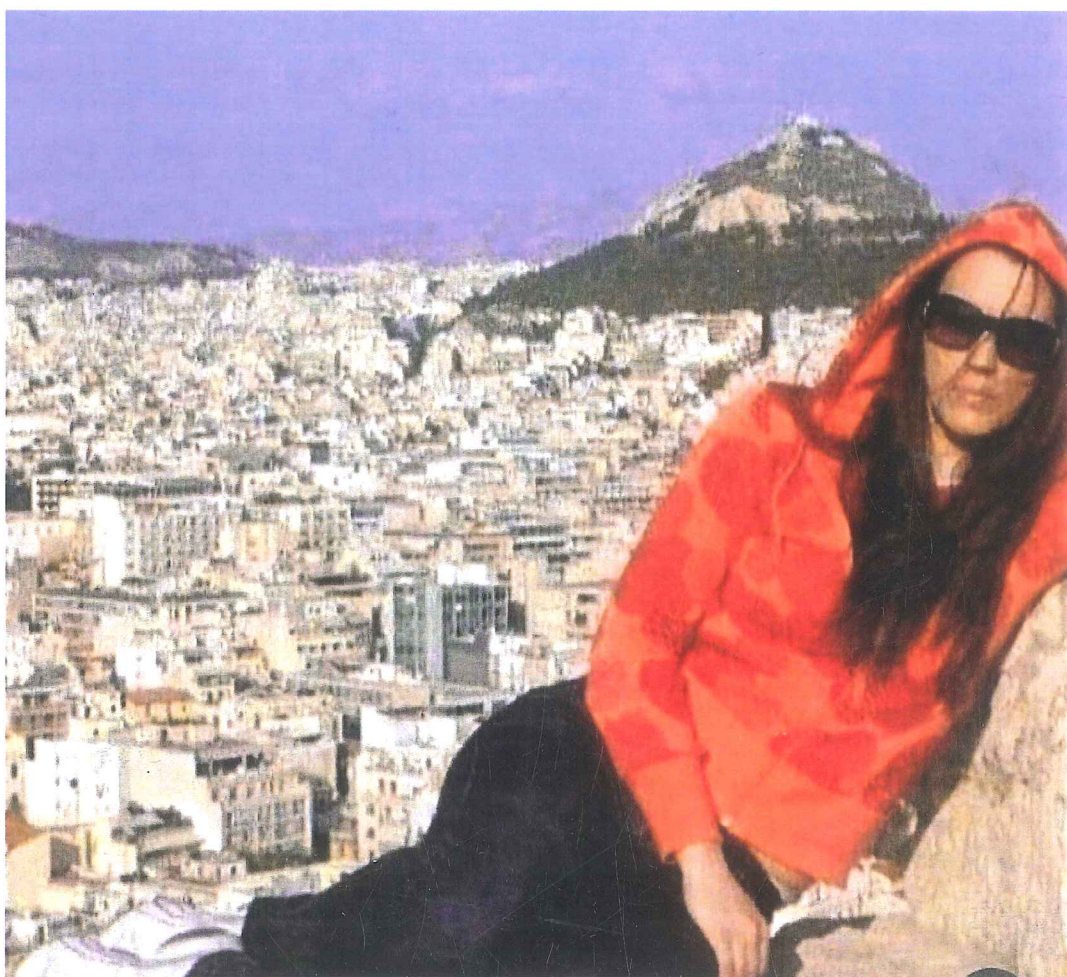


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Handball school - training of young handball players,

Sport Academy, Belgrade, 2024



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FUNDAMENTALS OF THEORY AND TEACHING METHODS OF HANDBALL

It is probably impossible to determine how much time is lost in vain and how many potential handball players “get lost” due to improper procedures applied in their training.

With this in mind, the intention of the author is to consider the fundamentals of theory and teaching methods of handball.

Teaching handball is a complex concept involving the training of players so as to teach them to fulfill particular tasks in the game by means of bodily and creative activities. Training means learning a new element or task that has been unknown so far, whilst improvement is a process of optimization during realization of a given task.

