coach.

To verify the hypothesis of the work, there were used: the method of observation, the individual work (throwing jump for goal preceded by dribbling), the group work of one athletes (throwing jump for goal preceded by pass from teammate), test method, notaries method results, statistical and mathematical method, graphical method.

In the tables below are presented the results of the final and initial tests, as well as the progress registered by the two groups and one group from each other.

**Results.**

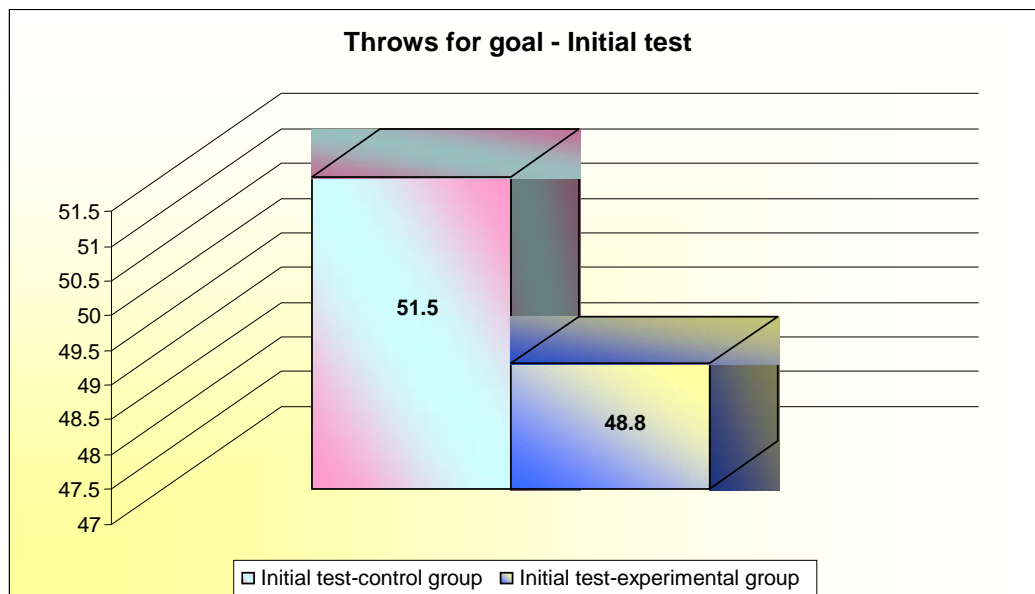
Studying the results obtained, we observe that progress in the experimental group is more than the control group.

**Table 1. Control group test**

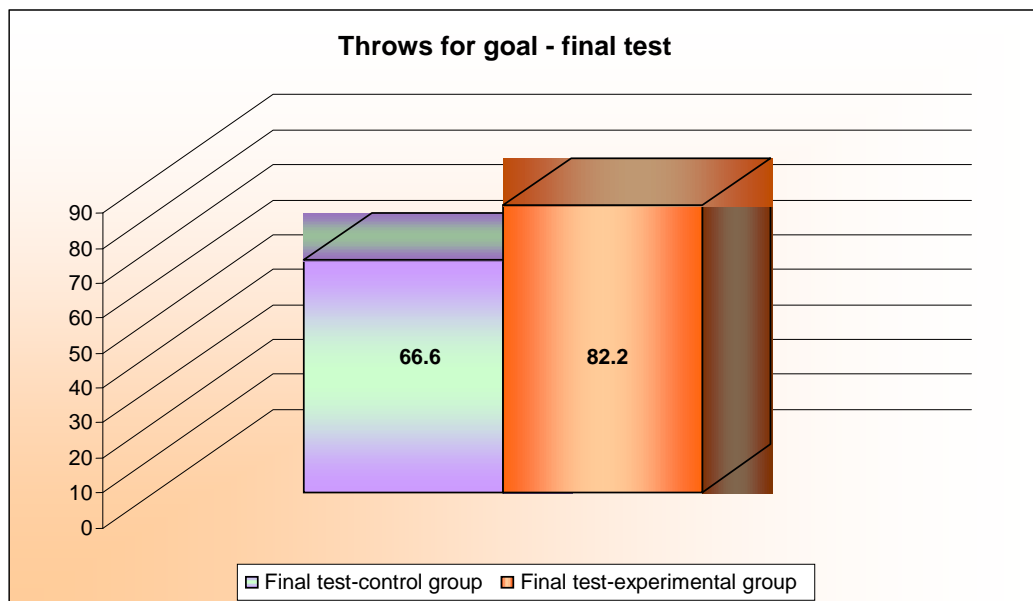
Nr.crt	Nr. throws		Nr. throws successful		Percent throws successful		Progress
	Ti	Tf	Ti	Tf	Ti	Tf	
1	15	15	6	9	40%	60%	20%
2	15	15	8	11	53.3%	73.3%	20%
3	15	15	9	10	60%	66.6%	6.6%
Media percent					51.1%	66.6%	
Progress	15.5%						

**Table 2. Experimental group test**

Nr.crt	Nr. throws		Nr. throws successful		Percent throws successful		Progress
	Ti	Tf	Ti	Tf	Ti	Tf	
1	15	15	7	12	46.6%	80%	33.4%
2	15	15	9	14	60%	93.3%	33.3%
3	15	15	6	11	40%	73.3%	33.3%
Media percent					48.8%	82.2%	
Progress	33.3%						



**Graphic 1**



Graphic 2



Graphic 3

### Conclusions

By looking at the results on the two tests, as well as by trying the hypothesis of the present work, we can consider that the methods and the action means chosen and used during the training sessions turned out to be efficient, therefore, the hypothesis of the present work is real, meaning that, by its correct use, within a year of training, it was possible to increase the efficiency of the throws for goal of the 9m players, specialised into the 9m throws.

The significantly better results at the final testing of the witnessing team demonstrates the fact that the principle of individualization properly applied and at the same time applied on a scientific

background, can increase the efficiency of the throws for goal of the 9m players, specialised in the 9m throws.

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