

TECHNICAL TRAINING IN THE PRACTICE OF BEGINNER HANDBALL PLAYERS

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Abstract

Purpose. The complexity of the training system of sports games is further exacerbated by the diversity of specific motor skills, sports technique, which manifests itself in various conditions, in relation to opponents and teammates. Technical training should be conducted fairly and efficiently from beginners level support activities based on practical and theoretical and methodological knowledge (A. Nicu, 1993).

Theoretical and methodological issues. The training is done to improve the technical training of athlete's motoric behavior, resulting in multiple possibilities to solve the ever-changing during the game. The diversity of technical executions sports games have some common features of organization learning, the priorities established methods of learning technology. And the composition of the groups planning the training process for beginners' theoretical and practical issues must be respected at this level, so we only shape the sport fair and effective technical execution in accordance with age specific game model.

Conclusions. Knowledge of and compliance with technical and theoretical training covering it, based on the respect differences in age and level of training requirements will lead to the formation of youth took place traditionally a fair and effective technique, with significant scope for development in the future.

Key words: technical, technical training, planning, preparation process.

Introduction

In sports games, the complexity of the training system is further exacerbated by the diversity of specific motor skills which manifests itself in various conditions, in relation to opponents and teammates. It has been observed a rapid and spectacular evolution of the handball game, the level of performances accomplished in the actual stage is very high and can only be reached by the players of

The technical training applied in accordance with the issues and objectives specific of the training level, contributes decisively to the correct assimilation of the base technique, as a favorable premises for the achievement of technical art at (C. Rizescu, 2008). When this thing is supported also by a solid physical, general and specific training there are conditions for which sportsmen to deal with

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whose capacity of performance is specifically high and in continuous performance. The quality of the training process of children and juniors, gathered in the mass basis of the performance handball, represents a decisive factor of the assurance of a superior performance capacity of handball players, at the level of the actual game requirements and in the perspective of its evolution. (I. Kunst-Ghermănescu și colab., 1983; C. Rizescu, 2005). It is important at the beginner level to combine the selection requirements with the necessity of the accomplishment of a training process joined in the limits of some corresponding coordinates of age and sex particularities, which must lead to the achievement of priority objectives specific of the level.

success to the level of the actual handball exigencies. The technical training will be approached at the same time with the other components of the practice, but especially with the physical training and then with the tactic one, because the mutual conditioning between them leads to technical art and to the rise of sports performances. (D. Colibaba-Evulet, I. Bota, 1998).

The training of technical skills in various tactical situations, in relation to the physical and psychical development of sportsmen, is the path which needs to be followed in order to improve performances. At this we add the quality of the training process, the professional capacity of the trainer, the material base and the management of activity (I. Kunst- Ghermanescu si Colab., 1983).

All these happen in the context of the tendencies and development directions of the games, because of the modifications of rules imposed by the growth of its dynamism attractions and beauty.

The technical training must be realized correctly and efficiently from the beginner level having at its base the support of practical activities and of the theoretical – methodical knowledge (A. Nicu, 1993).

Theoretical and methodological issues

The technical training is represented by the total of the adopted measurements in the training process, as regards to the leading, organizing and the methodology used for the purpose of assimilating the technique specific to sports branch. (A. Dragnea, 1996; D. Colibaba-Evulet, I. Bota, 1998). We can say without mistaking that the technique is the one which differentiates a sport from the other.

N.G. Ozolin (1972) states that the sports technique represents “the ways of executing a physical exercise”. Also D. Harre (1973) appreciates that the technique is “a special system of movements which execute themselves simultaneously or successively conducted for the purpose of the rational organization of the modifications of internal and external forces, so that to allow the reaching of superior performances.”

From the Romanian specialists I. Siclovan (1977), defines the technique as being “the total of actions and moving procedures, which through their form and specific content, assures the possibility of practicing a sports branch or sporting event, in accordance with the stipulations of rules in force; also it consists the technique of the respective sport”. A. Dragnea (1996) sustains that the technique represents “a system of motric structures specific to each sports branch done rationally and economically, as to obtain a maximum efficiency in competitions”.

A definition of technique, with reference to sports games was given by L. Teodorescu (1975), where “the technique represents an ensemble of specific procedures as form and content (known as technical procedures), used with the purpose of practicing with a maximum efficiency a sports game, in accordance with the requirements of the competition game process”.