FACTORS OF SUCCESSFUL LEARNING

There are many factors that affect learning and improvement efficiency of handball players. However, their mutual relationship and individual contribution to success has not been determined exactly so far. The fundamentals of success

in learning handball could be formulated on the basis of answers to the following questions: when do we start, who do we select, what do we train and in which manner, as well as who manages the learning process.

WHEN DO WE START HANDBALL TRAINING?

Training is essentially a specific and adapted learning process in which the player's condition gets changed from the initial stage to the desired one, by means of particular procedures. There are so-called sensibility stages, i.e. those age periods during which abilities and characteristics are particularly sensitive so that it is more efficient to target them during development than when they get fully developed. Thus, the concept used at present is timely specialization, i.e. orientation of future handball players at the age of nine or ten years, which is proposed as the proper age for training start. As regards this issue, there are numerous problems to be solved on the way; however, two basic principles are of the highest importance:

1. The things that have been missed in the previous period cannot be compensated later, not even through an intensive work subsequently;
2. As regards the overall training process, it is not only top performance that matters, but also the correct development of young people and personality formation.

SELECTION OF YOUNG HANDBALL PLAYERS

The question of proper choice and the current selection of future handball players is of primary importance, since even the most adequate training cannot yield efficient results with improper persons. The first orientation towards handball is usually based on:

1. Spontaneous decision of an individual;
2. Subjective decision of an expert looking for talented handball players;
3. Combination of experience and specific tests; and
4. Complex complete manner of selection using test and measurement results of essential abilities, traits and

characteristics of future handball players, in relation to the characteristics and structure of the game.

Gift i.e. talent for handball can be defined as an optimal combination of abilities, characteristics, motivation, environmental conditions and creativity.

Some elements of the model of characteristics and abilities of special importance for handball players, which are determined on the basis of research works, are presented in Table 1. These elements are determined by means of the relevant tests that enable better selection of handball players and monitoring of the training effects.

Table 1. MODEL OF CHARACTERISTICS AND ABILITIES OF HANDBALL PLAYERS

CHARACTERISTICS

1. MORPHOLOGICAL

- Longitudinal and transversal – genetic skeleton dimensions to a great extent, genetic body mass and volume, which are suitable for modification by means of training, i.e. subcutaneous fat tissue.

2. PSYCHOLOGICAL

- Factors of vigorousness: aggressiveness and determination – developed by means of training;
- Responsibility, training ability, especially management in younger age.
- Emotional factor: control of emotions, self-confidence, mental toughness, learning skills, pride and trust.

ABILITIES

1. BASIC MOTOR ABILITIES

- Certain forms of speed manifestation: speed
- Genetic reactions to a high extent, movement speed, speed of a conditioned frequency, with 4-12 years of age as the most suitable period for their development;
- Certain forms of strength manifestation;
- High influence of training in terms of explosive and repetitive strength, with 15-18 years of age as a suitable period for their development;
- Coordination;
- Agility – resourcefulness;

- Flexibility – movability 9-13 years of age, M; 8-12 years of age, F;
- Endurance – aerobic 10-14 years of age;
- Anaerobic (lactic) 10-14 years of age;
- Anaerobic (alactic) 14-18 years of age;
- Balance.

3. SPECIFIC ABILITIES

- Ball handling;
- Strength of ball throw;
- Precision of scoring;
- Speed of movement without ball;
- Speed of movement with ball.

PROGRAMS AND METHODS OF TRAINING

The essential characteristic of a handball training program model is that its contents are determined according to the analysis of the structure of handball game, within specific factors and in function of game (Table 2). In this manner, the process of training and improvement could be realized under the game structure-friendly conditions. Namely, numerous

authors (Fomenku 1977; Hagerdorn 1979; Kuznjecov 1980; Kovač et al. 1982; Rigler 1988; and Đukić and Kovač 1990) found out that programs coordinated with the structure of the practiced discipline yield better results than those lacking specificity. For realization of the program contents, the following instructions related to the teaching methods are given:

