BENCHMARKS AND CONDITIONING IN JUNIOR HANDBALL TRAINING

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Abstract: As a complex process, training, in our case the handball game, is determined by a number of factors, each with varying degrees and weights of influence in achieving it. The effectiveness of approaching this process is determined by the ability of the specialist to establish and understand the benchmarks and conditions on which to act. By working on the logic of the approach we identified two groups of elements that determine the understanding of the training process.

1. benchmarks in which we included:

- trends in the development of handball game
- the quality of sports training - an important requirement that characterizes the game's development and therefore a basic element in the conception, orientation and realization of the training.

2. Conditions represented by the individual performance capacity, knowledge and evaluation of morpho-functional development level. The aim of the work is to provide the theoretical and methodological clarifications needed in the successful approach of the training process aimed at the performance of junior handball players.

Keywords; training, elements, dynamic, technique.

Introduction

The dynamics of the evolution of handball in the world as well as on national level, means a permanent concern for the specialists in the field to sensitize, understand and apply the decisive elements of the process. Access to and use of knowledge in various fields, biology, psycho-pedagogical or technical sciences bring a particular contribution both to the evaluation, to the analysis and interpretation of the phenomenon, and to the obvious scientific rigor.

Letzelter and Letzelter (1982) identified two basic aims of classical performance analysis, a theoretical aim and a practical aim. Theoretical performance analysis seeks to understand the game structure, for example, by identifying the performance behaviours that are important for a given sport. In theoretical performance analysis, the general aim is to explain sports behaviour using general models whose empirical foundations provide useful information for sports practice, such as informing on the long-term planning of training processes [1]

The big competitions highlight some aspects that characterize the procedure of handball playing. It can be appreciated that handball manifests a dynamic, influenced and defined by the level of expression that the athletes present at a certain time.

" Handball is a strenuous contact Olympic team sport that places emphasis on running, jumping, sprinting, arm throwing, hitting, blocking, and pushing "[2]

In addition to technical and tactical skills, it has recently been shown that anthropometric characteristics and high levels of strength, muscle power, and handball throwing velocity are the most important factors for successful participation at the elite handball level[3].

The purpose of the paper

In our approach, we aim to synthesize the crucial elements of the training process at the junior level, on the basis of which the specialists should direct their training in a conscious way with the right means and maximum efficiency.

Having an improving, learning and over-training goal, the training process is based on the advances made in scientific research (in the field), influencing its orientation, methods and means of preparation. With a pertinent analysis, we want to highlight certain milestones and conditioning that occur in the training process, which may be of a methodical, organizational or regulatory nature, their knowledge and correct use is a determinant condition of efficiency.

Through this study we propose the suggestion of some directions in the training process, in order to increase the efficiency of learning and improving, especially the handball technique, given the availability of children at this age.

Material and method

The study was conceived as a theoretical and methodical material, in which, based on the study of a large and representative bibliography, but also on the accumulated professional experience, we tried to synthesize the coordinates of a methodical route that a coach should follow in the junior handball training process.

The arguments of the approach are to offer coaches, theoretical and practical elements on which to form a clear conception of approaching the training process on different levels of training with junior handball players.

We consider that certain aspects of a conceptual nature, presented in the paper, will be made towards the young specialists in the field of handball, thus it would be easy for them to form a theoretical and methodological background, appropriate to their level of activity.

Working hypothesis

The proper selection and use of the means of action, based on theoretical and methodological clarifications, increases the efficiency of the training process.

Method

By acting as a specialist at various levels in handball (from beginner to high performance), I was able to relate to the specialists both from the point of view of the observers and from the discussions on the issues raised by the training with the junior handball players. Critically analyzing this factual support I noticed, the lack of a unitary methodical substrate in approaching the junior training process, this being the main argument in the elaboration of the study. Consequently, I sought to identify and synthesize those elements, which can be a reliable reference in identifying a methodological line appropriate to the training of junior at the actuary level. Thus we identified two groups of elements that can provide a clear methodological line in the effective approach to junior training, these being the landmarks and conditioning.