The importance of technique results from the fact that it assures the economy and efficiency in executing the movement. This thing is conditioned by the level of development of motric qualities and it is in tight connection with the tactical, psychological and theoretical training. The assurance of the physical support represents the essential condition for the assimilation of techniques at the beginner level. The initial baggage of skills and motric experience of each child, are those which influence the level of technical training. There are sports branches which need an exacting training, such as those with complex manifestations of precision and

expressivity (gymnastics, eurhythmics, figure skating, synchronized swimming). But there are also sports in which the technique must favor the accomplishment of a maximum efficiency, in running speeds, or the movement economy, in endurance sports. (A. Nicu, 1993). In sports games and combat sports, the technique is the one which influences the favorable solution of complex situations appeared in their unfolding. The training process at the beginner groups will pursue the achievement of large basis of motric skills compared to those advanced where the specialization will become for more narrow (T. Bompa, 2002).

The purpose of technical training is to improve the motric behavior of sportsmen, which determines multiple possibilities of solving always changing situations.

Learning in sports constitutes a complex process, which requires special methodical measurements and a lot of professional competence from trainers. The development of the ability of acting of a sports person represents a process of learning from a psychological point of view. This process is characterized by the laws and stages of learning the motric actions and acts, with some specific differences determined by the particularities of sports branches.

Referring to motric learning, M. Epuran (1976) points out that there is a common connection between these two types of learning and the intelligent one especially that in behavioral acts there are “situations which claim a logic appreciation of situations”, learning assumes the accomplishment of volunteer movements which lead to the achievement of some operational motric skills.

In the characterization of learning analysis of sports technique, A. Dragnea (1996) supports that it “takes place in three types that cause as many types of technical skills”, namely: perceptual motric learning, motric learning and motric intelligent learning.

We are primarily talking about perceptual-motor learning, which is to change the behavior depending on concrete conditions in training and competitions, through several attempts to obtain synchronization between image format and effectiveness of action. The answer given by an athlete leads to new sensor-motor coordination, increase accuracy and fine coordination or already known schemes. Setting motor responses in relation to external data considered stimulating activities result in perceptual-motor learning, or sensor-motor one. Of all information provided during learning, only a particular part is considered by the sensory system. Selective processing is due to their production source of stimuli, which is the movement itself, its proper conduct in this situation is conditioned by the adverse reaction, which compare the execution of the image - the proposed program. Thus human learning perceptual-motor type is also a

learning process of high intellectual intelligence. is required.

The second type is motor learning, resulting in the formation of habits based on sensory components, kinesthetic or proprioceptive, in which the end of a movement is the signal for triggering the next movement (cycling, rowing, swimming). Motor learning is the acquisition of behaviors defined by sports performance, this type of learning has a special specific, because performance is characterized by execution, by its quality, especially in technical sports.

The third type is represented by the smart-motor learning, which takes place in ever-changing conditions, with active and aggressive opponents, characteristic of heuristic sports, creative (combat sports and games). By the intelligent-motor learning we correctly define the process of learning motor acts because besides abilities, skills, habits, it includes notions and concepts. This type of complex learning changes behaviors mainly motric in the basis of intelligent actions ordered by situational awareness.

In intelligent learning intellectual processes of thought and memory predominate. It uses superior mechanisms of the human intellect. Intelligence involves learning its fundamental characteristics. These features are: conscious, conceptual, forward-looking, resolute, creative, problematical, heuristical, algorithmical, operational learning etc. It should be noted that human learning is based on word, so learning involves through its characteristics the ability to work with symbols and meanings.

Motric intelligence provides a good level of achievement of motric learning and sports performance. The share of elements involved in motric learning is different by the nature of their activities and components. Among the three forms of specific motric learning, there is not achieved a clearly defined border, this being difficult, the field is stretched as wide, targeting intrinsic theories and methods but also a number of related theoretical disciplines (experimental psychology, neurological sciences, physics, IT) and related applied disciplines (engineering, psychotherapy).

Sports activity in general and particularly training technique provides a specific area of knowledge of motricity, in its conduct rising a multitude of theoretical and practical issues that are still poorly defined.

For learning techniques we will go through learning stages of any act, action or motric skill.