- (1) Synthetic and complex methods are the most suitable teaching methods;
- (2) Due to the fact that a task simplification can be accomplished using auxiliary means (apparatuses, trainers, teammates) or the parameters of movement (slow motion, with less strength), the proposal is to simplify the learning task by using external auxiliary means, since slow motion exercising can sometimes hinder acquisition of the correct movement.
- (3) With reference to the manner of training, preference is given to a variable method, i.e. the manner in which the task fulfillment is carried out under varied conditions from the very start, against a monotonous training (training under the same conditions). Namely, the variable

movement experience creates better conditions for acquisition of new techniques (i.e. conditions for development of motor patterns);

(4) Mistakes should be corrected from the very start of training, since it is difficult to eliminate them after their acquisition;

(5) With reference to age-related contents (programs) of training, care should be taken of sensible stages. This means that it is not possible to develop ability at all ages with an equal efficiency. It is better to exert influence on the developing functions and abilities than those already formed. It is well known that there is no single general sensible stage that is suitable for the development of all abilities. Consequently, during the stage of preparation (basic training), as well as during the development training, it is necessary to apply primarily those means which are suitable for the development of motor and functional abilities. In order to develop these abilities, it is necessary to apply only those training contents that are the most adequate ones. As regards a long-year planning, the first stage (basic training) should not include narrow specialization of player positions. The second stage

(development training) is increasingly oriented towards specific requirements of competitive activities, so that the third stage involves the final specialization of players for particular roles and positions in the team. For rationalization of the whole training process, the second and the third stage work should be oriented towards individualization having in mind the essential characteristics of a competitive activity, the achieved quality level of players and their abilities for realization of particular tasks of the game;

(6) Requisites (balls) and sizes of the field should be adapted to age.

Table 2. A PROGRAM MODEL IN HANDBALL

Specific factors

Program contents

- * The skill of receiving and passing the ball in different manners, as well as ball handling while moving with it, including hindrance and application of less complex tactical elements

(change of position, crossing);
making feints;

Situational factors

- * Passing the ball to a longer distance; throwing the ball at the goal in various manners, including precision and strength, as well as different positions of throwing under situational conditions (including previous ball reception, hindrance by an opponent and goalkeeper's defense); performing 7m and 9m shots (directly);

Speed factors

- * Up-field and side-court movements including contact with an opponent, taking the ball away, with and without intersecting, and boxing the ball out; ball dribbling;
- * Preventing scoring by blocking (of an opponent with ball or throw at the

goal); execution and realization of a counterattack;

Basics

- * Cooperation of two, three or more defensive players;
- * Tactics of solving situational tasks (2:2, 2:3, 3:3, defenses, and the like); forming wall defense for nine meter shots; defense systems; man-to-man, 6:0, 5:1, 5+1, and 3:2:1;

Basics

- * Taking a favorable position, blocking, de-blocking tactics, crossing and tactical combinations; attack, attack systems: with a single pivot, with two pivots and an extra man; counterattack;

COACH

The coach is a person who manages the overall training process of young handball players, who is the most responsible for the adequate professional and pedagogical work. Proper work with youth is extremely important, since, as already said, what has been missed cannot be compensated later. Literature dealing with personality traits and characteristics of the coach is very extensive, due to which only the most important ones are pointed out here, which have been confirmed by an anonymous survey. They are: proper qualifications, ability to make players interested in work, versatility in work, accessibility, amiability and neatness of the coach's appearance. Among general characteristics, the following are important: friendly attitude, communicative skills, and appreciation of opinions of youth; whereas the most important qualities related to the relationship with youth are: equal treatment for all, ability to create a pleasant working atmosphere, and readiness to help others.

TACTICS OF YOUTH HANDBALL

The current trend of top sport requirement and the physiological development of children has imposed the need for the earliest possible start with physical activities i.e. sports games. All children typically love games and mutual competition, since this is the best way to imitate their role models and famous sports persons. When dealing with handball sport, the findings in the field of psychology, pedagogy, physiology, and anatomy indicate that the period of 10-12 years of age is the optimal time to start handball schooling. Understanding age characteristics is the basic prerequisite for the coach to be able to exert a successful influence on the development of a future top handball player. Due to the fact that children are different from the adults in terms of psycho-social characteristics, they must not be treated as adults. Particular motor abilities, such as strength and stamina, are to be developed at older ages.

