

7. Conclusions

We found that the majority of students considered it appropriate to pursue higher education. We noticed the students' retention to migrate at any cost, while at the same time having the opportunity to be realized in Romania.

Identifying students' information sources in decision-making for the professional future: the intimate circle of acquaintances remains priority and less of counselors or psychologists.

Evaluating the professional interests of students: the professions indicated by the students are very diverse and the legitimate interest is related to personal skills rather than the situation of the occupation/profession on the labour market.

Identify how students assess their own educational training: differentiated on the assessment of the institutional educational climate and the assessment of parental control.

The way the assumptions have been confirmed or refuted open new discussions for future research, but also suggestions for the practical work of counseling and training. We brought to the general attention through this research the complexity of the studied field, but also the need to diversify information, counseling and advocacy activities.

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Elaboration of the Mini-handball Training Model

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Abstract

Handball is a sport discipline with a continuous development. As a result, besides other forms of practice (beach-handball and street-handball), a new form of handball appeared adapted to the peculiarities of children aged 6 to 10 years, called mini-handball. In recent years this form of handball took a great swing, currently many competitions being organized at this level.

Developing a training model for this age group is a must, because at this age we cannot talk about classic handball. Because in the literature there are very few works that address this issue, the purpose of this study is to develop a training model adapted to ages 6-10 years. The training model presented will contain the number of training hours required during the four years of training, these hours being broken down by the training factors. It will also include the scheduling of technical elements, tactical actions and the main directions for developing the motor skills. All the data contained in this model are taken from practice with children of these ages after a four-year training cycle.

Keywords: minihandball, training model, training hours, training factors

8. Introduction

Mini-handball, a form of handball adapted to the possibilities of children aged 6 to 10, appeared relatively recently. However, mini-handball makes its presence felt more and more in the competitive landscape in our country. At present, official competitions are organized (National Championships organized by F.R.H.-Romanian Handball Federation and O.N.S.Ş.-National Olympiad of School Sport organized by M.E.N.-Ministry of Education) as well as numerous unofficial competitions organized as tournaments.

The bustle of mini-handball has created the need to develop a training model specific to this form of practice of handball.

The children who practice mini-handball, from the somatic and the psychological point of view, belong to young school age (Cretu, 2008) and, from the point of view of the sports training, they belong to the first stage of training (Platonov, 1996). As a result, all training needs to be adapted to these features. "Sports training is not an undifferentiated instructive-educational process, the tasks, the methods, the means and the organizational forms of it, especially in children and juniors, differing from one age to another." (Şiclovan, 1972, pg. 389)

Among the objectives to be achieved, we mention:

- to optimize the physical development;
- to improve general motricity and the formation of a rich bag of motor skills;
- to multilaterally develop motor skills, with emphasis on speed and coordination capabilities;
- to get familiar with the ball, the playing court, the goal, teammates and opponents;
- to educate the team spirit and the competitive spirit;
- to educate the qualities of will and perseverance;
- to educate behavior.

At this level, diversity in training is essential, appealing primarily to motion games, at the outset general, and as they move forward, to motion games that contain basic technical elements of handball (catching, throwing, dribbling, moving in the field, etc.). However, at this stage, it is not intended to stabilize the technique, the main objective being the formation of a rich motor baggage, the basis of future upgrades.

In many publications, it is stated that the most appropriate period for developing motor skills is between birth and 20 years of age. However, within this timeframe, different phases of dynamic development can be observed, but also periods of stagnation or regression of motor skills. Sensitive periods or phases are characterized by the fact that the body responds more intensely to certain stimulus. These phases are followed by so-called critical phases, characterized by stagnation, or even a regression. "There is no lower age limit to start developing motor skills. There are only methods and means appropriate to it, more intense development periods and relative stagnation." (Mitra, Mogoş, 1977, pg. 37)

At the level of children, in planning, account is taken of the achievement of the training objectives and the improvement of the training components that appear at this age. As a result, the children's instruction planning is in line with the structure of the school year. In the structure of a school year, as is known, periods of higher professional load and lighter periods appear.

Developing the training model is a very important step towards achieving efficiency in training, that is, "the overcoming by all pupils participating in the training of the minimum-acceptable level of performance (.....) in proportion to the individual learning possibilities, in psychological comfort and with effort and time savings." (Jinga, Negreţ, 1994, pg. 50)

Modeling in physical education and sports training is taken over from cybernetics. The model, in order to be effective, must meet certain conditions: be simple, be isomorphic (accurately mirror the original), be relevant (highlight the main features of the original), and be generalizing. (Hantău, 2004)

9. The purpose of the study

The purpose of this study is to specify a mini-handball training model. The training model will contain the number of training hours broken down by the training factors and the number of competitions scheduled for this stage. The training model also includes the sequencing of the learning of technical elements, tactical actions and the education of motor skills for a period of four years.

10. Findings

The minihandball training model contains several categories of data, including: training hours, breakdown of training hours on training factors, number of games, staggered training per year of training, etc.

The training model in the first stage, from the point of view of the training hours, results from the requirements for this level.

Table 1. Percentage of training components in stage I

Training components	Technical	Tactical	Physical	Psychological	Theoretical
First year	50%	0%	40%	10%	0%
Second year	50%	0%	40%	10%	0%
Third year	40%	10%	40%	5%	5%
Fourth year	40%	10%	40%	5%	5%

Table 2 shows the number of training hours and the number of training sessions performed in Stage I.

