

1. Players must be responsible for all faceoff.
2. To operate after a plan - and you win and you lose a faceoff.
3. Always cover the central contingent engagements defensive zone.
4. Practice in training faceoff reactions.
5. To have two centers (employers) ready.
6. Be creative in choosing alignment to faceoff.
7. Choose a strategy to prepare shot all faceoff in offensive zone.

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REFINING THE PHYSICAL PREPARATION SPECIFIC TO THE ICE HOCKEY FORWARDS (YOUTH LEVEL)

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***Summary:** The setup and the preparation for an ice hockey team became a business, a professional work, proper to the sport-commercial companies, especially the private ones.*

In this new organizational circumstance, the preparation of a team and of the high performance players still occupies a central position that receives new charges and issues, in the same manner the staff asked to solve them diversify and expand with new specialists, with new professionals.

Currently, in the contemporary high performance sport, the problem that faces us is to identify talents, to fetch the most talented teenagers at a certain age, which, through a sane forecast of the biological development and a proper rational training process, scientifically managed, the today teenager to become the future pro.

In conclusion, only the talent – without the second element (high level sport preparation) doesn't lead to high performance results, the same way that an optimal scientific preparation, without talent, without biological capability, could not lead to the athletic glory heights.

***Keywords:** physical preparation, ice hockey, youth*

Working Assumption We assumed that, through a well balanced readjustment of the preparation means, it's possible to shape patterns of the ice hockey forwards from the somatic and physical preparation point of view.

The Goal of the current work is to issue some templates (somatic and physical preparation) in order to refine the trial and the training in the juvenile ice hockey

THE IMPORTANCE AND THE ACTUALITY OF THE THEME

The researches proved the efficiency for the methodical practice of the physical exercises over the normal growth and development and over the enhancement of the functional capacity and the improvement of the competition results for youth and junior players, both boys and girls.

In consequence of the acceleration, an increasing number of children and teenagers are joining the training sessions and the competitions. If, on one hand, the benefits of this activity regarding the body strength are obvious, on the other hand there always will be the risk of overstraining, exhaustion or injury.

Here are some methodical demands that the coach must act on, during the planning of the training lessons:

1. Choosing the right methods according to the goal of the lessons

Choosing the right one between the known methods is determined by the stage from the training process, by the difficulty of the selected tasks and exercises and also by the children's preparation level.

2. Get the best from the time of the lesson

The time of the lesson must be used in an efficient way, avoiding idle time, minimizing the breaks, splitting the whole group in subgroups, using procedures and methods that could increase the dynamics of the lesson.

3. The adequate density, the activation and the increasing efficiency are contributing to the achievement of the training process goals

The didactics and the training activity are bound up with the accordance between effort and rest, by the medium of which we act over the child's body, determining its rhythm in progress.

In order to have some efficient training lessons, the effort level must impact in a positive way, from the physiological and anatomical point of view, the development of the child's body.

The training lesson that doesn't have the proper working volume will not contribute to the development or the reinforcement neither for the driving skills and nor for the physical capabilities, so it will not achieve its goal.

Making a significant effort demands a certain amount of energy, whose recovery is getting through rest. The fatigue is a normal physiological process. For children, the rest is also important as the effort, and it becomes a prerequisite for the recovery of the effort capabilities.

Finding the right scale between effort and rest, metering the effort both during the lesson and after it, and also during a set of lessons, represents an essential issue of the coach's work with the children.

The elements on the basis of which we are adjusting the effort during the lesson are, mainly, the volume and the intensity.

The master unit for effort adjustment in the case of the training lessons with the beginners is the volume. The intensity has a more important role in this adjustment during the driving and technical skills improvement stage, when we are primarily focusing on the enhancement of the effort capacity in a particular rate.

During this stage, the scale between intensity and volume is favourable to intensity.

The modern methodology asks that during the training process we must count on the mental development stages too and the means that we use should be adjusted according to these stages.

For an early age, the training lessons will be based on simplicity, diversity, amenity. According to this, they will be not full of too many new exercises and elements. The games will be played following simple and accessible rules, pursuing to involve children in the sport activities.

The coach must act with pedagogical tact and comprehension, permanently encouraging the beginners in order to suppress their shyness (frequent at this age), their fear of action (rising from the falls on the ice, stick or puck hits or as a result of improper performance)

The training sessions must be defined by comity, honesty, optimism and good spirits. The children will be treated with love, but standing pat, in order not to make a dent in the coach authority and not to bear on working order.

By the increasing exigency in front of the children, we bring up the self esteem and the earnest for preparation. The working schedule for the beginners demands the methodical comprehension of the basic elements of ice hockey.

