

APPLICATION OF PLAY HANDBALL MEANS TO IMPROVE COORDINATION GENERAL LESSON OF PHYSICAL EDUCATION AND SPORTS (CLASS VII)

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Abstract: *Handball as a scientific discipline is part of the theory and methodology of physical education and sport, having as their field of study handball game in technical, tactical, theoretical and methodical physical, psychological and the organizational implications of the selection or sociological and pedagogical.*

The work of teaching in physical education and sport at secondary school level special importance is the focus of teaching on the final activities of learning, from this point of view interesting the overall coordination and development of the means / methods new and attractive like specific example handball game.

Over time, the quality of education issues coordination has concentrated largely in the area of concern of many experts in the field, from academics and to teachers of physical education and sport, from researchers and to the coaches, athletes and other subjects involved in physical education and sports activities.

Key words: *improve overall coordination, physical education lesson, teaching - learning.*

1. Introduction

Improving coordination is inextricably linked to the biological potential, potential determined first degree hereditary predispositions, and on the other hand the amount of contributions that can be achieved through teaching [5].

It is therefore natural concern primarily focused on optimizing content and methodology included in teaching,

learning and assessment, the good results achieved by students based mainly on the high level of development of their biological potential [3].

After the unanimous opinion of all experts theorists and practitioners is motricity development in the future remains determined to obtain good results. However, practical results achieved to date and the special literature on teaching, are recorded very few concrete results gained

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from experiments and practice for middle school teachers, literature summarizing the recommendations related to more general coordination bases and segmentation.

In physical education and school sport, as, indeed, and other items of education, training means that there is a truth, but important is how you choose, how they combine to meet objectives [4].

Education has a wide coordinative qualities methodology (means, motives, processes, forms of organization exercising), the experience of students and teachers is good, however the results did not reach the line of their development possibilities.

Therefore, finding the most appropriate and attractive methodology and their application in practice is an activity to be made permanent in teaching [2].

And among these may include capacity building and action coordination through specific handball game at middle school students, action to be centered on students' previous purchases and must highlight certain accents and define as precisely as activity more specific in this regard.

2. Purpose and hypothesis paper

2.1. Order

Specific skills staggered throughout secondary school students aimed at acquiring the capacity of carrying out driving with indices of speed and coordination, responding promptly and appropriately to visual signals, auditory and tactile execution of motor tasks with current progressive degrees complexity, handling the body's own muscle strength, deposit and easily supports efforts uniform and variable duration extended.

Essentially the purpose of this paper is to enrich the students' area of physical

training on general coordination line development through specific handball, adapted to the particularities students to increase efficiency in teaching.

2.2. Hypothesis

The research hypothesis was based on the assumption that experimentation means specific handball game in the seventh grade, will improve overall coordination of development indices students.

3. Research Organization – Place and Research Subjects

Activity actual experiment samples that required the organization to apply research. Such samples included in the experiment were students of class VII at School no. 27 of Brasov, in the school year 2011-2012.

The research focused on two groups:

- The experimental group consists of 20 students of class VII A;
- Control group consisting of 20 students from all grades VII B.

Organizing research: the experimental group were playing handball specific means used to educate the general coordination in physical education lessons and the control group - which teaching approach oriented in the same direction was done by use of familiar classical traditional (in other sports - gymnastics, athletics).

The two classes were selected whose collective subjects were included in the curriculum for two hours of physical education a week.

It is important to note that before supporting each control samples in the initial testing, students were made in advance, a briefing on the methods of implementation and the fulfillment of objectives and how data recorder.

Sample composition research

Table 1

The experimental group		Control group	
1	A.A.	1	A.S.
2	A.C.	2	B.A.
3	B.C.	3	C.A.
4	C.L.	4	C.V.
5	C.M.	5	D.C.
6	E.S.	6	G.I.
7	F.A.	7	G.N.
8	G.I.	8	I.A.
9	L.A.	9	I.A.
10	M.A.	10	J.A.
11	M.L.	11	M.A.
12	N.F.	12	M.L.
13	N.T.	13	N.P.
14	P.P.	14	O.D.
15	R.D.	15	O.L.
16	R.R.	16	P.C.
17	S.E.	17	R.D.
18	T.N.	18	T.R.
19	U.A.	19	V.A.
20	U.I.	20	V.D.

3.1. Periodization research

The research included two tests:

1. Initial testing: from 20 to 28 September 2011;
2. Final testing, 7-11 May 2012.

During the experiment content, means and structures specified exercises were based on specific program requirements and current needs of physical education and school sport. The whole process instructive - educational theme held annually on schedule and calendar plans semester.

3.2. Samples and control rules

To assess general coordination completed and the segmental settled Research 3 samples:

1. Segmental coordination test - technical structure - from standing, fundamental shift in defense position, move 3 steps to

the left side, move 3 steps to the right side, catching the ball passed to a teammate, dribbling in running 6 m, feint change of direction left, dribbling in running 3 m, turn feint to the right, dribble alternately on 6 meters, stop lying, putting the ball on the ground, lunge to the right side, back, side lunge to the left.

It is estimated by marks from 1 to 10 degree segmental coordination and execution correctness [1].

2. General coordination test - test Matorin - which consists in making a return by jumping from standing. The subject sits in a circle marked with degrees, measured on the subject to record levels during jumping.

Assessment is made according to the following scale: grade 4 to 300 degrees, note 5 to 320 degrees, note 6-340 degrees, note 7-360 degrees, note 8 to 380 degrees (360 +20), note 9 to 390 degrees (360 + 30), note 10 above 400 degrees (360 +40).

3. Route applied - travel the 10 m dribbling, passing the ball to a partner, take back the ball, overcome by changing the direction of another partner, passing the ball to the third partner, added to the semicircle travel through step 6 m away line 7m, and alternative disposal 6 balls in left and right top corners of the goal which is marked by a square 50/50cm.

