

CHAPTER I

INTRODUCTION

In order to improve the training process, this work presents methods and means of achieving the II of children's and junior handball, which apply in the process of training and training the players to lead to more and more valuable results.

The great international competitions of recent years have shown that there are certain guidelines on the world level regarding the section, preparations and the participation of the players, as well as how to approach the technical-tactical content in handball players' training.

As regards the selection of players, there is an increasingly pronounced tendency to give preference to tall players, as it has been seen that their performance is generally higher than the performance of medium and small players, a conclusion fully illustrated by the results on the field obtained in the past in major international confrontations. This explains why most of the teams that consistently achieve very good results on the world level have in their composition players of high stature, who are well trained technically and tactically, and often make a significant contribution to obtaining performances.

The predominant feature of the training process is the individualized training, which is increasingly becoming the basis of training good players.

The development of motor and mental qualities can be achieved on the basis of a judicious preparation within which the correlation of individual interest with that of the collective is required, thus creating the basic conditions for perfecting the technique and tactics specific to the sport.

The resounding successes of Romanian handball are largely due to the talented players who fought with courage and spirit of sacrifice, without sparing any effort, being aware of the huge responsibility they had in the confrontations with the strongest teams in the world .

-1-

Choosing players, training and educating them requires a lot of work, patience and understanding from both coaches and teammates. Training a player requires time, patience and indulgence, due to the different tasks he performs. That is why his preparation and training are based on a very careful and rigorous selection.

1.3. GUIDELINES REGARDING THE HANDBALLIST'S MODEL

AT THE BEGINNER GROUPS

For methodological reasons, to which was added the existence of an official competition, foreseen in the centralized sports calendar of FRHandbal, for the groups of beginners the echelon is divided into two sub-stages.

SUBSTAGE I

Detecting children with real skills for handball, attracting them to the organized practice of the game and selection, operations of great importance for the future activity, are the main characteristics of this sub-stage. The teacher must carry out these actions with a lot of pedagogical tact, with patience and perseverance and the collaboration with the doctor is required as a condition for the objectification of these operations.

1. The relationship between the global and analytical method

In the process of initiation and learning of the minimal technical-tactical content, the global method of teaching handball must be used at all. The initiation and learning must be carried out using the large scale of the game of movement and preparation and practicing fragments of the game, phases and the game itself itself with age-appropriate rules.

The use of movement and training juniors in a large proportion in relation to the other means, leads to the acquisition of the technical-tactical elements of the game at a higher level, compared to the level achieved through their isolated practice. Within these games there is a complex atmosphere, in which the child has to solve complex tasks and is engaged at the same time on a biological, motor or mental level, which, by the way, also happens during the game of handball, obviously on higher levels. There are a multitude of games, the teacher will be able to choose with more easily the most indicated games, in relation to the particularities and evolution of the group.

As children begin to have a certain confidence in the elementary executions that are included in the content of the practiced movement games, it is recommended that the latter be technical.

-8-

to the teacher a series of additional indications, which will lead both to meeting and enriching the skills, knowledge and skills included in the game, as well as, especially, to

Whether we call it a factor, component, system or subsystem, the psyche is fully engaged in any activity, more useless as a condition of any form of human action and secondly as an optimization agent of perfect conduct.

TACTICAL PREPARATION - has a rich psychological content. Tactic is the mental activity of developing problematic situations.

TECHNICAL TRAINING - presents a psychological content that will be remembered in the following.

Technique is the way to perform a certain thing. The psychological bases of technical training will consist of:

- sportsman's psychology
- the psychology of training
- the psychology of evaluation

PHYSICAL TRAINING - follows the training of motor qualities which are essentially psychomotor and motor skills determined at the same time by genetic and educational factors. Therefore, the physical training of students and athletes will have the following psychological basis:

- dynamic and static balance
- accurate and repetitive technique
- speed of execution and movement
- orientation of body movements in space
- the ability to self-appreciate
- confidence in one's own strength

Physical training ensures the athlete's dialogue with his own body, with his goals, with his partner, with his opponent or with nature, in the difficult conditions of seeking performance. Without fear of making a mistake, we can say: performance capacity depends on mental capacity.

