EFFICIENCY OF USING APPLICATIVE GAMES, RELAY RACES AND TRACKS IN TEACHING THE HANDBALL SPECIFIC CURRICULUM FOR 6TH GRADE STUDENTS

***Muha Edison Enrico Eduard*[1]**
***Leuciuc Florin*[2]**
,,Dr. Simeon şi Metzia Hîj" Primary and Middle School of Volovăț[1]
Ștefan cel Mare University of Suceava[2]

Keywords: *games, efficiency, training, handball, middle school, physical education and sport class.*

Abstract:

In this scientific approach, we have assumed that the use of applicative motion games, relay races and tracks in teaching handball for the 6th grade students will lead to faster acquisition of the technical procedures specific to this game. Teaching handball content in the curriculum by using motion games with specific elements, tracks and relay races in the form of a contest, adapted to the objectives and particularities of the group, will facilitate the transfer of knowledge and will lead to a much faster consolidation of the technique of this sporting game with possible effects on the tactical training of students. The purpose of the study was to highlight the effectiveness of games in the process of learning handball specific procedures. Relay races and preparatory games awaken the interest and pleasure of children for physical education and sports, and this attractive way of training leads to a much faster acquisition of handball specific content from the curriculum. In order to demonstrate the effectiveness of the games in teaching handball themes, we have chosen two groups of 6th grade boy students at "Dr. Simeon şi Metzia Hîj" Primary and Middle School of Volovăț, aged 11-12 years old.

Introduction:

In middle school, handball is one of the fundamental games of physical education, starting with the 5th grade. The contents of the curriculum are vast and aim at learning, consolidating and refining the main elements and techniques and acquiring individual and collective tactical actions in attack and in defense, by students over the four years of training. The training value of handball has been recognized since

ancient times, so it has become one of the basic means of physical education. Handball is the tool that fulfills all the goals that relate to health, harmonious physical development, development of motor skills, formation of motor skills, contributions to intellectual, aesthetic, moral sides and also independent and conscious practice of physical exercise [6].

Handball associated with nonspecific means of physical education and other specific means bring essential contributions to students. So, most of the time, we notice that physical education teachers opt for this sporting game because of its influences on all spheres. Csudor, G. (1983, p. 8) [2] said that handball brings benefits to children if practiced from early childhood. These benefits aim at the harmonious development of the body and of all motor skills, widening the motor skills by enhancing various abilities, improving the activity of the internal organs and strengthening the body [5].

Games play an essential role in the physical and intellectual development of children of all ages, being a pedagogical tool by which children exercise their skills and abilities. According to Petruţ - Barbu, G., (2012, p.59) [7], games can fulfil the following functions, without an exhaustive approach: an informative, socializing, emotional - affective function, fun, improvement and education of motor skills. In addition to these functions, Claparede (1975, p.74) [1] argues that games also have the role of removing fatigue, a role in entertainment, it is a restful element of restoring functions and energy sources after work.

Dynamic games are effective means that bring contributions to the optimisation of the teaching process by increasing students' interest in movement and by the atractivity of the created conditions, aspect that will lead to success during physical education classes. Dynamic motion games, if rationally selected and applied, can help to better acquire the technical elements specific to some sporting branches [4].

Games in the puberty stage play an essential role in physical development. The puberty stage is called a transformation phase of the child into a youngster due to major changes occurring at all levels, it begins at approximately 12 years old for boys and ends around the age of 18, and even later for others [3,8]. Besides the physical effects, games influence the general conduct of the puberty student alternating between moments of activity, enthusiasm, exuberant and childlike reactions and moments of laziness and apathy [9].

Material-method:

Research hypothesis: We believe that the use of motion games, of dynamic relay races and applicative tracks in teaching the 6th grade handball themes will lead to faster acquisition of the technical procedures specific to this game. Teaching handball content from the curriculum by using motion games with specific elements adapted to the objectives and particularites of the group will facilitate the transfer of knowledge and will lead to a faster consolidation of the technique of this sporting game with possible effects on the tactical training of the students.