1.Benchmarks

The dynamics of the performance of sports in the handball game presupposes the knowledge of the developmental tendencies, the characteristics of the game model, but also of the progressive or limiting elements.

All these are essential requirements that underpin the design, orientation and achievement of sport training.

Trends in the evolution of handball

Being a determinant of the game, these tendencies must be met with necessity and in the training methodology, modifying the approach of training factors, especially in qualitative terms.

The main trends in the development of the handball game to be highlighted in the playing of the most valuable teams in the world were identified as:

a) - Increasing the game speed, expressed through the realization of the playing phases and the rhythm;

b) - the individual technique tends towards perfection and efficiency, executed in speed and under the opponent's pressure;

c) - perfecting the specialization on the post, in parallel with the mobility and efficient operation on 2-3 other positions;

d) - the variety and mobility of the game system, alternation in the use of systems;

f) - use of information techniques, favors profound and thorough knowledge of the

opponent, important factor in the stability of the game strategy;
g) - the psycho-motor, athletic and special training necessary to maintain speed and force in the actions taken;
h) - the use of information techniques fosters the profound and thorough knowledge of the opponent, an important factor in the stability of the game strategy
i) - the psycho-motor, athletic and special training necessary to maintain speed and force in the actions taken.

The quality of sports training

Most specialists attribute to the training the character of being "total" by understanding that "it is the only one able to maximize performance."
The author assumes that this is not limited only to biological development based on motor skills, technical skills, etc., but also to the development of the entire personality, of the psycho-socio-behavioral system based on the biological changes of plastic and functional nature consciously directed, we complete.
The need for a delimitation between the junior and high performance athletes' training is obvious.
Tschiene P., (1993) supports the necessity of a theory of junior training, calling into question the need to clarify the following aspects:
"Theories of human action or the laws of regulated mechanisms;
- Biological adaptation to different types of sporting loads, at different stages of development of the systems that take it;
- training of a sports training system; the compilation of its chronological and content patterns, routing and control patterns for training measurements and significant parameters;
- a training methodology for juniors based on the laws of action conceived as a whole
"

Characteristics of the training process

a) It is a process of transformation and development - Joch W (1995) appreciates that transformation involves the process of modifying all the determinants of performance, more precisely of the structure of performance, in different stages the components have different weights.
b) Training is a process of adaptation - in the training process the adaptation takes place in all situations and realities regarding the training process - it is a complex reaction of the body on the sports training tasks - it can be defined as a conditional adaptation of movement
c) The specialization process training - the characteristics of the day-to-day competition - training, which is specific to each branch, determines the morpho-functional specialization of the organism (Dragnea A 2002), "notes that adaptation specialization occurs mostly at the junior age growth and development ".
d) The training is informational - the athlete regulates the motor behavior, using the information (stimuli) to which it gives meaning, thus realizing the assimilation and accommodation.
e) Regulatory training - training is a complex process involving a number of systems and subsystems that present different degrees of relationship. The regulation implies a process of planning and ordering the activity, more precisely of the performance.

2.Conditioning

It is known that training and competition demands can only be met by athletes who have the ability to accumulate technical and tactical knowledge appropriate to their level and to use them efficiently. They have a highly developed bio-motor potential and an adequate motivation to go through an applicant training process.
The individual performance capacity is the result of the congruence of several factors, of which the skills, the degree of maturity of the personality and the level of learning and execution, with a strong educational character, are important. Of these we will discuss skills, the ability to assess the level of aptitude manifestation is a prediction of performance.

Significant skills in sports performance

Sports performance, as we have shown, is dependent on aptitude, which acts systematically involving all somatic, functional, biochemical or psychic aspects in activity.