-24-

Performance capacity is the result of a process of perfecting the executive systems of the individual, of which the biological and psychological systems are part, which in turn are made up of the morphological, functional systems.

often in training lessons, coaches are concerned with finding solutions to educate the preparation of athletes, to use stretching exercises.

This method had its first applications in 1977-1978, but the technique as such is much older than almost 2000 years. The level of technical training is manifested by repeating the technical procedures in as large a number as possible to bring the necessary skill to the required executions. The speed is manifested in all the unfolding of the second phase of the attack, being in close connection with the urge.

c) Skill

In order to better understand this motor quality, we must show that it represents the attitude of the athlete to acquire and perform motor actions with different degrees of difficulty, precisely and economically directing the movements in time and space with the necessary speeds and tensions in full accordance with the imposed conditions and with the situations that appear during the action.

The value of the skill is conditioned by the acuity and precision of the sense organs (sense of balance, muscle sense, etc.) of previous motor experience. As a form of manifestation, the skill appears in combinations with other motor qualities: the skill of the handball game.

This quality can be developed through all the drive systems related to the acquisition of skills and motor skills, but also through activities aimed at perfecting the ability to apply knowledge, skills and motor skills. In order to develop the skill, a greater number of motor actions must be acquired and their continuous complication to a greater degree of complexity.

The training exercises are introduced at the beginning of the training hours and during the warm-up of the body for the effort. In handball, exercises with the ball play a very important role in the development of the skill.

Here are some circuits used:

- for inter -extreme- inter which makes the completion; the players act on the same plan of attack;
- 3 passes can be used, after which completion must be done. Dosing 4 pcs/flank x2, 30" break.

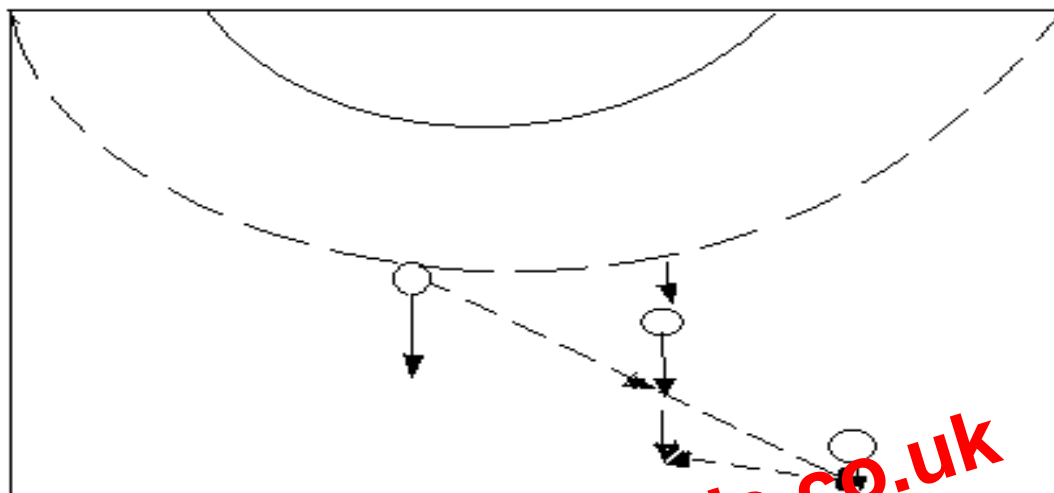


Figure 3

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Page 34 of 93

- passes: 1 - the ball leaves from the goalkeeper - extreme left - extreme right - inter right.
- it is recommended that the wingers run harder (fast) and the first pass be the first in the movement.

