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Misiunea noastră este să producem și să furnizăm publicații inovative, bazate pe informații recente, în toate ariile de interes ale motricității umane. Astfel, colecția Motricitate Umană își propune să pună la dispoziția publicului interesat o serie de titluri de carte privind activitățile motrice de performanță, studii privind rolul activității fizice în îmbunătățirea calității vieții, aplicarea exercitiului fizic în scop profilactic și terapeutic prin programe kinetice în diverse patologii, bazele anatomice, biomecanice și evaluarea funcțională a exercitiului fizic.

Colecția reunește o diversitate de publicații, incluzând cărți de interes general și publicații științifice de înaltă ținută – studii, prezentarea unor proiecte de cercetare, teze de doctorat, antologii, atlase, etc.

Membrii comitetului științific pot trimite propunerile de publicare și altor specialiști din domeniu.

Propunerile pentru publicare se vor adresa comitetului științific:

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ALEXANDRU ACSINTE

*Methods of teaching handball
in primary and secondary school*

UNDERGRADUATE LEVEL COURSE - ERASMUS



EDITURA UNIVERSITARIA
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reviewers**

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Objectives of the course

1. To train the ability to develop, implement, and monitor a program with well-defined purposes and objectives, using appropriate handball drills and methods.
2. To train the ability to apply the stages of the instructional-educational process correctly and appropriately (learning, consolidation, improvement, motor evaluation), in close collaboration with the pupil/athlete/group/organization, including: observation, evaluation, identification of movement and performance needs, goal formulation, planning, intervention implementation and result evaluation, to facilitate active participation according to their preferences.

Competences covered by the course

1. To know the handball terminology;
2. To demonstrate the ability to use handball concepts appropriately;
3. To understand the importance of handball;
4. To demonstrate the ability to analyze and interpret situations in handball;
5. To acquire reasoning, analysis, and evaluation skills for difficult situations in the teaching process of handball;
6. To describe, explain, and demonstrate the specific contents of handball;
7. To evaluate physical growth and development and motor quality according to specific handball requirements/objectives, attitude towards independent practice of this game.

Allocated time, forms of activity, forms of assessment, credits

Form of activity	Number of hours per semester	Number of credits
Practical courses	28	
Individual study	104	
Final assessment	Examination	Total credit validation: 5

Establishing the final grade

Form of assessment (Examination, Oral Examination
practical examination, Assessment throughout
the semester)

Type of examination (Written and Oral, Written
Oral, Multiple choice test, etc.)

Points or
percentage

GRADING

Multiple choice test /written examination
Assessment throughout the semester during the
practical courses

5 (50%)
5 (50%)

TOTAL POINTS OR PERCENTAGE

10 (100%)

Average necessary time to learn each module

No.	Name of the module	Average necessary time		
		IS	PC	Total
1.	Technical-tactical characteristics of game models;	26	4	30
2.	Game concept and game models;	26	10	36
3.	Handball as a means of action in physical education lesson;	26	10	36
4.	Modeling student instruction in secondary school.	26	4	30
	Total necessary time			136

Instructions for using the textbook

This textbook contains all the information that are necessary for the learning of the theories and methods regarding physical exercise and its specific application to physical education and sports.

The content is structured in modules, each module containing several study units, trying to structure and ease the reading of the textbook and the learning.

The following succession is recommended when reading the textbook:

1. The careful reading of each study unit and the consultation of the related bibliographical recommendations.
2. Reading the summary for each of the study units.
3. Doing the self-assessment tests (for each study unit).
4. Doing the self-assessment test (for each module).
5. Designing specific applications for the discipline.

Module I. Technical-tactical characteristics of game models

Purpose

- To establish the main technical-tactical elements of the game models;
- To particularize the game models from a technical and tactical viewpoint.

Operational objectives

After studying this course unit, students will be able to:

- Select specific elements of defensive game models.
- Select specific elements of offensive game models.

Study unit 1.1. Establishing methodological guidelines in teaching tactics

When, during training, tactical orientation is given to the technical procedures being learned and repeated, and when it is shown how they are used, we are essentially teaching students individual tactics. If, in addition to the tactical use of technical procedures, the following are added: learning rules according to which players carry out their actions; showing them their individual tasks in accordance with the phases of the game; presenting the requirements related to competing against an opponent - we have a comprehensive view and a dynamic of learning individual tactics.

1. To perform effectively in the game, the player will need to go through exercises aimed at learning technical attacking and defensive procedures in

conditions close to the real game. It must be emphasized here the very special role of movement techniques during the game, for which movement games such as "Tag", "Shadow Game", "Hunting", etc., can be used with great success.

2. The organized learning of individual tactical actions should begin as soon as the main technical procedures have been repeated and perfected. No matter how well the game technique is mastered and perfected, it can only be exploited through its application in the form of individual and collective actions.

We say organized because it is very necessary for individual tactical actions to be correctly and rapidly assimilated right from the start.

Now specific actions for positions, those specific to game phases, and those necessary for competing with the opponent are learned both practically and theoretically. This period is considered the most difficult, requiring a lot of patience and calmness from both the player and the teacher.