CHARACTERISTICS OF THE AGE OF 10-14 YEARS

The age of 10-14 years is characterized by rather turbulent changes of the organism of children. This is the stage of pre-puberty and its transition to the stage of puberty. The pre-puberty stage is characterized by a significant development of particular systems of organs; however, this development is not congruous, since the development of particular systems of organs can be slower than that of the others. This will result in lower functional ability of these systems; however, this is a temporary phenomenon. It may happen that the development of heart or coronary arteries is lagging behind the general trend. These children are prone to increased blood pressure and faster heart beat, even after a minor effort. During the stage of pre-puberty, children grow more in height than in width, due to which they get taller so fast that their trousers become too short, all of a sudden. Vital capacity of lungs increases. The same is also true of the total mass of muscles. Thus, it is necessary to be careful with anaerobic work loads, since they are short work loads of a high intensity. Such efforts can lead to gasping for air, which is followed by an increased pressure in the chest cavity creating a high load for the heart,

which is not recommendable. A lot of the previously acquired bio-motor skills get disordered or lost all of a sudden. However, there is an increased possibility of developing new skills, which in turn requires a special training procedure. Precision and coordination are in stagnation, bones get longer, muscles could not adapt accordingly, the child reaches a chaotic condition, owing to which we must be patient and we have to make a proper choice and selection of exercises for them. Intellectual abilities rise abruptly. Children of this age do not like being treated as being small kids, for which reason coaches should treat them as adults since this will impress them which is another motif for their becoming related to the coach.

TACTICS

Handball game is characterized by alternative execution of attack and defense. The advantage of an attack is in taking initiative, whilst the advantage of the defense is in the fact that the game technique without ball is less complex. Thus, with reference to the complete tactics, we can speak of the following:

(a) Defense tactics and

(b) Attack tactics: In accordance with the fact that particular tactical tasks can be solved by an individual player, several players or the whole team, game tactics is divided in:

1. Individual (tactics of a single player)
2. Group (tactics of a group of players)
3. Collective (tactics of the whole team)

Realization of a tactical plan should be carried out according to the following principles:

- (1) The advantage of one's own team should primarily be utilized against the disadvantages of the opponent's team;
- (2) Tactics depends on physical, technical-tactical, theoretical and psychic preparation of players;
- (3) One should have in mind the fact that the ball is the fastest player. Proper timing of dribbling of a well-positioned player is the basic quality of tactically prepared handball players.

DEFENSE TACTICS

The basic principle of defense is a goal defense. Fulfillment of this principle subsumes a correct and fast manner of defensive play:

- (1) POSITIONING – taking a favorable position;
- (2) MOVING in defense – up-field and side moving;
- (3) HINDRANCE and preventing the opponent's movement while dribbling, making feints, and blocking;
- (4) PREVENTING an opponent's shooting at the goal;
- (5) DISTURBING an attacker's unhindered passing and catching of the opponent's ball;
- (6) TAKING AWAY AND INTERSECTING the ball.

1. POSITIONING

Positioning subsumes correct coverage of space and players. Positioning in terms of space involves the role of a player in zone formations, the basic principle of which is that the player should protect a particular space depending on a situation, as well as depending on the zone type. Space coverage includes middle and wing players. A middle

defending player gets positioned sideways of the attacker's hand holding the ball and getting ready to take a shot at the goal. Therefore, middle defensive players mostly take a diagonal defense position. Principally, the pivot is guarded from the back, however, defensive players with one hand up and in close contact with the pivot are often found in a diagonal defense position too. Guarding the wings is generally free of any principles. It is performed by waiting on the line in parallel defensive position, then applying aggression in a diagonal position, just as is the case with guarding outside attackers, provided that the inside hand must be raised.

2. MOVEMENT IN DEFENSE

Defense involves a continuous displacement of defending players depending on the type of movement of an opponent player but primarily depending on the circulation of the ball. Thus our doctrine should be that there should be no rest or relaxing. Fast leg work, continuous hindrance and deconcentration of an opponent, as well as constant changing of the distance between the player and his opponent are

extremely important. Such defense work always involves side and up-field movement of defensive players.