Dosage 6x2 series.

Rest between repetitions 30".

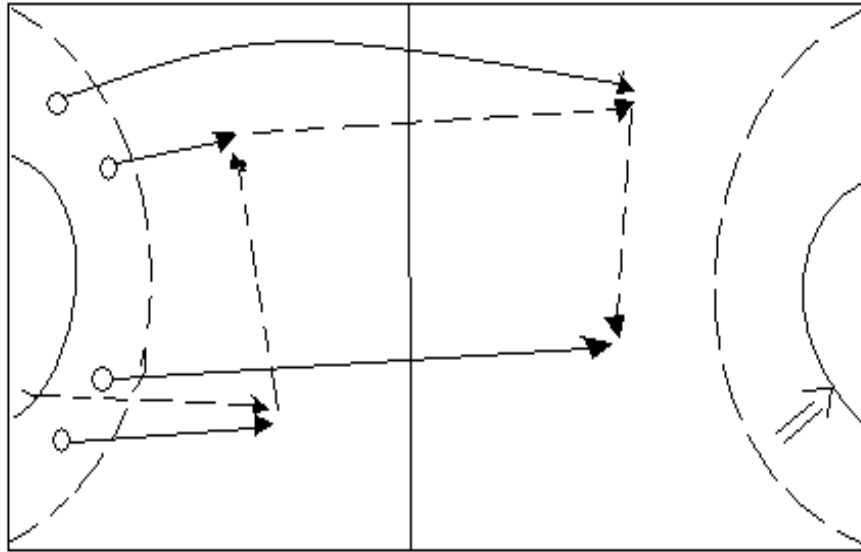


Figure 4

The ball passes from one spike to the other, which spike "turns" it to a player in the second wave to complete it. Dosing 6x2, break 30".

c. Infiltration in the semicircle is another action that the extreme performs during the second phase of the counterattack.

In order to instruct this training sequence, teachers and coaches have at hand a series of structures that should be included in one's own technical-tactical baggage, to be practiced to perfection.

-34-

We present some structures that have proven their value in the training of their own teams.

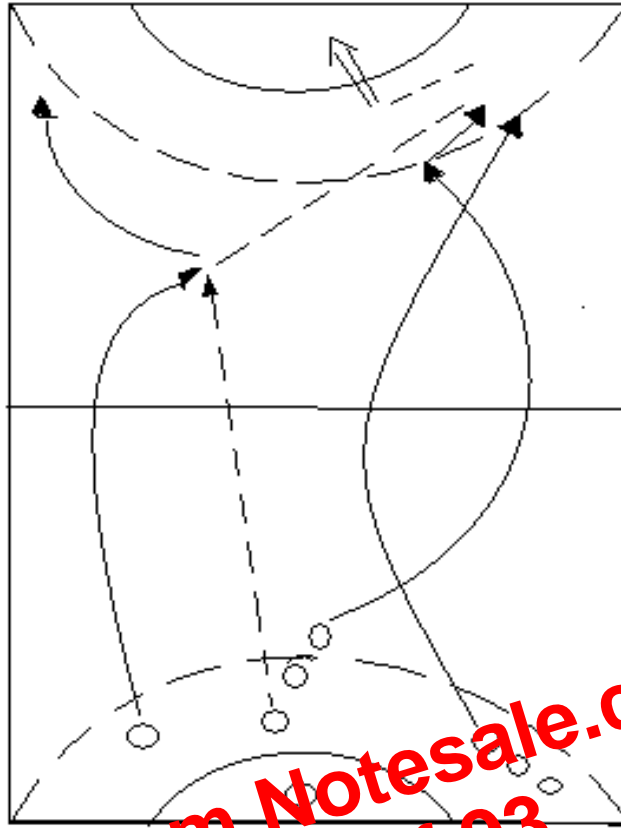
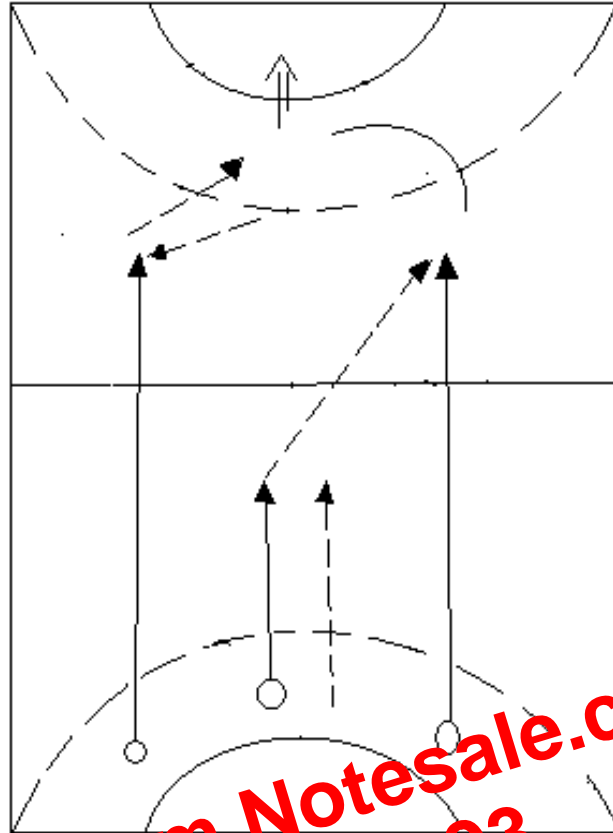