A good layout of the lessons, the use of the efficient and tempting means, the conformation to the educational and training principles are granting the achievement of the desired goals. The educational and didactic process involves a complex, systematic activity, continuously originating, able to provide the necessary technical and tactical sporting background and also to breed some high level moral and self-command assets.

During this process, the role of the coach should be highlighted, as it is a determining factor for the future performance of the young ice hockey players. The results of the coaches working with youth and junior groups depends, first of all, on the way that they understand to plan the scouting, the drawing and the selection of the children. According to this, the practice proved out that the coach must be prepared to develop a unceasing activity, with patience and professional and pedagogical expertise.

The methods used for didactics and training of the children will be chosen in such a manner so that they will be in accordance with the physical and intellectual capabilities of the group being under continuous training and development. The didactic mastery of the coach lies in his ability to act promptly and efficacious in various circumstances, conjugating exigency and comprehension.

Managing the training process, the coach should not forget that a child's intellection doesn't evolve apart from his emotions, feelings, wishes, movements or actions. Furthermore, the rhythm of knowledge achievement and of the concepts and driving skills development varies from one child to another, demanding an individual monitoring for the evolution of the child's complex growth process.

The shaping and the strengthening of the driving skill are accomplished by multiple simple exercises, with or without the game object, in pairs and in workgroups. The message and the tenability of the actions are imperative elements during the activity with the beginners.

Usually, the children pay attention for the directions they are taught. They can be questioned on the main issues of the teaching in order to keep their attention alive and to strengthen the speech. The instructions must be supplied in an accurate, concrete and quick manner in order not to bear on the execution time. Solving the misunderstandings between children helps steadying the discipline and increasing the interest.

Sometimes it's required to reiterate the advices given to the children. For the undutiful ones, admonition means can be used. The accurate argument is mandatory. The explanation will come along with the argument. The execution errors will be corrected on sight.

If one or two children need particular adjustments, it's advisable to solve this apart of the others (individually). The children who are righteously performing the tasks, dislike to discontinue the exercise or the game; they tend to have the weak ones in contempt. The private remarks will be done quickly, before the children form up.

Practicing the defined exercises is mandatory. The children use to execute the easier ones, disregarding the difficult exercises.

Repeating the exercises is determinant for the strengthening of the achieved skills. The miscellaneous repetition avoids the occurrence of the flatness. The game like exercises are the most efficient in the training process. When the children are asked to set the team, we must step in to provide a strength equilibrium for the game to be attractive.

The alternation between the static exercises and the dynamic ones.

Regarding the *physical preparation*, the youth and the junior athletes are distinguishing one from another by the neurotic activity type, by the features of the body build or by the heterogeneous evolution level of the various attributes. All of this are defining their various evolution in the systematic ice hockey activity.

As we can see, among the training factors, the physical preparation is the one that determines the evolution of the physical skills for the youth and junior athletes, the progress of their working capability and of their ability to uniformly coordinate the activities of all body systems and apparatus, in order to reach high levels of speed, expertise, power and strength.

The physical preparation represents the base whereon the technical skills of the ice hockey players are evolving.

In the game, the win will be for the more powerful, the quicker, the more skillful, the stronger ones and, of course, for the ones that reached the right technical and mental level. The physical skills in the ice hockey game are determining the content of the actions, as the form is given by the technique of the game which encloses those proceedings asserting certain physical capabilities.

The effort, both for a lesson and for a cycle, will change by the fluctuation of the repetitions number, of the execution rate, by expanding or reducing the breaks, by the difficulty level.

For the low age groups, 8-12 years old, as physical preparation means, it's recommended:

- Exercises with or without gymnastics apparatus (gymnastics bar, pair of stairs, vaulting horse, vaulting box, medicine ball exercises);
- Mixed hurdle tracks, various difficulty levels;
- Sprint running, forward and backward, 30 m length, 40 m length, 60 m length;
- Medium runs – 400 m;
- Cross running up to 800 m length – various terrains;
- Long Jumps – standing and running ;
- Genuflexions, Push-up, Chin-up;
- Relays and dynamic and preliminary games, realizing that the „competition” item empowers children

This age is not appropriate for intense and long efforts because they are leading to a nervous system fatigue, decreasing the effort capability and overstressing, followed by negative impact on health and on the future evolution.

Regarding the complementary disciplines, there will be used elements from gymnastics, athletics, swimming, football, rugby with ice hockey rules (the use of bodycheck), etc.

The specific physical preparation has an important place in the many-sided training of the ice hockey player and is focused on refining the driving skills according to the speciality requests. The specific physical preparation is made during technical and tactical improvement process of the ice hockey game, developing the speed, the skillfulness, the strength and the power in all the ways they display in the game.