3. HINDRANCE AND PREVENTING THE OPPONENT'S MOVEMENT

This action is mostly carried out within 6-10 meter area. While moving, preventing a player's placement on his better and stronger side (especially outside attackers), while making feints, or while preventing running-in of wing players, a defender should make effort to pass the ball to his neighbor or to jostle outside of the nine meter area. With pivot men, one-hand hindrance can be applied, or even getting in front of him, which, as a rule, results in his giving up, however he must not be allowed to take a favorable position. When defending against outside attackers, it is necessary to arrive and get in contact with them at the moment when they receive the ball.

4. PREVENTING THE OPPONENT SHOOTING AT THE GOAL

This action involves a defender's progress towards the attacker with ball, placing one hand in contact with the ball

and using the other to hold the attacker's body, in order to control him. In case he cannot make it, he should form a two-hand block in the proper direction to block the ball successfully.

5. DISTURBING AN ATTACKER'S UNHINDERED PASSING AND CATCHING OF THE BALL

Unhindered passing of the ball is disturbed by means of fast work of legs and hands. At particular moments, this should be done at the cost of a foul.

6. TAKING AWAY AND INTERSECTING THE BALL

The most favorable occasion for this defense is during dribbling, when it is possible to gain possession of the ball sideways from behind and from the front by means of a sudden lateral step and side-bend of the body in such a way that one hand reaches the ball that is currently not controlled by an attacker. Then, by means of pushing using, not only one's hands but also the body, from inside of the attacker's defensive dribbling, the attacker is to be pushed towards the

side line. When intersecting the ball, the most favorable moment is when the ball leaves the opponent's hands, since it is the longest period during which the ball is not controlled by a player. The most important thing about is to spot the player's movement aimed at preparation for passing the ball.

GROUP DEFENSE TACTICS

These involve tactical mutual actions of two, three, or four defensive players, during which individual tactical elements are used.

1. TAKING OVER

This involves cooperation of two neighboring teammates which does not result in a position change but continues within the same space, and which is controlled by the command "take over and hold".

2. GROUP BLOCK

This essentially means blocking (preventing) shots at the goal by two or three defensive players.

3. COLLECTIVE DEFENSIVE TACTICS

Zone defense 6:0

- It is named as "zone defense" due to the fact that there are six defensive players in basic defensive position, who are lined up in front of the 6m line, i.e. 1-2-3 on the left and 3-2-1 on the right;
- L & D numbers. L. 2-3; D. 3-2, which means that the players on these positions fulfill up-field requirements in most cases, since they prevent shots at the goal from outside positions. A player's progress towards a dangerous attacker is always followed by closing the space behind his back by two of his neighboring teammates. They must block the shots and ball trajectory towards the goal, and they must also guard the pivot. Also, 1 left player and 1 right player have the task to prevent running in and throwing from wing positions; thus, they predominantly move on the sides and crosswise.

ATTACK TACTICS

The aim of attackers is to outplay the opponent and score a goal. The team must be trained for more types of attacks to be applied for different defenses.

The attack must be multifarious and dangerous. All attacks must fulfill the following principles:

A. Constantly dangerous 1. crosswise and 2. Lengthwise;

1. Running start, change of position, speed applied in ball passing;

2. Running start, making a feint, varied shots at the goal;

B. The center of attack is the place of the ball, i.e. the attack is most dangerous at that point. (The strength of attack is directed towards the place in which the defensive team is technically weakest, as well as towards the place with the weakest players);

C. The attack should enable utilization of specific features of the available players;

D. The players should be at good technical-tactical playing condition, i.e. they should be trained to play for each other.

Every attack consists of two stages:

(1) In the first stage, the defense is outplayed by means of a series of movements (running starts, crossing, decoy);

(2) The second stage involves shooting at the goal. The difference is reflected in the speed of shooting; successful scoring in the second stage depends on the team tactics – individual, group or collective. The rhythm of attack is the factor of time and space. The faster we react, the greater is the chance for the attacker to win a more favorable position for goal scoring.

COUNTERATTACK

The oldest type of handball attack is a counterattack which is performed with a high success against any team. The first stage of attack is a counterattack which begins when the defending team gains possession of the ball. The counterattack includes all players, each with a particular task depending on:

- (1) The type of defense applied;
- (2) The place at which the possession of the ball is won;

or

- (3) The position from which the ball is shot towards the goal.

The counterattack is differentiated according to: stages – the first stage, the second stage. If the attack fails, a prolonged counterattack is performed before the defense gets formed. It can be a model counterattack or a free one, as decided by a player. The aim is to execute the prolonged counterattack before the defense gets formed. If the prolonged counterattack fails too, the play is slowed down so that all attackers can take their positions for a positional attack.

ELEMENTS OF GROUP ATTACK TACTICS

The tactics of a group of players involves the cooperation of two or more players during attack:

- (1) Forward movement with ball (running start) of three outside players;
- (2) Forward movement with ball (running start) of one wing player and three outside players with ball throw at the goal from both sides (left and right). The thing that the two manners commonly share is that the outside players move forward with the ball together, at the moment when another player in possession of the ball performs his own forward

movement and is ready to pass the ball. In order to provide depth of an attack, the running start is performed along the distance of 14 meters;

(3) Crossing – always performed after running between opponents. The difference exists between crossing of the middle player and left or right outside player, as well as between the left and right outside player;

(4) Dragging away involves an outside attacker's/wing's running into the position of the second pivot, after being passed the ball.;

(5) Double pair involves the ball returned between two attackers – most often between the pivot and outside attackers;

(6) Blocks involve mutual activity of two or more attackers. Blocks can be performed in front of a player, behind him, or they can be a screen type. Blocks are often combined with feints – unblocking, double pass.

COLLECTIVE TACTICS IN ATTACK

The system of play in attack means formation of players and the manner of play of one team in attack. Attacks are differentiated according to the number of pivots.

(1) One pivot attack;

(2) Two pivots attack;

(3) An attack with one permanent and one temporary pivot.

The place of the pivot is occupied by a wing player or outside player.

The desired thing here is a real attack, i.e. an attack which is disadvantageous for the defense – this basically involves: good running start, crossing, blocks, extra-man advantage at any side of defense.

CONTROL OF EFFECTS OF A PROFESSIONAL AND EDUCATIONAL-PEDAGOGICAL WORK WITH YOUNG HANDBALL PLAYERS

Boys and girls can understand handball and play this game according to simple rules at an early age of 8-9 years.

The favorite children game at this age is dodgeball. This game probably encourages children to start playing handball. It makes us possible to set children a task of shooting the ball or catching it, whereas the sizes of the field can be increased so that the ball gets thrown to longer distance every day.

These things impose the need to plan the work with young handball players. Such a development of abilities of boys and girls require great attention to be paid to the causes that indicate the need for a specific work in the field of situational-motor abilities of young handball players.

When evaluating possibilities of children's future engagement in handball, care should be taken to do it correctly. Practice proves that a high-quality pioneer maintains this high quality later, provided there is no incorrect professional and pedagogic work, growth disorder or the like.

TESTING YOUNG HANDBALL PLAYERS

Research indicates that boys and girls could learn the basics of handball at the age of 9-12. A systematic training work with young handball players implies the requirement to select the playing position and to get an insight into the

perspective. These questions can be answered by means of adequate test analyses of the initial state and effects of the implemented programs. Young handball players should perform method-based exercises on their training sessions. Discovering mistakes and their correction is highly important for high-quality handball players for a number of reasons.

Taking the above issues into account, two questions are raised: requirements of handball and age at which a handball program is realized. Consequently, the test would be entitled as follows:

TESTS OF APTITUDE AND ABILITIES OF BOYS AND GIRLS FOR HANDBALL

- (1) Throwing the ball against the wall, 30 sec;
- (2) Throwing medicine ball
- (3) Square-like dribbling
- (4) Slalom 6m-9m
- (5) Shooting at the goal
- (6) Shooting a horizontal target
- (7) Standing broad jump

(8) Hands and legs tapping

(9) Sargent jump test

(10) Cycle 1500 (30-60 sec).