Epuran M., (1990), presents the overall sketch of performance skills in sport from the point of view of genetic determinations and environmental determinations; Knowing the level of morpho-functional development

The level of development of children in ontogenesis presents stages characterized by peculiarities, which must be taken into account in the process of approaching the training.These features necessarily require the design of models in which the main features of development can be found.

The original (authentic) shape of the model, in our case is the handball game, played by a team of players of a certain category or age, with a certain level of readiness and performance. For detailing the "original", we can design the following types of models:

- Integrative game model
- orientation and selection model;
- model of training;
- model of scientific research.

For reasons of simplifying the issues raised, we will only present the model of the player;

- is visible as a variable of the integrative model but also of the team model, being a model in posts/positions, must be assessed on the basis of four criteria:

a. skills necessary for the post - somatic, motor, functional, psychic, psychomotor, biochemical;

b. level of training: technical, tactical, physical, psychic and theoretical;

c. role played in gaming and systems;

d. Expected individual performance.

Knowing the elements of the game

The scope of the problem is limited by the levels of training we refer to juniors, we insist on two fundamental elements of the game with a decisive impact at this level, that of the motor and technical capacities. .

a. The motor capacity model.

In the area of inclusion of the physical training model, the following structural elements or variables are included:

- health;
- physical development and body constitution;
- exercise capacity model (aerobic and anaerobic);
- specific skills and motor skills;
- Combined drive qualities: F / V, F / R, V / F, V / R, R / V, C / V, C / F;
- motor skills implemented in the motorized structure of specific technical procedures.

We highlight the connections of the motoring qualities with the other subsystems (models) sometimes determinant in their application; for example, we can not express ourselves technically and tactically efficient without the necessary physical support/

Technical training

The technical training (technical training) aims to improve the handball behavior of the players by increasing the control capabilities of the movements, the accuracy and the stability of the executions, thus enhancing the possibilities of adaptation imposed by the ever-changing conditions in the game.The technique is defined by Ghermănescu I., K., as "a set of specific motor skills in form and content, which refers to the handling of the ball, as well as to the movements of the players for maneuvering, skills that follow the laws of superior nerve activity and biomechanics, with the goal of maximizing the game "

Most authors agree that the technique has a number of features including:

1. - has an individualized character
2. The game technique is the linking element that ensures the player's or team's expression unit;
3. - has evolutionary character, as a reflex of adaptation to the new features of the game.

The technique consists of structures and actions of the game, general forms of the movements necessary to maneuver the ball, or displacement for effective action in relation to the rules and tasks of the game, the catching of the ball, the holding of the ball, the passing, the feints, the throwing at the goal.

Dragnea A., C, appreciates that "the technical process designates a concrete motor structure or particular mode of carrying out the technical process." "The learning of the different branches of sport is generally characterized by the laws and stages of the learning of acts and actions", with specific differences determined by the particularities of the sporting branch[.4]

The same author, quoting Epuran M., mentions that "learning sports movements is a particular type of learning because performance is highlighted precisely by the quality level of execution."

Learning and improving the technique in the handball game must satisfy two conditions:

a) training and improvement of the mechanism for the execution of the technical process;

b) building the ability to use the entire technical arsenal in accordance with the game in which opponents and teammates impose the continuous adaptation of the processes to the emerged situations.[5]

Conclusions

Technical training requires a complex methodological process through which we have to achieve a high degree of knowledge and mastery of the technical procedures specific to the handball. However, only the strict appropriation of technical procedures is not sufficient.

Conceptually but also from a practical point of view, technical training appears integrated in tactical training, respectively integrated skills with tactical skills. The game performs technical procedures, variously and unpredictably chained, adapted to the playing moments, to the opponent's actions, to the ambient stress.

There is a clear need to approach technical training on the basis of training models, including gaming phases, attack and defense actions conducted in terms of body commitment, maximum demand for driving skills, physical exercise capacity and state of play mental tension.

Technical training is carried out within the training hours (individually or collectively) with methods and methodical training methods supported, the activity being staggered during the training stages.

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