Fig. 11.

The left winger passes to the goalkeeper, runs, receives the ball which he passes to the other winger who makes an attempt without the ball with the player in the center, passes to the 9 m player and makes a central screen that completes.

Dosage 2 x 5 x 2 series.

Rest between repetitions 30".



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 Page 53 of 93

Fig 22

The goalkeeper passes to the center, the pivot runs and stops about 12 m from the goal, receives the ball from the center with a hard pass.

The pivot passes to the left winger who comes launched and throws at the goal or engages the pivot with a shot pass.

Dosage 5 x 2 series

Break 20-30".

The action starts with the goalkeeper's pass to the center which is released. The center passes to the pivot 9 m from the goal.

The pivot passes to the far right who runs towards them, receives and throws over the screen.

Dosage: 6 x 8 times. Break 30".

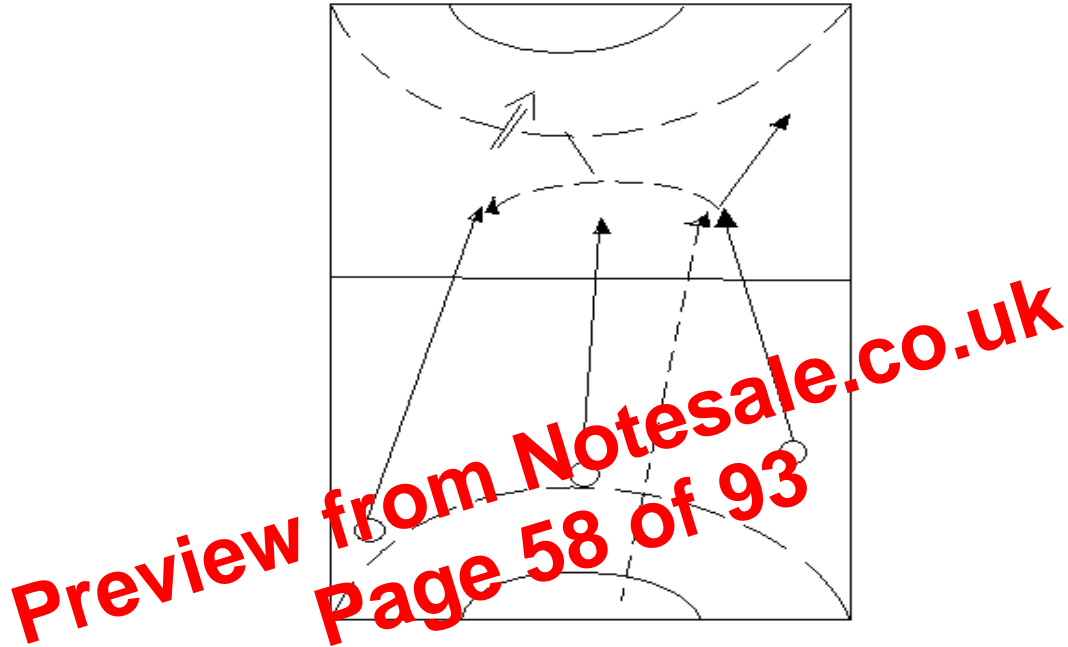


Fig. 29

The extreme right leaves early and quickly. At 10-12 m to the right side of the goal, he receives the pass from the goalkeeper. He passes the ball to the pivot, who is launched behind in the central position. The pivot makes screens at 7-8 m for the left winger who finishes over the screen made by the pivot.