Selection of tests is made in such a way that they can provide answers concerning the initial state and the effects of a training program at any moment, within the period in which children are sensitive to the effects of handball contents, and in which boys and girls undergo changes**.

CONCLUSIONS

- * Upon data analysis, it is necessary to make tables and ranking lists on the basis of the number of participants;
- * Test data are processed for younger junior female players of selected clubs from Vojvodina;
- * Results of tests at 10-12 and 12-14 years of age are collected from the sample of boys and girls from Novi Sad;
- * The tests have been used in other sports and at all ages and genders;

- * The test results can also be used for more comprehensive analyses, in addition to these purposes aimed at the selection of the playing position and handball aptitude.

EDUCATIONAL AND PEDAGOGICAL MODEL OF HANDBALL

In order to discover the relationship established between a player, referee and coach during a match, we will use the term "model" or "production model" which reveals a number of trends of influence that affect the model of educational and pedagogical work with handball players. These trends have a high practical significance for a match, and they are very often recognizable for the sake of improvement in handball; thus it is necessary to direct these trends or factors towards a common aim, i.e. towards enabling further development of permanent values of handball players.

On the basis of observation of league competitions and the competitions of a lower rank, it can be stated that the number of spectators prove that handball is popular. Thus,

questions arise, which are important for players and fans alike, since they are all participants of the match.

Due to the UN sanctions, we are left without timely information related to professional gatherings of handball players in the world. If we "reach an agreement" that we must preserve the previous handball ranking, we must insist on a higher mutual relationship, and we must try to find the reasons for coaches' and players' interference with the referee's decisions on the application of playing rules, as well as the referee's interference with the processes of pedagogical work of the coach; in spite of the fact that all parties are forced to cooperate, this is not sufficiently demonstrated by players, referees, and coaches.

Even though there are unique playing rules, they turn out to be different due to different agents (referees, coaches, and players). This problem is not a new one, and it is not only the problem of high-quality referees, players and coaches, but it is also the problem of the youngest and most experienced participants of the handball game. In terms of educational and pedagogical work, this form of cooperation is a current problem for us due to our absence from the world handball scene. We live in the times of constant changes, in which it is

necessary to find numerous answers and to discover the trends which are economical. Mis-chosen trends raise new questions and create improper handball trends. For a number of years, handball has been our most trophy-yielding sport. During many years, there have been a lot of actual questions related to handball; practice related to referees and coaches has been separated. This means that we have a new problem or an old one, related to cooperation in the process of training and match competition (i.e. between a referee and a coach). This field of cooperation offers possibilities of further development of the handball game, whereas elaboration of unique programs of educational and pedagogical work will potentially trigger the gathering of all agents for no particular reason.

By means of defining agents of play, we will try to enlighten the actual trends of further development of handball and its improvement.

- Players are talented individuals who cooperate with the coach in the task of performing activities during the game, which consist of diverse changeable movements and different hand-generated activities with the ball, with an

aim to throw the ball at the goal of their opponent and score a point;

- Coaches are former and current players or talented pedagogues and strategic experts in terms of understanding the current processes and rules;
- Referees are also former and current players who have a special task of applying the play rules during a match.

The above concise definitions reveal the relationship of the three agents of handball game. No matter how mutually different the players, referees and coaches are, the only thing they all have in common is respect for the rules of play and the system of competition. Thus, the following questions are imposed:

- * What is a handball game;
- * Players in a handball game;
- * Coaches in a handball game;
- * Referees in a handball game;
- * Development of a handball game;
- * Application of judgments in a handball game (referee – player; referee – coach; referee – fans);

- * Influence of newspapers and television on an objective fan of a handball game.

WHAT IS A HANDBALL GAME

A handball game is the play with an aim, not only to satisfy handball players, referees and other officials, but also to improve and master ball play which results in success. With these elements, the game gets full affirmation and popularity.

PLAYERS IN A HANDBALL GAME

Every player pushes beyond his technical and tactical limits during his career, owing to a number of reasons such as: motives and environment in which he plays a match.

COACHES IN A HANDBALL GAME

A coach who is not able to evaluate the abilities of his players becomes a victim of the task he is not up to, himself.