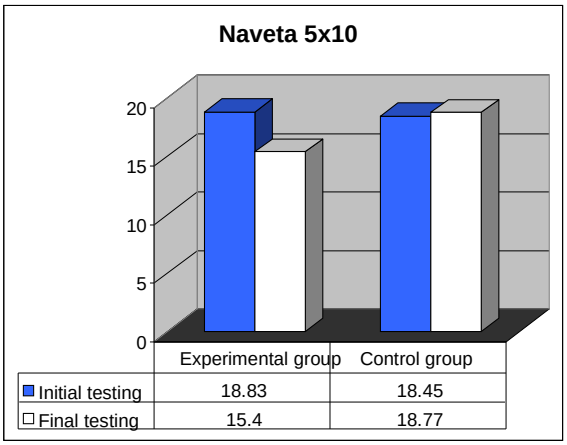
Purpose of the paper: The purpose is to highlight the effectiveness of applicative games, relay races and tracks in the process of learning and consolidating the handball game specific procedures in the 6th grade.

Research methods: Documentation method, observation method, experiment method, graphical method, statistical-mathematical method.

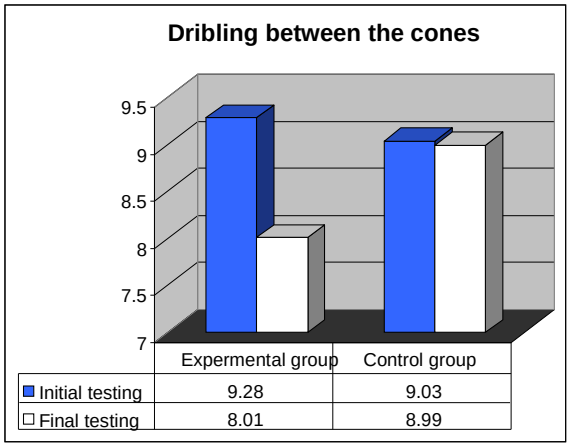
Research subjects: For research we have chosen two groups of students in the 6th grade. 17 boy students of 11-12 years old were included in the experimental group and 17 students of 11-12 years old were included in the control group.

Place and period: The experiment was conducted at “Dr. Simeon and Metzia Haj" Primary and Middle School of Volovăţ. The school has open-air handball court, various materials, equipment and installations, so that training with the proposed means could be done in optimum conditions. The whole approach for the completion of the research work was spread over 2 years (September 2016 - August 2018).

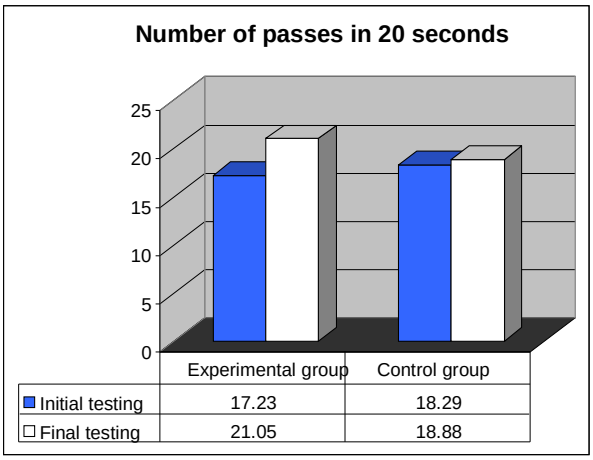
Results and discussions:



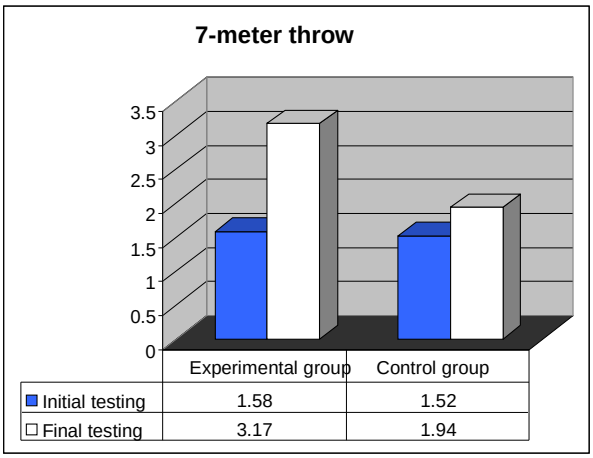
At the shuttle run test, the experimental group had a decrease in the arithmetic average from 18.83 seconds to 15.40, while the control group had an increase of the average from 18.45 seconds to 18.77, which means that for the distance of 50 meters, children had worse results. The difference in the experimental group was 2.43 seconds and in the control 0.32 (in the sense of decrease).