Table 2. Instruction hours in stage I

	First year	Second year	Third year	Fourth year	TOTAL
Number of training sessions	55	70	102	126	353
Technical (h)	22.8	27.3	50	79.5	175
Tactical (h)	-	-	12,5	19,5	32
Physical (h)	26	38.4	50	79.5	194
Psychological (h)	4.2	11	6.5	9,5	32
Theoretical (h)	-	-	6.5	9,5	16
evaluation (h)	3	3	6	8	20
Number of competition (h)	-	-	6	17	23
Instruction hours	56	70	137.5	223	492
Number of games	-	-	11	34	45

In the following, we will illustrate how the main technical elements were introduced during Stage I.

Table 3 Introduction of the main technical elements in Stage I

Element	Procedure	First year												Second year			Third year			Fourth year		
		St.			St.			St.			St.			St.			St.					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3						
Habit with the ball	Transport	X	X	X																		
	Transmition from hand to hand	X	X	X																		
	Individual throws and catches,	X	X	X																		
Movement in the field	Running, stops, turns, side travel	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Dribbling	Simple and multiple		X	X	X	X	X															
Holding the ball	With one or two hands	X	X	X	X																	
Throwing the ball	With two hands			X	X	X																
	With one hand			X	X	X																
Catching the ball	Standing						X	X	X	X	X	X	X	X	X	X	X	X	X			
	Running								X	X	X	X	X	X	X	X	X	X	X			

Passing the ball	Standing	X	X	X	X	X	X	X	X
	Running		X	X	X	X	X	X	X
Fents and directional changes	Simple change of direction				X	X	X	X	X
	Passing fent						X	X	X
Shot on goal	Running	X	X	X	X	X	X	X	X
	From the ground		X	X	X	X	X	X	X
	Jumping			X	X	X	X	X	X
Removing the ball from the dribbling	Front				X	X	X	X	
	Lateral					X	X	X	X
Attacking the opponent	Attack with one arm on the throwing arm and the other on the hip				X	X	X	X	X
Blocking the balls thrown to goal	Blocking high balls						X	X	X

In the same way, the simplest tactical actions were taken.

Table 4. Grading the introduction of individual tactical actions into training

	Year Stage	Third year			Fourth year		
		I	II	III	I	II	III
Attack	Direct demarcation	X	X	X	X	X	X
	Penetration				X	X	X
Defense	Tight marking	X	X	X	X	X	X
	Attacking an opponent in possession of the ball			X	X	X	X

From the point of view of motor skills, their education has taken into account age peculiarities.

Table 5. Education of motor skills in stage I

		First year			Second year			Third year			Fourth year		
		I	II	III	I	II	III	I	II	III	I	II	III
Coordinating capacities	The ability to perceive space and time components and segment segments in space	x	x	x	x	x							
	The ability to orient and acquire the fundamental components of the movement (amplitude, direction, rhythm)			x	x	x	x	x					
	Coordination of movements using different objects	x	x				x	x	x	x			
	Coordination in terms of increasing the degree of complexity of the movement.								x	x	x	x	x
Speed	Reaction	x	x	x	x								
	Execution				x	x	x	x	x				
	Repetition				x	x	x	x	x				
	Running							x	x	x	x	x	x
Strenght	Extension muscle developenet	x	x	x	x								
	Development of abdominal and back muscles			x	x	x	x	x					
	General muscle development						x	x	x	x	x	x	x
Endurance	Initiating explosive force training										x	x	x
	Anaerobic alactacid power	x	x	x	x	x	x	x	x	x	x	x	x
	Anaerobic alactacid capacity			x	x	x	x	x	x	x	x	x	x
	Aerobic capacity								x	x	x	x	x

Conclusions

As can be seen in Table 2, the physical, technical and psychological components of training are factors present in any year. On the other hand, the tactical and theoretical components appear only in the third year of instruction, because the opponent appears in the training strategy only in the third year.

Another aspect that can be seen in Table 2 is that, from one year to another, in quantitative terms, all indicators are growing. Differences between the first two years are given only by the number of training sessions. In the following years, however, the differences are due to the increase in the number of training sessions, but also to their duration. Thus, if there were 2 weekly training sessions of 60 minutes in the first two years, in the third year there were 2 weekly training sessions of 75 minutes, so that in the fourth year there were 3 weekly training sessions of 90 Min, plus the training provided in the training camp.

Another characteristic of the first-stage training model is given by the content of the training and the way in which the technical elements, the tactical actions, the physical, the psychological and the theoretical training are introduced in the training. In Table 3 we find the gradation of training for the technical elements and procedures according to the training year. It is noted that certain technical elements and procedures disappear after a certain period from the table. This does not mean that they will disappear from the training but that they will be included in the training of other technical elements.

We proceeded in the same way for the tactical actions. Table 4 provides a gradation in the training of individual tactical actions. As we can see, basic tactical actions have been introduced in the training because, without them, mini-handball cannot be played.

Physical training was approached similarly, each motor capacity being programmed in training according to the characteristics of the children with whom we work. Table 5 shows the development of motor capacity by year of training.

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Assessment of Students Physical Fitness by Using the Eurofit Test Battery

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Abstract

The purpose of the present research is to determine the students' physical fitness level, using the Eurofit test battery. If we determine it, we will have a benchmark based on which decisions must be made regarding the physical activity program that they have to carry out in daily activities. In conclusion we can say that the most important effects of the program applied for 12 weeks were over: static strength of the upper limbs, dynamic strength of the upper body, segmentary speed of the arms, body balance. The limitation of the study is given by the number of participants, but it opens the way to further such studies involving more subjects, to be conducted on a longer and a palette of means more diverse to determine the influence that the components of fitness have in young people and students.

Keywords: physical fitness, students, assessment