Dosage: 3 x 2 series. Rest between repetitions 30".

So, the blockages are more specific to the IV phase, however, like the screens, they can appear in the II phase.

We present below the structure of exercises that succeeded in solving the tasks of the pivot that he can have in the second phase of the attack and in the attack in the system:

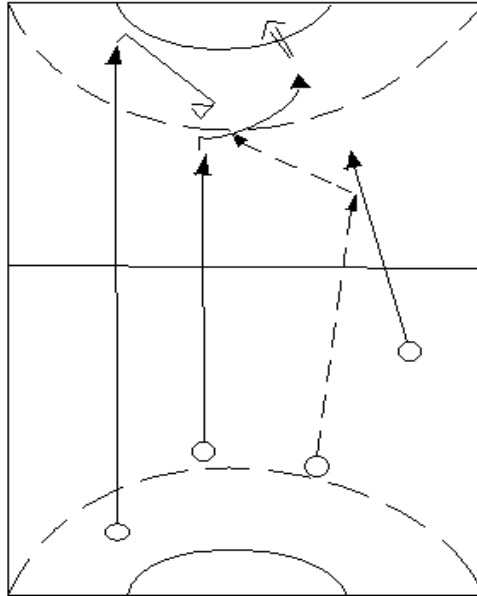


Fig. 32

The right winger launches the winger on the right side 4-15 m laterally; the winger passes to the center who is launched and punches the blocking of the pivot with a throw at the goal.

Dosage 3 x 2 series. Rest between repetitions 30'

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Page 60 of 93

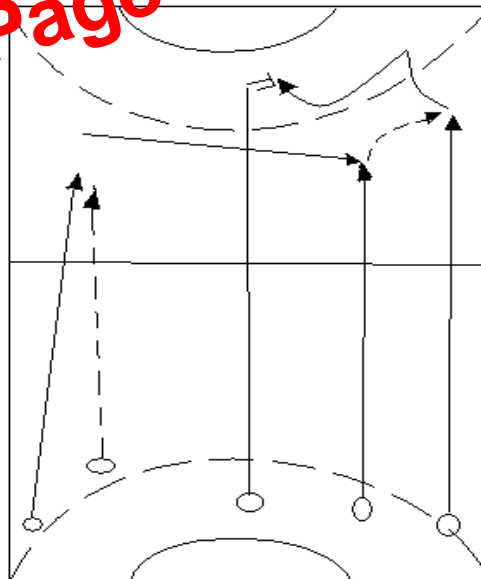


Fig. 33

- a)-running at speed
- b)-passing the ball in attack by passing at speed
- c)-throws at the goal:
 - from jumping with crossed steps;
 - from jumping with a leaping step.
- d)-employment pass:
 - from the jump;
 - from pronation;
 - on the back of the head;
- e)-overtaking the opponent through changes in directives
- f)-the screen

a) In the training process, running at speed for full players does not differ from other players.