3. As the technical, physical, theoretical, and tactical components of actions are mastered, opponents are introduced. Here are a few highly effective games:

a) Six attackers with the ball and three defenders on half the court. Defenders mark one attacker using movement techniques, strive to obtain the ball using positioning, information, anticipation when retrieving the ball from the opponent, etc. Given the numerical advantage of the attackers, they aim to get open, vary their movement techniques and pace, catch the ball in motion, protect it, perform feints, dribbles, overtakes, remain constantly informed, judge which of the five teammates is best positioned, and pass the ball after selecting the most appropriate passing technique beforehand.

Initially, this game is played at a slow pace and then fast; it is important that actions adhere to regulations (traveling, three seconds, dribbling rule, etc.).

b) As proficiency in technique and individual tactical rules improves, the meanings of the "attacker-defender" and "team in attack-defense" relationships are learned. The number of defenders increases to four and then five. The six attackers are forced to get open more quickly, think faster, and choose one of the two teammates or the unmarked teammate to pass to. Meanwhile, each defending player's duties are specified and more precise requirements are set.

c) When the number of defenders equals the number of attackers, i.e., the ratio is six to six, the game is called "Who Holds the Ball Longer." This game fully challenges both attackers and defenders, with demands ranging from technical skills, specific physical preparation, elementary tactical training, to psychological aspects.

4. Learning the requirements and rules imposed on the player for attacking and defending phases is done through games like schoolyard games with two goals or games involving depositing the ball into the goal area (on a mat or against a wall). Now, greater attention is paid to penetrations and getting open towards the target area, ball handling, overtakes, and retreats, engaging with the opponent, guarding, and positioning.

5. Considering that some of the means of individual tactics and certain rules acquire significant significance, more emphasis will be placed on them - for example: getting open, penetration and overtaking, as well as guarding and engaging with the opponent.

6. The game at one goal where defenders are numerically inferior - in ratios of three to four, four to five or six - aims to teach quick orientation, thinking,

and action. The demands in terms of physical, intellectual, psychological, tactical, and technical aspects are greatly intensified.

Study unit I.2. The model of handball tactics

Conceptual generalities

Tactics encompass a system of ideas, principles, and rules by which players and the team are guided during competitive games, aiming to achieve victory by leveraging physical, technical, and psychological abilities, along with all theoretical and practical knowledge.

According to Ioan Kunst Ghermănescu, "The tactics of handball consist of organizing and coordinating players' actions to achieve success, by consciously using, within the limits of the regulations and sportsmanship, the most appropriate sets of techniques, leveraging the qualities and characteristics of one's own players, as well as the weaknesses in the opponents' preparation."

Tactics represent the most complex and dynamic subsystem, playing a decisive role during a handball game and is considered a conceptual approach to competition, especially due to its intellectual component. Tactics serve to organize and lead the other subsystems (technique, physical preparation, psychological preparation, theoretical preparation), ultimately determining their outcome. Thus, in its practical implementation, tactics rationally utilize, because of analysis and decisions in accordance with specific situations, a series of components from the domains of technical, physical, psychological, and theoretical preparation, as well as other specific

measures, selected, organized, and coordinated during competitive games to achieve victory.

The fundamental moments for implementing tactical solutions are:

- establishing game formations (the basic structure of the team);
- player positioning on the field;
- distributing tasks by position and assigning special tasks during the game;
- establishing individual and collaborative actions;
- setting principles for operating within the system, determining moments for changing the tempo of the game;
- player substitutions;
- timeout periods;
- adjustments in player positioning and tasks during the game, and others.

The model of handball tactics is synthetically materialized in the game concept, developed by the Romanian Handball Federation through the central coaching board.

The game concept is a result of all information regarding the current state of competitive play, supplemented by forecasts regarding future competitions.

Following the application of the established game concept, analyses of the results obtained are conducted, new information is accumulated, which, together with the practical solutions of teams and coaches, will determine new measures to improve the game concept.

Study unit I.3. The model of handball technique

What sets handball apart from other sports, as well as all sports from each other, is technique, specifically the form of movement.

By technique, we mean the elements and procedures of executing motor actions, created specifically to enhance the effectiveness of these actions. Therefore, the technique of handball represents a set of specific motor skills in form and content, regarding ball handling, player movements aimed at this handling, and which unfold according to the laws of higher nervous activity and biomechanics, with the goal of achieving maximum game performance, in accordance with the regulations. Technical preparation in handball is a factor without which participation is inconceivable. Technique is not born spontaneously; it is consciously created by people based on the laws of movement.

Technical elements

By technical elements, we understand the general forms of movement on the field and ball handling in relation to the actions and rules of the game. These forms refer to the basic mechanism of movement, having a general abstract character, representing the overall structure of movement, which is realized through several technical procedures. For example, ball passing is an element of technique that is realized through various procedures such as overhead pass with one hand or pronation pass, etc.

The technical elements, according to their use, are divided into three groups:

1. Common technical elements of offense and defense: