STUDY REGARDING GAME TECHNIQUE AND LONG-LASTING TRAINING IN HANDBALL

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ABSTRACT

Sports excellence is achieved through native outstanding qualities, exploited in a proper training regime, along the entire sports career. Training quality depends to a great extent to the allocated time for this purpose to training process, concretized in number of executions at high efforts parameters. The means that determine a maximal commitment of the athlete are those that involve emotional involvement in order to achieve an immediate result.

Long-term, this way of approach differentiates the athletes who train in similar conditions of material base, time resources and so on. Analyzing sports career of some players that are internationally recognized, I reached the conclusion that technical excellence and of course the sports value are based on the number of efficient repetitions – repetitions with maximum request, through athlete's emotional involvement.

Keywords: long-lasting training, sports career, efficient repetitions, emotional involvement

Introduction

Most authors recognize the fact that sports performance is due to the amount of 75% to selection (native qualities of the athlete) and 25% to training (training and life conditions). An important element to be considered is *overcompensation* as physiological process which limits the number of repetitions/ training/ time unit.

The optimizing problem of training process of children and juniors is very actually for all types of sports. The causes of this situation are multiple.

One of them consists in the fact that nowadays the performance sport requires increasing the effort, continuous growth of athletes' technical and tactical skills and of their mental effort, fact that determines the intensification of all aspects of young athletes' training. The quality of training largely depends on allocated *time* for this purpose to the training process (Matveev L, P 1981).

Considering that all the elements of the training process of the athletes are important and that every year, it is required an increasing amount of trainings process (Matveev L, P 1972), we can talk about the exclusion from the training process of the nonessential teaching material and of secondary components of training activity, as well as determination of proper qualitative and quantitative correlation between different trainings in different stages of training the young athletes.

Material and method

Training future athletes raise acute problems and because, thanks to maximal physical and mental efforts, it was reduced the period of athletes' performances in the „big performance", that dictates the need of urgently completion of teams that participate in big competitions (table number 1).

Table no. 1

Average age of sports debut and the age at which the representants of different sports achieved outstanding performance (according to Dzagania D.G., 1984)

No crt	**Sports area**	**Average age at which they began the specialization (years)**		**Average age at which they achieved their first performance (years)**	
		Women	**Men**	**Women**	**Men**
1.	Athletics	10,3	12,6	22,1	24,0
2.	Swimming	9,4	10,5	15,6	17,0
3.	Gymnastics	7,1	9,7	15,5	21,7

4.	Basketball	12,2	12,8	21,6	22,0
5.	Volleyball	12,3	12,4	23,6	23,4
6.	Canoeing kayaking	14,7	14,0	21,3	22,1
7.	Water jumps	9,5	10,0	16,4	19,5
8.	**Handball**	**11,3**	**11,6**	**21,8**	**22,6**
9.	Archery	13,0	12,0	22,4	24,2
10.	Shooting	10,0	14,6	20,0	20,7
11.	Fencing	11,6	12,2	21,0	23,4

Bota, I., Bota, M. (1987), considers that „the limits of human possibilities in handball practicing are not determined only by optimum shape of physical development, of functional perfection of organs and tissues, but also the quality of basic property of human being, of human psyche. This mental component represents ultimately the reason of entire activity, because it activates and it regulates superior functions of the body, creates a fertile field, of superior manifestation of motility and technical-tactical skills.

Correct acquiring of technical elements of game represents a fundamental task of the coach in the first training's stage, even if an important weight can have other factors of sports training, especially physical training.

Technical processes are motility skills specially designed in order to perform with maximum efficiency the actions specific to the games (A., Dragnea and colab., 2006)

Through manifestation of individual characteristics of morph-functional and psychological order, technical processes acquire special shades at high-class athletes, with effect in efficiency growth of the specific execution (style). These executions are analyzed and, according to their practical value, are taken over by other athletes, becoming in their turn, technical processes.

Basic mechanism of the technical process represents the logic sequence of motility acts, necessary objectives, for its efficient performing.

This mechanism should be understood as a plurality of spatial, temporal, dynamic and energetic factors are closely correlated, through which it is gained an increased efficiency.

Learning the game technique (specific motility skills) is a process governed by the laws of learning motility acts and actions, performed in specific stages determined by the content particularities of game, as well as by the game regulations (A., Dragnea and colab., 2006).

Types of motility learning determine the type of motility skills. Technical processes (specific skills) from handball game are part of the category of intelligent-motility skills, the actions taking place under unpredictable conditions, the opponent's creative opposition being the main factor in this regard.

The stages of learning the motility skills specific to handball are:

- Information stage and forming the correct representation of movement in which we target the formation at athletes of a clear and correct image about the process that they will be learn. These information can be transmitted orally (discussions, analyses, evaluation of personal executions and others executions), visual (photographs, drawings, kinograms, movies and so on), tactile (correcting the mistakes). The amount of this information will be related to individual capacity of processing of each athlete, to specific of age and practicing level, being in direct dependence of perception quality, capacity of attention focus. The necessary time for this stage depends on previous motility experience, on development level of motility skills, effort capacity and observation spirit of athlete. As preliminary information are better understood and processed, so training time and adaptation at performing requirements is higher and allows the manifestation of anticipating capacity, giving an adequate mental state. Analysis and information processing should be done with athletes' participation, strengthening their sensory perception by introducing methodical regulators and by providing an autonomy level according to introspection and self-assessment capacity.

- The stage of coarse movements or insufficient differentiated specific to executions from the beginning of learning stage of technical process, coach's indications being the main source of information. In this stage we will notice an excessive effort because of the unnecessary contractions, limited accuracy and amplitude, inadequate rhythm, twitch. In this moment of learning process there should be given a major importance to the proper execution. In this stage information will be strictly focused on the wanted objective, precise indications target the essential aspects of execution, and coach's encouragements and appreciations should increase athlete's motivational level. The inherent errors of this stage caused by the

insufficient level of some motility causes or deviations from the correct structure of execution, will be notified by the coach, explained and then, there will be changed the execution conditions, using different methodical regulators: balls of different sizes and weights, gymnastics bench for beat-detachment-jump, volleyball adjustable net for hip throwing or jump throwing and so on, the most important factor being athletes' conscious participation at correcting his own mistakes.

- precise coordination stage and strengthening the technical process is the period when executions are correct under standard conditions or in certain conditions similar to those where there was made the highest number of repetitions, have fluency, rhythm, amplitude and precision, having raised indices of speed, strength and resistance. In this stage coach's indications are directed to formation the perceptions and movement sense and the ball, forming differentiated perceptions, intensive training of resources conditioned coordinately for performance (A., Dragnea and others, 2006).

- Improvement and over-learning stage of technical process with executions in different conditions and at raised efficiency parameters. The athlete is capable to perform the process in different conditions imposed by the opponent, material conditions and ambience, audience, other external factors. A. Dragnea states that over-learning represents an effect and a condition in direct connection with number of repetitions. Studying and analyzing the characteristics of training process made by athletes from different countries (France, Spain, and Poland) and from Romania, I noticed that there are more similarities than differences.

There were questioned six foreign players and six Romanian players, components of senior national teams, all of them being present at World Championship from Croatia – 2009. These athletes are: N. Karabatic and J. Fernandez (France), K. Bielecki and N. Tkacik (Poland), M. Garalda and E. Entrerios (Spain), M. Popescu, I. Stănescu, V. Ghionea, M. Rohozneanu, Gh. Irimescu, E. Pârâianu (Romania). With these athletes I had conversations in which I guided by the following set of questions:

1. At what age did you first make contact with organized sport? What about handball?
2. Do you remember which was the training' number per week at the children and junior club that you attended?
3. What kind of training conditions was at children and juniors (qualified coach, sports facility, sports materials and so on)?
4. Which was the first competition in which you participated? At what stage (local/regional/national/international) ? At what age?
5. After how many years of organized practice of handball did you participate at your first action with national team at that age?
6. At what age did you achieve your first major result on national/international stage at juniors/youth/seniors?
7. How old were you when you were selected in the representative senior team?
8. Which is the most important sports performance with the club/national team? At what age did you achieved this performance?

Similarities

- Game and training conception is similar, some national federations (Spain, Poland) recognizing that in shaping their own concept, they were inspired from Romanian concept of game;
- Selection age for initiation in handball is about the same level in all the four countries, thing that proves a unity of views in this regard, but also a comparable duration of training in the initiation moment, till the achievement of the higher performance;
- Conditions of material base are also comparable to those from the four handball systems, with a clear advantage for France, but this aspect reflects only indirect in the mastery level of technical processes and especially, through the much higher number of practitioners;
- Selection base represents a similar potential for the four countries

Differences

- The high number of participants in year 2012, France having over 50 000 legitimated athletes, towards Romania, with about 5000 legitimated athletes;
- Professional level of specialists coaches/teachers/instructors who benefit a very efficient continuous training system;
- The financial support much higher in the three foreign countries, at all levels, especially at children and juniors;
- Education type both in school, but especially in family, based on rigor, discipline, seriousness;

Under these conditions, I determined that the most representative athletes from the studied countries, who went through all trainings stages from beginners to seniors, participating in all sports confrontations for each age category, most of them being present in national teams at each age category, as hopes of handball from those countries

Studies to be done together with students from Faculty of Physical Education and Sports Suceava, will provide statistical conclusions regarding the relative number of repetitions that an athlete would need for the echelon in which he activates, national team of cadets/juniors/youth/seniors.

These repetitions of technical processes can be performed in:

- Trainings with the entire team;
- Individualization trainings;
- Individual trainings;
- During the official game /training/school game

We can estimate the number of repetitions according to planning documents (proposed) and evidence documents (achieved) in trainings with the entire team, according the practice level, period of sports training, working forms (groups/in pairs/ individual), team's profile and so on, an average number of repetitions each competition year at basic technical processes in attack (passing, throws, overtaking, dribbling) and in defense (arm attacking with the ball, blocking gate's throwing, counter overruns).

Strictly arithmetically, these information could lead to the conclusion that a high number of players fulfill the requirements about the number of repetitions in order to be selected in national teams or in the most valuable club teams. It is obviously that this thing is impossible, the most proper explanation being related to individual qualities of the players. But we can easily assume that athletes with similar qualities have different yield in the game, reaching at levels of different sports value, even if they have in their sports experience a similar number of repetitions of basic technical-tactical processes.

It appears the question if number of repetitions gives the sports value and there cannot be taken into consideration the quality, the mobilization and involvement level, the circumstances in which these repetitions are executed.

In this situation, I made a comparative analysis of the progress achieved by some players who train in the same conditions, at the same team, but from different reasons, the increase in value is different for different technical-tactical processes.

The first aspect that distinguishes them is the amount of played time during the competition year (number of minutes).

- Some players are used especially in tactical situation of defense that leads to a better progress rate of these processes, but it leads at the same time, at stagnation or even regress regarding the technical-tactical processes from attack, even if at trainings they perform about the same number of repetitions as the other athletes from the same position. Is so important the number of repetitions performed by a player in attack, during the game?

- Injury of some players (holders) and interruption of training for a period of time, makes them to resume preparation from a lower level regard the post competitor, but they are progressing very quickly, reducing the gap and, according to the interruption period, they can regain the post (after a certain number of repetitions/executions of technical-tactical processes).

- Equally relevant it seems the fact that athletes trained by a certain coach/club repeatedly acquire (at successive generations of juniors), a value level higher than athletes of other coach/club, even if training is similar as volume, conditions of material base and similar to the requirements of the same competition, with the same program of school curriculum and so on.

Conclusions

1. I noticed that the value gap between the athletes from the same age category (for instance: Romanians to those from countries with performance handball at senior level), is due to long-term training, to the way in which there were made all the stages of sports training from initiation, to the big performance.

2. Analyzing the path of some valuable athletes from the mentioned countries (France, Spain, Poland, Romania), from surveys, questionnaires and interviews applied to the most representative Romanian athletes of the moment (2009-2010), but also to the 14 coaches from national teams and from senior first league (2011-2012), I formulated the hypothesis that, besides the individual qualities of athletes, sports value (performance capacity) depends directly, on the repetitions number at each technical process, along the entire sports career, these being the main component of what we generic call, „experience". This also results from the studies which reveal the age of big performances in handball, as well as in other sports game, reported to the years of practicing this sport and at the level of those competitions. (table 1 and 2).

3. It is clear that the decisive role in improving the executions of technical-tactical processes and of course in the growth of athletes' experience and value, it has the number of efficient repetitions, called like this only those executions with a high degree of emotional involvement of the athlete. These leave visible effects on game expression and game structures.

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A RESEARCH ON SOCIAL BEHAVIORS OF STUDENTS AGED 11 - 14 IN TERMS OF SPORTT PERSPECTIVE: A CASE STUDY IN KÜTAHYA CITY

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ABSTRACT

The present study aims to investigate social behaviors of students aged 11-14 who live in city and county centers according to the sport major they practice, level of participation into the activities related with these sport majors, and personal variables. Study sampling is composed of randomly selected 320 volunteer students from two different secondary schools of Kütahya Linyit and Hisarcık Cumhuriyet (148 female and 172 male). In the data collection process in the study, a personal information form developed by researchers and consisted of 10 items to collect demographical details of respondents and bipolar Social Comparison Scale developed by Şahin, Durak and Şahin (1993), and consisted of 18 items were utilized. In the analysis of collected data, beside percentage and frequency analysis methods, Mann Whitney U and Kruskal Wallis tests were conducted to determine significant differences. Finally, significant differences were determined among social comparison levels according to respondents' preferred sport major, ages, residential place, and income levels ($P<0.05$).

Keywords: Social Comparison, Student, Sport