According to the opinions of specialists in the field, sports technical learning stages are (G. Cârstea, 1993; A. Dragnea, 2009):

1. The information and formation of movement representation stage, when the athlete creates the foundation design and learning process that are to be learned based on explanations and intuitive means.

2. Coarse or poorly differentiated stage movement, characteristic of the first practical execution, where the main information comes from the instructions received verbally from the coach.

3. Fine coordination and consolidation techniques stage, where correct movements usually are performed in standard conditions or rather different, the execution has pace, precision and amplitude being made with raised indices of speed, strength and endurance.

4. Improvement and excess learning of techniques stage; it performs with superior efficiency indices in the most varied conditions.

Knowing the theory of learning in sports, we should solve the increasing efficiency in terms of its multitude of technical procedures of playing handball.

The diversity of technical executions in sports, has some common features of organization learning, established in the methodical priorities of learning technique (A. Dragnea, 1996; A. Dragnea, Mate S. Teodorescu, 2002; C. Rizescu, 2008);

- the establishment of the technical training (those processes that will form the subject of training) at each echelon training - beginners, advanced, performance.
- regardless of their training in thorough assimilation of technical procedures we will consider as much as possible the options and inclinations of athletes for some technical executions.
- at all levels of education, learning technology will be in close compliance with the complex requirements of the competition.
- We will always limit the tendency to "technical flourishes" in some executions, provided they did not have an applicability in competitions.
- individualization of training is the most effective for learning, strengthening and improvement of sports technique.
- analytical practice is important and always will be effective if followed by repetitions in contests or similar conditions.
- the setting by the coach of drive systems used for technical training in accordance with the features of athletes, preparedness and training objectives.
- the regular evaluation of technical training, using evidence and specific control rules.

We underline the importance accorded to the teaching sports techniques of phenomena of positive transfer and interference (negative transfer) of motric skills, so of the techniques in sports games. Both transfer and interference (negative transfer) shall meet in the process of training and consolidation of motor skills.

The transfer is a particular problem of learning and is the influence of a following activity or one that preceded it.

M. Epuran (1976) defines transfer as “an improvement in learning a task due to previous learning of a task”. Learning can be transferred through the common elements between the old and new. At the driving skills, the transfer has numerous variants such as effector and integrator-collector motric type or has cognitive effect. Transfer mechanism is explained by elements of methodical nature, of organizational learning, physiological or psychological nature.

Transfer occurs when made between old and new skills proposed for learning are components, similar items. This transfer is not a simple association where the old components are embedded in the new skill. The transfer is based on extensive analysis, comparison and conscious generalization conscious of the motric experience.

Transfer exercises a favorable influence on the process of acquiring new skills (process), considerably shortening the time required for repetition, the new skills become more stable with multiple possibilities of application in practice.

Through interference (negative transfer) we understand unfortunate overlap, inadequate of components like the old skills, over the new acquired skill. This interference alters new skill and it's a difficult learning process.

The transfer may take place in reverse. In this case some elements of the new skills overlap an old skill insufficiently set. Interference creates injury to sports activity and therefore should be avoided wherever possible.

Factors favoring interference are quite numerous. The coach's duty is to avoid the ones whom he knows. Knowing them helps the coaches in the judicious planning of homework, in choosing the most effective means, in the general organization of educational process, etc.

Factors that most often influence interference are:

- development and unilateral physical training;
- low level of motric skills;
- motric baggage sprung from a narrow specialization;
- motor skills wrongly learned or poorly consolidated;
- misunderstanding the purpose of the action to be taken the and structure proposed for learning;
- methodological errors in educational planning process;
- programming themes that can facilitate processes like interference;
- failure of necessary breaks between certain components that may interfere;

- the lack of analysis and comparison between similar actions in structure, etc.

Training in handball game is characterized by the simultaneous presence of all components of training, observing the requirement of modeling training in accordance with the structure and nature of the game. Their share varies by level of education and training periods. In the junior echelons and handball performance share component is closely linked to competitive schedule (P. Ghervan, 2003; I. Mihaila, 2006; E. Baştura, 2007).

Reaching sportive shape determines shares of training components varied from one period to another or even within the same period. The stability of a relationship between training components is met at beginner groups of children.

Setting share training components to groups of children is made taking into consideration three elements:

- a) motricity of each group and the improvement achieved in each component,
- b) work load in certain periods of school
- c) the physical and climatic conditions of work;

We present the share of training components (physical, technical and tactical), as a percentage of the total training at all levels of the mass base of performance handball in Table 1.