It is estimated with notes of 1-10 applied the reasonableness of the route, focusing on the coordination of segments, the desktop, and precision ball throws.

4. Processing, interpretation and Graphical representation. Results

4.1. Technical structure - Interpretation of results

Arithmetic values were: 6.15 in (IT) and 8.70 in (TF) in the experimental group and 6.05 points (IT) and 7.35 in (TF) in the control group.

Progress of the experimental group was 2.55 points, and the control group only 1.30 points

Standard deviation (S) indicates the same thing that the central value is more representative results from string results but better value (lower) the final testing of the experimental group.

Homogeneity of both groups was very good in both tests, the values of the coefficient of variation values ranged from 0-10%.

Specific drive means handball game development indices contribute to optimization of overall coordination and increase the attractiveness of physical education lessons.

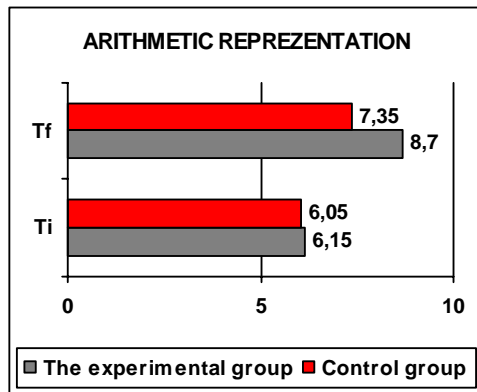


Fig. 1. Graphical representation of the technical structure

4.2. Sample MATORIN -Interpretation of results

Arithmetic averages of student achievement show a clear improvement of the experimental group of 2.70 points as compared with the control group progressed by only 1.40 points

Standard deviation (S) had the following evolution: the values of ± 0.51 (TI) and 0.63 (TF) in the experimental group and the control group ± 0.56 (TI) and ± 0.64 (TF), so the central value of the final

results of the control group is more representative.

The coefficient of variation (CV) shows that in both groups and at both harvests data remains very high homogeneity of the results.

Specific means handball game used were tailored to the students to develop overall coordination of the students in the experimental group.

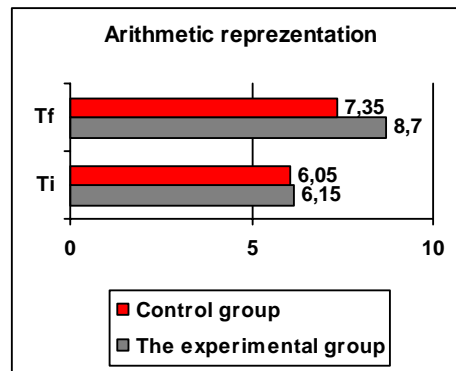


Fig. 2. Graphical representation of sample Matorin

Homogeneity was very good and the control group, whose values of the coefficient of variation ranged from 0-10% limits.

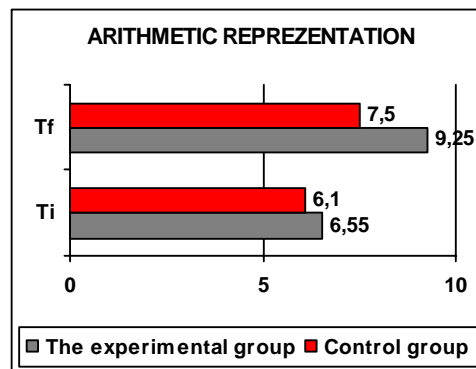


Fig. 3. Graphical representation of Applicative Route

5. Route Applicative

5.1. Interpretation of results

The experimental group showed initial testing an arithmetic average of 6.15 points and 8.95 at the end of the progress being 2.80 points

Control group showed the two tests following average values: 6.10 and 7.40 pc from the initial to the final point, progress was of 1.30 points, lower than the experimental group.

6. Conclusions and Recommendations

The main conclusions are:

- The research results confirm the hypothesis that is "testing specific means handball game in the seventh grade will improve coordination indices of overall student development."
- When all the evidence of research, experiment group students progress between the two tests higher than students in the control group, and this is due to the influence of the independent variable.[1]
- The inquiry also showed that where made to work with specific means for developing handball game overall coordination, i.e. the experimental group, students are interested in capturing the physical education class, using these means harnessing and increasing the capacity of organization and self-organization and their social inclusion issue in relations imposed by these means.
- Progress has shown that educating coordination by means mentioned above is available than secondary students, but also encouraged by the possibility of a good effort and determinations of its variance that took into account their particular age and level of development and training.
- In other news, the drives used, led to significant improvements in the level of specific technical and tactical sports games and experimental group students and this resulted in her performance of the control samples.

The main recommendations are:

- Increasing concern for diversification methodology drive the secondary school in physical education lessons contribute to pupils' active involvement in solving lesson tasks and increase the attractive character of them.
- In the literature of physical education is supported by more and more professionals, traditional means giving up the traditional starting from as low ages, but especially high school students and use in the teaching of means new, modern to provide a high density and attractiveness increased lessons, as in the case of specific sports games coordinative capacity that can become a constant in lessons.
- Develop coordination capacity, can and must become a constant at middle school students, especially if performed by specific means handball game, given the stage of physical and mental development of students, on the grounds that national signals are as "alarming" - many of them finding an "excuse" to run healthcare "boredom lessons offered unattractive and embracing other sedentary activities (see information).
- Given the structure of the school year (semesters learning modules and holidays) in the teaching process, it is necessary to create in students the habit of practicing exercises to develop specific motor qualities and means handball game, in order to ensure continuity of the teaching - learning and maintaining a high index of speed and skill.

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