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A STUDY ON OPTIMIZING THE TECHNICAL TRAINING OF THE REPRESENTATIVE RUGBY TAG

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Abstract

Sports games enjoy a great spread and popularity from an early age, which has determined the continuous progress of the theory of Physical Education, the evolution of its teaching methodology and an increase in technical training performances of the representative school teams. I chose this research topic because the school where I am a teacher has only one class per level in secondary school, and the sports game that allowed me to engage as many students (both girls and boys) is the game of rugby. Therefore, because the material base of the school allows me, I introduced the rugby tag game in my annual planning, and I used this game at each class, even forming a representative school team, to the delight of my students. According to the results and statistical analysis, the students in the experiment group have visibly progressed in the final test compared to the initial one. As a proposal, I would urge that the technical-tactical training of the students from the representative school rugby-tag team do not represent a finality but it must be constantly combined with the physical, mental and biological side of the training.

Introduction

Sports games enjoy a great spread and popularity from an early age, which has determined the continuous progress of the theory of Physical Education, the evolution of its teaching methodology and an increase in technical training performances of the representative school teams.

Game may be considered an intense pleasure but it may also be a serious activity in which the involvement, imitation and training of the participants have a considerable importance [1].

The teaching of sports game is done through training and game models, which offer the certainty that once applied, a good training in the field is obtained.

The content of the game model can be achieved at different quality levels, depending on the number of lessons allocated to each class: two hours of the common core, one hour of extension, participation in sports competitions organized [2].

A good technical training is based on a proper physical training, and one of its sides aims at the strength of the human body and it refers to the muscle's contracts involved in the execution of any movement act [3].

By applying the circuit, after the stage of isolated initiation of the technical procedures, a frontal approach of preparation for all the basic technical procedures is ensured (in the same thematic field). These circuits can be performed both indoors and outdoors, taking advantages of the sports base and the material facilities that are available [4].

Because Physical Education is a practical subject, the design of the didactic approach is more difficult to achieve and depends largely on the weather conditions, the material base of the school and the geographical area [5].

All exercising procedures are used: frontal, in pairs, on homogenous or value levels, individual [6].

Constantly and differently learned sports lessons can help the training of students to practice physical exercises every day.

There are mainly learning and consolidation lessons, but there are also improvement, verification and mixed lessons. Every lesson has two or three topics. A distinct approach by gender and level of training is required, or even the separation in lessons. It is very important to form the correct body posture, to prevent or correct certain attitudes and physical deficiencies characteristic for this age [7].

For the 5^{th} and 6^{th} grades the more complex game is the main strategy. Games with competition elements, preparatory games for sports games have a greater importance.

Rugby, one of the sports that has been developed constantly in European countries, practiced in its beginnings by the English, has attracted fans from different countries of the world so that today it is played on all continents. This game that combines high physical and moral qualities, involves efficient and appropriate playing actions in the rugby field, spectacular playing phases, either through a methodical game or through a spontaneous, fast and efficient one.

This sport is characterized by the players' constant contact, both in attack and in defense and implies a certain type of player, differentiated by the position he occupies within the team. These aspects are not entirely valid for the version of rugby practiced in schools, rugby-tag, about which I am going to write in detail in this paper. In this case, the rules are similar to rugby, but there are a few exceptions: the oval ball is played only using the hand, there is no contact or tackles, and the try is scored one point.

The method that implies learning rugby using game phases, both in attack and in defense, corresponds to a realistic way of training and grouping players in a homogenous team, from a technical-tactical point of view, by mastering those integrated exercises that reflect real game situations. In the end, the team trained in this way will have a clearer vision regarding the succession of the game phases on the field, depending on the situation, the movement and the orientation of the opponents [8].

Therefore, in the Physical Education lesson, but also in the sports training, the structural and functional changes that are specific to the respective competitive effort are obtained [9].

In order to teach sports games at secondary school, the development of movement qualities is considered, and in terms of rugby-tag, we are particularly interested in speed, strength, dexterity, detente and physical resistance. All these could be assessed by means of measurable control tests, except for the dexterity that "is assessed on the basis of pedagogical observation, using means that require a sense of balance, coordination of movement, differentiation and reproduction of orientation.

Rugby-tag is a physical activity that takes place quickly, in which direct contact with the opponent is non-existent, and which can be practiced by both boys and girls and by mixed teams. It combines a playful and energetic spirit, being at this moment, the official version of rugby for schoolchildren. The possession of the ball, which is variable, generates changes from attack to defense and makes this sport to cultivate and produce for students an accumulation of motor skills. The main advantage of this sport is that it can be practiced in groups of boys, girls, or even in mixed groups [10,11].

Gradually, starting with 2010, the rugby-tag was introduced as a sports branch in the school curriculum for the Physical Education school subject in our country, as an alternative sports activity, and currently, the rugby-tag is part of the National Olympics of School Sports because this discipline has become one of the most loved by students, thousands of teachers specializing in its teaching, and even more students have come to practice it with interest and pleasure.

The specific effort in the game of rugby-tag has a complex character. The fast and thorough mastery of the technical procedures is largely conditioned by the number of balls used, which may decide the efficiency of the training process.

Material-method

In order to design this research, I started from the hypothesis that, through individual or team training, but also through Physical Education classes, using means that are appropriate to children's age and level of training, means that are structured and rationalized according to the specific characteristics of the rugby-tag game, a faster progress can be made in technical training.