We find that technical training is dealing with the largest weight training for children and juniors. However its content in children and advanced beginners includes only the basic technique (fundamental) to be acquired correctly, strengthened and even improved. Although it contains fewer procedures, the workload is high, being necessary to use a system of varied and diverse ways.

The game model of children is much more simplified, and learning and improving basic technique included in these models are allowed to acquire further technical performance handball.

The means used for technical training will be attractive like structures representing different situations of the game, to use executions as technical skills, increased efficiency in bilateral game. The complexity of technical means will gradually increase at the juniors I level ensuring similarity with the game. Characteristically of junior high technique is to acquire mastery of execution, achieved through an intense analytical work. This will be alternated with training permanent global executions by introducing complex technical exercise in conditions close game or even bilaterally.

At beginners will be selected means for technical training which have to meet the children's age particularities, race and competitive desire. We forget that at this age the game is still one of the priorities of work, consequently the means technical training will include in addition specific exercises, dynamic and preparatory games, and relay races.

In handball, the periodization training is a methodical activity of high responsibility for children and junior high. If at the junior level and performance handball the periodization is done in close accordance with the competition, in children timing and stages pursue the objectives of improving the training components (C. Rizescu, 2008). In each period and stage we aim at fulfilling the educational intermediate objectives leading to the final objectives planned for the year.

The periodization of training children must be made in accordance with the structure of the school year. It will be taken into account that during a school year there are periods with greater professional load - semi-final test and verification, and decongestant - beginnings of the semester and school holidays. Scheduling training during these stages is different; they become distinct phases of training.

Methodological and organizational requirements specific of preparing children will affect programming at this level. The lack of competitive schedule at beginners, will guide the preparation of training components to improve the shape and not get sports shape. Also, training will be done in accordance with the priorities established for each level of education. Due to generally low stability in the number of these groups, new selected children will prepare individualized training programs to reach the same level of training. All these considerations will influence children's periodization and programming the training of beginners and advanced (junior IV) and partly on the performance of children (Junior III).

Knowing the age particularities of the forming groups, and also the analysis and interpretation of availability from a physical, technical, tactical and mental point of view will be the basis of a correct conception of education for children and juniors.

Regarding the planning documents, the requirement is the composition of semester calendar plans, similar in structure as planning physical education lessons in school education. Calendar plans will contain mandatory general training objectives (performance and instructive - educational), training objectives and tasks components, and also a minimal stages.

In making the educational process planning for groups of beginner children we will consider the following aspect (C. Rizescu, 2008):

- game design of Romanian handball school;
- FRH specific models of selection for beginners;
- the general objectives of training for groups of beginners;
- periodization training stages;
- establishment of primary and secondary tasks for each stage.

Given the fact that in handball, at the beginner children level we do not meet an official competitive calendar and the structure of a training macrocycle will have specific issues. The macrocycle training for beginners is to be confused with a preparatory period that covers one school year. The preparatory period will be divided in turn into several stages or mezocycles, with different duration, which can be mezocycles of base and accommodation.

Conclusions

We can make the assessment that technical training and basic technical training handball game is considered a priority at the base of mass handball performance. This is amplified by the multiple possibilities offered by the age of 10-11 in the process of learning motor skills, so of technical procedures. The importance of technical training at this age is recognized by most professionals working in handball performance.

Making an investigation among active coaches who activate at the junior level regarding the importance of technical training and content of game model at beginners, revealed the following (C. Rizescu, 2008):

1. All respondents gave to technical and physical training components, a share of over 40% in preparation, of whom 60.60% believe that technical training should cover half of the training process. Also over 87% of specialists consider 1-2 years are sufficient to achieve specific objectives for children beginners' level.
2. 69.69% of the respondents agree with the current game model, specifically of beginners, considering that for putting it in practice there are required three (54.54%) and 4 (33.33%) weekly trainings.

Table 1: Weight training components at the echelon base table of handball performance

(Adapted by I. Kunst-Ghermănescu et al., 1983)

	Physical training	Technical training	Tactical training
Beginner children	40%	50%	10%
Advanced children – jun.IV	35%	50%	15%

Performance children – jun III	35%	45%	20%
Juniori II	30%	45%	25%
juniori I	25%	40%	35%

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