We will focus on increasing the movement speed, the reaction rate, the execution speed, the strength under speed, power and skills conditions, appropriate to the ice hockey game related to structures and positions.

As a general valid recommendation, we mention the necessity to alternate the power exercises with the grace and relaxing ones. In case of off ice preparation, there will also be *used technical elements of the ice hockey game*.

We must highlight that during the learning and refining process, the physical capabilities are overlapping, the development of one of them concurring by default to the development of the others, paying the right attention to each one.

Pointing out the role and the relevance of the physical preparation on ice, skating is the support for the asimillation of all technical elements.

For a smooth learning of skating, it must be started at a low age and starting with the age of 8

it's even possible to go on achieving the basic elements of the ice hockey game

The skating manner appropriate to this game must be faced with the stick in hand, right sized according to the age, in order not to aquire the wrong skills.

For better understanding and argueing the motion, it's necessary to hihghlight the basic mechanism of every gesture. During the execution of skating exercises it's possible to detect some playing differences, with some good performances and some inaccurate ones. The last ones may be

primary or secondary mistakes. The primary mistakes are modifying the structure of the basic movement and that's why they should be eliminated carefully; the secondary ones are also negative, even they are not changing the exercises structure.

Both of them must be revised during the learning process, mainly the primary ones, determining also the reason of their ocurrence in order to be dropped aut.

Making sure of a proper achievement of the specific ice hockey skating movements execution grants the coaching and the refinement in this sport. The excelence and the technique of the ice hockey game are ultimately impacted by the speed, the skillfullness and the safety of ice skating. The success in coaching and refining this sport lies in the execution of a large ammount of exercices and drills.

In the ice hockey game driving the puck – as technical element – demands a perfect manoeuvring of the game object with the stick in order for the player, even at high skating speed, to have a permanent control of it in various game states, beeing focused on solving various tactical actions than on the puck in stick.

The solid knowledge of the puck driving skills, of their composing movements calls for the easiness of achieving a large range of driving puck procedures.

Coaching the puck driving, especially for children, demands a special attention for the head position and the guidance of the view. The view direction will not be heading to the puck as it has to help the hockey player, both beginner and advanced, driving and targeting on the field. The puck survey is an attribute of the marginal view. The puck drive can be made standing or skating.

The metedics for coaching this technical element relies on the conformation to the accesibility principle and its rules, that's why the learning process will start with the easiest version, the standing puck drive followed by the skating puck drive.

The methodic directions, generally valid and asserted by professionals, are:

- the coaching and the refining of the puck driving skills don't have to be related to the skating speed, their achievement beeing made gradually, starting with the standing executions and going on with the high speed skating ones;
- during the puck driving the head must be held errected and the view must be straight ahead;
- the stick must be held in a relaxed way, with no struggle;
- the puck hitting should not be made with a lot of power on swinging phase;
- there should be an adequate pitch of the blade on the puck;
- the movement of the free arm must match with the movement of the other arm;

- the knees must be properly bended when driving the puck

The positive results of the coaching and educational activity depends mainly on the coach's skills. During the training process the coach has significant tasks that requires him to have a solid background and a proper knowledge of the theoretical and practical issues of the ice hockey game.

Sometimes it's devolving on the coach even the preparation of a stick for the game, the blade sharpening or the first aid for the injuries.

Managing an ice hockey team during a game demands a real mastery of the coach, on which he can give proof of talent, flair, didactic diplomacy, the knowledge of the ice hockey keenness.

The coach will be a live model for the athletes and, therefore, his behaviour must be impeccable.

In any position, the coach must take action, to resist against the acts raised from selfish interests, the convenience and the lack of responsibility. The way the lesson is managed, the reliability of the work accomplished by the athletes, the encouragement for initiative are leading to the strengthening of some fundamental ethical relationships.

The coach must teach among the athletes the determination, the assiduity, the conscious comprehension of the work they are doing, the consciousness of the goal they are fighting for during the official contests.

Regarding the progress of the driving skills, some researches on skating issues highlighted the possibility to forecast the evolution of the driving resources of the subjects, regarding also the driving skills. Therefore, for boys, regarding the speed, the results are as following:

- At the age of 12, it assimilates to 83% of the future maximal output;
- At the age of 13, it assimilates to 86% of the future maximal output;
- At the age of 14, it assimilates to 89% of the future maximal output;

According to some specialists, regarding the power, it's rated that between 10 and 14 years old it assimilates to 56% of the adult age power; between 14 and 16 years old it assimilates to % of the adult age power; between 16 and 18 years old it assimilates to 80% of the adult age power; between 18 and 20 years old it assimilates to 92% of the adult age power

PHYSICAL PREPARATION TESTING

Sprint running 50 m. The run will be made with standing start and seconds/tenth second timing on movement.