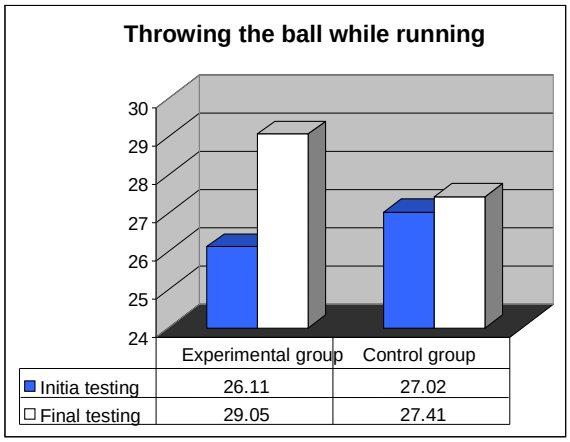
In the second assessment test, progress was more prominent in the experimental group than in the control group. If on the first test, the 17 students who prepared through games had an arithmetic average of 9.28 seconds, at the final test they scored an arithmetic average of 8.01 seconds. Those in the control group who were prepared by means of normal planning experienced insignificant progress, with only 0.04 seconds difference.



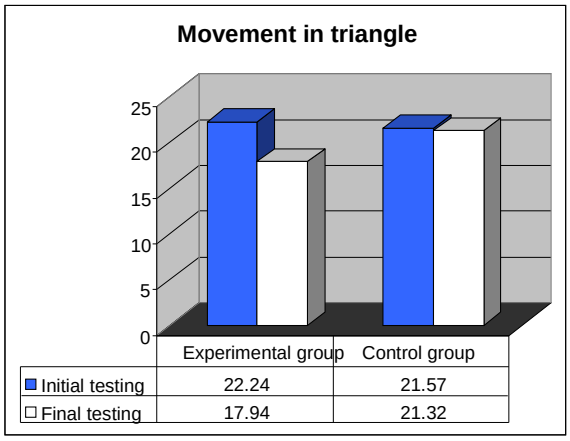
At the third test, the experimental group recorded an arithmetic average of 17.23 passes in 30 seconds and the control group scored 18.29 passes on average. Differences in progress are very high in the two groups, 3.82 on average, namely only 0.59 passes on average.



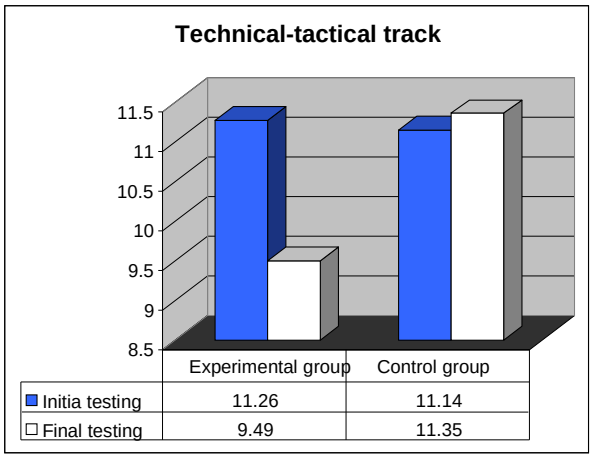
At the 7-meter throw throw, we notice that at the initial testing, the students in the experimental group had an average of 1.58 successful throws, and at the final testing 3.17 successful throws (the difference of 1.59 throws). The control group students at the initial testing had an average of 1.52 throws, and at the final testing of 1.94 throws (the difference of 0.42 throws).



At the fifth test, if the first average of the results was 26.11 meters, we notice that the final average was 29.05 meters (the difference between the averages being 2.94 meters). In the case of the control group, the differences between the two tests are not significant, namely, the first average was 27.02 meters and the final average of the results - 27.41 meters.



At the movement in triangle test, the initial average for the group was 22.24 seconds and the final one was 17.94 seconds. The average of the children in the control group was initially 21.57 seconds, then the final was 21.32 seconds.