In order to achieve the purpose of the paper, the following objectives were established:

- Emphasizing the characteristics of the lesson with themes from rugby-tag game
- Understanding the bio-psycho-social peculiarities of the students subjected to the research
- Drawing up the plan for an improved training pattern for secondary school children's groups in practicing rugby-tag game
- Designing the means of training according to the purpose of the research and deciding how to apply them
- Drawing up some conclusions and practical-methodical recommendations drawn from the analysis of the specialized literature and the performed pedagogical examinations

The subjects on which the research was done are the students from the gymnasium level from "Hatmanul Sendrea" Secondary School, Dolhestii Mari, where there are four gymnasium classes. The control group was a mixed one, made up of boys and girls, according to the characteristics of the rugby-tag game. They were selected from all middle school classes except for the 8th grade which is a terminal class, representing the rugby-tag school team.

The research took place at "Hatmanul Sendrea" Middle School from Dolhestii Mari, Suceava County, during the school year 2020-2021, starting with October 15th and it was completed in May 2021.

For this study I used the small synthetic sports field and the grass football field, both of them representing the material basis of the school mentioned above.

Results

After applying the initial and final tests to the members of the representative rugby-tag school team, I proceeded to the interpretation of the results obtained by them and I systematized these results (tables 1 and 2).

Table 1. Results at initial testing

Nr.	Last name/first name	Test 1 Speed Running-shuttle 5x10 m (s)	Test 2 Getting up from lying on the back (number of repetitions in 30 s)	Test 3 Endurance running (min.)	Test 4 Technical course (sec.)
1.	A.I.D.	22,9	19	3,13	16,5
2.	A.M.	22,6	20	3,09	16,1
3.	B.D.	22,5	17	3,15	15,9
4.	B.B.N.	22,3	19	3,10	15,3
5.	P.V.	22,4	20	3,06	16,1
6.	M.I.	22,1	18	4,45	16,0
7.	P.N.	21,8	22	4,40	15,2

8.	U.I.	21,6	23	4,32	15,5
9.	H.R.	21,7	24	4,20	15,3
10.	B.A.	22,1	22	4,39	15,5
11.	D.D.C.	22,2	21	4,24	16,1
12.	Z.L.	22,4	22	4,31	16,0
X		22,2	20,58	3,82	15,79
Standard deviation		3,82	2,88	6,80	0,11
C.V(%)		24%	18%	44%	1%

Table 2. Results at final testing

Nr.	**Last name/ first name**	**Test 1**	**Test 2**	**Test 3**	**Test 4**
1.	A.I.D.	22,2	20	3,10	15,7
2.	A.M.	22,1	21	3,01	15,5
3.	B.D.	22,0	19	3,08	15,9
4.	B.B.N.	21,7	21	3,02	15,3
5.	P.V.	21,9	21	3,01	16,1
6.	M.I.	21,8	21	4,37	15,5
7.	P.N.	21,0	24	4,31	14,8
8.	U.I.	21,1	24	4,27	14,9
9.	H.R.	21,2	26	4,15	15,0
10.	B.A.	21,6	24	4,30	15,1
11.	D.D.C.	21,3	23	4,21	15,5
12.	Z.L.	21,4	24	4,26	15,4
X		21,61	22,33	3,76	15,39
Standard deviation		3,37	3,79	6,94	0,22
C.V(%)		21%	24%	44%	1%

Discussions

According to the results and statistical analysis, the students in the experiment group have visibly progressed in the final test compared to the initial one.

In Test 1, which assessed the speed of the subjects, they ran faster, obtaining a better average of 0.61 seconds in the final test.

Test 2, an abdominal strength, showed that students were able to obtain1.65 points higher on the last test.

In Test 3, which measures endurance by running, the subjects obtained the lowest progress, with an average of 3.76 in the final test compared to 3.82 in the initial test.

In Test 4, a specific test for rugby-tag game, the students finished the technical route faster than in the initial test, obtaining a better average of 0.4 seconds.

A comparison between initial testing and final testing reveals the progress achieved by the subjects involved in research (table 3).

Table 3. Progresses obtained at the tests

Tests	Test 1	Test 2	Test 3	Test 4
Initial testing	22,22	20,58	3,82	15,79
Final testing	21,61	22,33	3,76	15,39
Progress	0,51	1,75	0,06	0,40
Progress (%)	2,3%	8,5%	1,6%	2,5%

Conclusions

The purpose and tasks of the paper were fulfilled and this led to the confirmation of the hypothesis that in case of technical training, faster progress can be made through individual and team training, but also through Physical Education classes, using appropriate means for children's age and level of training, structured and streamlined according to the characteristics of the rugby-tag game.

The objectives of teaching sports games in middle school were achieved and they were materialized in learning the basic technical-tactical procedures of the rugby-tag game, especially of the final ones, and in the students' ability to apply the basic technical-tactical procedures in a game with reduced or regular staff, with the gradual increase of the claims towards the game regulations.

The methods and means used for conducting the experiment were appropriate as evidenced by the progress made by the students in the final test.

As a proposal, I would urge that the technical-tactical training of the students from the representative school rugby-tag team do not represent a finality but it must be constantly combined with the physical, mental and biological side of the training.

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