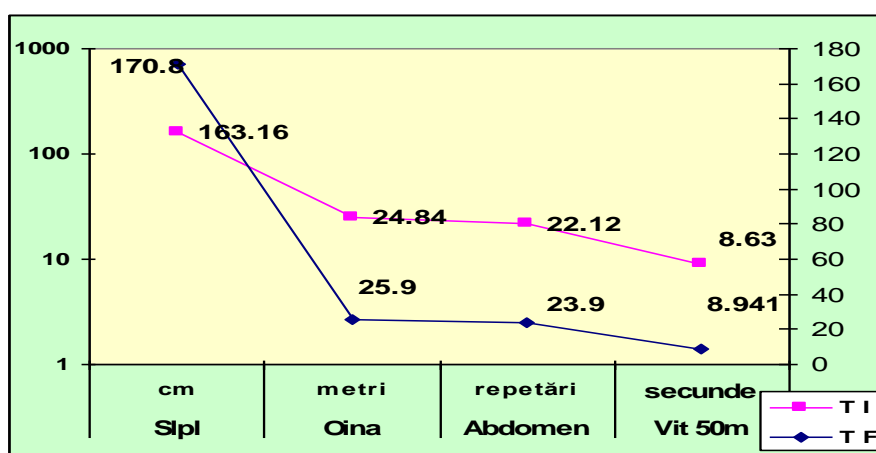
Standing long jump. Only one arms swinging is allowed for take-off. The measurement starts from toe (starting position) to knee (ending position). The surface must be flat and non slippery. The results will be recorded in centimeters.

Distance cricket ball thrown . It will be executed from the standing position. The ball must leave the hand in the upper head position. Two attempts are allowed and the best result is recorded. The results will be recorded in meters and centimeters.

The power of the ventral muscularity - Crunch. The performer is laying back in the beginning, with the hands on the back head, the elbows on the cushion, bended knees, feet on the cushion and fixed toes (on the ladder or by a teammate). On signal, the performer will raise the trunk in velays back again, repeating the movement for 30 seconds. The number of the proper movements will be recorded.

Display of the statistic results in driving skills trials

Experimental Group	HSJ cm	Sprint 50m seconds	Ball Thrown meters	Crunches Rep.	
T.I	x	163.16	8.941	24.84	22.12
	S	11.396	0.570	3.399	2.728
	Cv%	6.9851	6.3766	13.685	12.333
T.F	x	170,8	8.63	25.9	23.9
	S	9,29	0.51	2.25	1.98
	Cv %	5.44	5.91	8.69	8.27



Linear drawing of the average results for the driving skills trials, between the two sessions.

CONCLUSIONS

1. Analyzing the drawings, we can distinguish a general improvement of the results for all the trials, both for the physical preparation evaluation and the technical „on ice” tests.
2. The results of the research certify the utility of the steady means systems, flexible, segregated, continuously improvable and upgradeable.
3. The experimental implementation of the above training program, for a representative set of athletes proved his efficiency on the general and specific physical improvement process and also on the technical preparation process, especially on the performance of the central forward, a performance based on very good skating skills, on driving speed and on a smooth coordination.

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THE ROLE OF ANABOLISANTS IN KINETOTHERAPY

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Abstract

Combining physiotherapy with administration of testosterone results in increased exercise capacity of the patient and the therapy with growth hormone can improve fibromyalgia and chronic inflammatory diseases. Although physiotherapists can not prescribe hormonal therapies, on the market nutritional supplements are to be found, able to stimulate the secretion of testosterone or somatotrope; the latter may be increased also by L-carnitine or melatonin.

Keywords: *androgens, somatotrope, kinetotherapy*

Introduction

In men with hypogonadism, association of physiotherapy with hormone replacement with testosterone leads to faster and better results in terms of improving the functional capacity of the motor system [1].

Special attention needs testosterone replacement therapy in elderly men. Thus, a recent study points out the following [5]:

- at aged men low circulating testosterone is correlated with decreased muscle strength and cognitive performance, increased adiposity, increased insulin resistance
- testosterone hormone replacement provides benefits, but not so consistent, because of differences in dosage and duration of therapy
- the best results are obtained with high doses and prolonged treatment periods, at patients with low levels of plasma testosterone
- superior results with regard to anabolic effects are obtained by endurance training
- testosterone therapy can not be recommended for the general population of elderly men because of them, those with hypogonadism have an increased risk of catabolic effects
- in the elderly, androgen hormone replacement may cause worsening of sleep apnea, gynecomastia, polycythemia, increased PSA