In order to have the II phase the players of the 9 m line must be dynamic, mobile, cross the field in the shortest possible time to be able to surprise the opponent with speed. This is why the structures for running at speed were common for all field players.

b) Sending the ball into the attack by passing at high speed and in as few passes as possible (3-4), I have already described them when I talked about the players on the extreme position.

There are, of course, a multitude of structures that can be used.

c) Throws at the goal through the procedures listed above will complete the actions of the inter team.

These players will be required to make some completions by one method, others by another method, so that he practices this whole range of throws.

d) The employment passes of the semicircle players must be well learned because, often, these employments can bring goals for the own team.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 DATA PRESENTATION IN THE FORM OF TABLES AND GRAPHS

REGISTRATION SHEET No. 1.

DATE: 16.03.2004

MEETING: AVRAM IANCU- CSS TARGU THURSDAY SCORE: 18-23

ATTACK		TEAM		TEAM	
		HALF I	HALF II	HALF I	HALF II
PHASE I	COMPLETED	14' 16'	33' 27'	6' 12'	32' 35' 49'
COUNTERATTACK	LAME DUCK	11' 16'	30' 41'	16' 20'	30' 46'
PHASE II	COMPLETED	4' 23'	45' 37'	9' 19' 24'	32' 43'
COUNTERATTACK SUSTAINED	LAME DUCK	22' 19'	26' 47'	12' 17' 23'	28' 42'
PHASE III ORGANIZATION game	COMPLETED	2' 13'	39' 40'	11' 15'	47' 48' 50'
	LAME DUCK	5' 8'	32' 36' 43'	13' 21'	27' 39'
PHASE IV THE ATTACK IN THE SYSTEM	COMPLETED	9' 14'	24' 33'	8' 14' 18'	28' 31' 40'
	LAME DUCK	14' 20'	48' 50'	16' 20'	27' 33'
7m	COMPLETED	8' 12'		24'	26' 45'
	LAME DUCK		32'	20' 22'	

REGISTRATION SHEET No. 2.

ATTACK		TEAM		TEAM	
		HALF I	HALF II	HALF I	HALF II
PHASE I COUNTERATTACK	COMPLETED	4' 19' 24'	28' 31' 50'	12' 16' 19'	32' 36'
	LAME DUCK	21'	31' 43'	25'	27' 39'
PHASE II	COMPLETED	3' 12' 20'	27' 35' 40'	14' 24'	43' 49'
COUNTERATTACK SUSTAINED	LAME DUCK	3' 19' 21'	27' 43'	12' 19' 24'	30' 46'
PHASE III ORGANIZATION game	COMPLETED	1' 3' 23'	26' 37'	14' 18'	28' 31' 40'
	LAME DUCK	2' 15'	32' 45'	12' 22'	28' 42'
PHASE IV THE ATTACK IN THE SYSTEM	COMPLETED	7' 23' 25' 21'	29' 33' 48'	8' 21' 24'	47' 48' 50'
	LAME DUCK		27' 34'	16' 20'	27' 33'
7m	COMPLETED	10' 16'	30'	21'	26' 45'
	LAME DUCK			2. 3'	

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 Page 78 of 93

-77-

REGISTRATION SHEET No. 6.

DATE: 20.04.2004

THE MEETING: AVRAM IANCU- CSS HUNEDOARA SCORE: 27-25

ATTACK		TEAM		TEAM	
		HALF I	HALF II	HALF I	HALF II
PHASE I	COMPLETED	1' 3' 23'	26' 37'	12'	26' 31'

EVOLUTION OF TRAINING DURING THE JUNIOR PREPARATION PERIOD III



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Page 93 of 93**