At the technical-tactical track test, the students of the control group initially recorded an average of 11.14 seconds, and at the final test an average of 11.35 seconds. The experimental group students initially recorded an average of 11.26 seconds, and on the final test they recorded an average of 9.49 seconds (the difference of 1.77 seconds).

Conclusions:

Movement games, preparatory dynamic games, relay races, application tracks in the form of a contest with handball elements provide the student with specific skills and abilities and develop all the basic and specific skills, depending on the tasks to be solved and the elements introduced. Thus, with the help of these fun means, the transfer of skills in the handball game is realized much faster. This knowledge transfer determines that the student will acquire the technique and tactics of the handball game more quickly, by helping the previously formed motor skills through games and relay races [10].

The approach of these means to achieve the handball themes in the link for learning, consolidation and improving motor skills, but even at other times of the class, is a pleasant, attractive and effective way. Through these means, children practice motor skills they can integrate into handball and develop all their motor abilities. The movement, preparatory games in the form of races are the basis for creating motor skills at a higher stage too, not only in the initial stages of training.

Through games and other exercises in the form of races, children included in our experiment have improved their motor skills and have developed some basic motor handball specific skills, with better results in

final testing, that could help them to practice this sport branch at performance level [11, 12, 13, 14, 15, 16].

References:

[1] Claparede, E., 1975,*Psihologia copilului și pedagogia experimentală*, EDP
[2] Cusdor, G., 1983, *Handbal pentru clasele I - IV,* Editura Sport – Turism, Brașov
[3] Dragnea, A., coord., 2006, *Educație fizică și sport – teorie și didactică*, Editura FEST, București
[4] Ghervan, P., 2006, *Jocuri pregătitoare pentru handbal*, Editura Universității Ștefan cel Mare Suceava, Suceava
[5] Leuciuc Florin-Valentin. (2012). *Aprofundare într-o ramură sportivă: handbal*, Editura Universităţii Ştefan cel Mare, Suceava, p. 111-115.
[6] Leuciuc Florin Valentin. (2010). *Musculaţie,* Editura Universităţii Ştefan cel Mare, Suceava, p. 84-87.
[7] Petruț-Barbu, G., 2012, *Copilul și motricitatea: program de educare neuromotorie*, Editura Nomina, Pitești
[8] Rața, G., 2008, *Educația fizică și metodica predării ei,* Editura PIM, Iași
[9] Strujan, I., Badău, D., Badău, A., 2009, *Educația fizică școlară – ghidul profesorului,* Editura Ria Botoșani
[10] Sistemul Național Școlar de Evaluare la Disciplina Educație Fizică și Spot, 1999 Ministerul Educației Naționale
[11] LEUCIUC F., (2017), Longitudinal study on the effectiveness of the game actions at the Olympic Games woman's handball (2004-2016), THE ANNALS OF "DUNAREA DE JOS" UNIVERSITY OF GALATI, FASCICLE XV, issue 1, Galaţi University Press**, p.** 74-79
[12] Leuciuc F., Pricop G. (2015). Longitudinal study on the effectiveness of the game actions at the European men's handball championship seniors (1998-2014), *The Annals of "Dunarea De Jos" University of Galati, Fascicle XV*, issue 1, p. 42-48.
[13] Leuciuc F., Pricop G. (2016). The longitudinal study on the effectiveness of the game actions at the World Woman's Handball Championship seniors (2005-2015), *Gymnasium Scientific Journal of Education, Sports and Health*, Vol. XVII, No.2, 2016, p. 25-42.
[14] Leuciuc F., Pricop G., Grosu B., Păcuraru A. (2016). Longitudinal study on the effectiveness of the game actions at the European woman's handball championship seniors (2006-2014), *Sport and Society*.

Interdisciplinary Journal of Physical Education and Sports, Volume 16, Special issue, 2016, p. 58-69.
[15] LEUCIUC F., PRICOP G., (2017), Longitudinal study on the effectiveness of game actions in woman's handball top competition (2004-2016), Journal of Physical Education and Sport, Pitești, volume 17, issue 5 supplement, p. 2255-2260 DOI:10.7752/jpes.2017.s5239
[16] Leuciuc F. (2010). Quantitative analysis on the participation of Romanian female national team in World Handball Championship – China 2009, *Journal of Physical Education and Sport*, June 2010, p. 131-135.