REFEREES IN A HANDBALL GAME

The referee is not only someone who brings decisions for violations of rules, but he also has to preserve the beauty of the game and sportive/human integrity of players.

DEVELOPMENT OF A HANDBALL GAME

In order to enable the development of a handball game, it must be assumed that players are ready physically and psychologically as well as technically and tactically. These are all tasks of the training process and the coach.

APPLICATION OF JUDGMENTS IN A HANDBALL GAME

Some people are right in thinking that refereeing and referees are outside the game process and endeavors of the coach. In order to make a game a creative challenge, which is expected by the fans, the only responsible person is the referee.

Referee – player

There is a great extent of the referee's pedagogical influence on the player, due to which the referee must talk to the player. The belief that the referee is impeccable is unsustainable. This must be clear to the player and the coach alike.

Referee – coach

It is a rather rare occasion that the coach and the referee engage in communication. A good referee will find out the way to communicate with the coach treating him as a colleague with a common task to protect the game and players. Exclusiveness of either one or the other is a proof of their uncertainty.

Referee – fans

Fans are constituent parts of the game or match, owing to which the relationship with fans depends on the quality of refereeing.

INFLUENCE OF NEWSPAPERS AND TELEVISION ON AN OBJECTIVE SPECTATOR OF A HANDBALL GAME

In this region, the current player-referee-coach media practice is carried out in such a way that the interpretation of an event becomes more important than the event itself.

CONCLUSION

- * Just like coaches, referees in charge of conducting the match are responsible to preserve the game and sanction anything that spoils the game, together with players; in case of any misconduct by a coach or a player, game should not be played;
- * The issue of player-referee-coach remains open until contemporary work programs are made;
- * A common conclusion related to the selected model would be that all participants must respect the rules mutually.

THE PRACTICAL SIGNIFICANCE OF CONTROL OF EFFECTS OF PROFESSIONAL AND EDUCATIONAL-PEDAGOGICAL WORK WITH YOUNG HANDBALL PLAYERS

Research into the issue of work with youth in handball is worth paying attention especially due to the fact the year 1995 has been proclaimed to be the year of young handball players in the European Handball Federation.

The discussion of a particular model and its effects on the correct development and improvement of handball players is based on the tested practical experience. Research into this problem at the Faculty of Sport and Physical Education in Novi Sad and Handball Association of Vojvodina is certainly another contribution to further expansion of handball among youth, which is especially true of a new distribution of training-adapted ages at schools and clubs. This new distribution is the following:

- * Super mini 11/12;
- * Mini 13/14;
- * Pioneers 15/16;
- * Younger juniors 17/18; and
- * Juniors 19/20.

In contrast to the previous distribution which consisted of three categories, the one proposed above consists of five age categories which seem to be more in accordance with biological and motor abilities of youth.

COOPERATION OF REFEREES AND COACHES IN THE DEVELOPMENT OF YOUNG HANDBALL PLAYERS

Cooperation of referees and coaches in the development of young handball players has a very significant role for the correct orientation and development of a versatile personality and positive traits that are necessary at this age. The already known endeavors and wishes of children to have an arbitrator in a game and sport, be it a parent, educator, teacher or coach, suggest a high importance of the correct interpretation and application of the game rules, within which the cooperation of the referee and coach is especially significant.

The rules of handball of the International Handball Federation (IHF) are unique for all age categories.

The only specific issue is that the rules are enforced by handball referees with a final goal to allow the referee to enable the players to manifest their qualities, technical and tactical abilities, plans and competition skills, by using his knowledge and authority.

By means of application of the game rules, as well as tolerance with the youngest age, the referee should enable

easier learning of the handball game. This is particularly true of the "ball play" in which the youngest players can be offered the most acceptable age-adapted solutions, in the case of incorrect ball handling, especially throws (throw-out, free throws, 7m shots, etc.). By means of additional elements in decision making, the referee should also advise young handball players and direct them properly, at any suitable occasion, towards the best possible and acceptable solutions for successful learning of game rules. This is due to the fact that the agents of progress and endeavors to introduce innovations leading to higher quality and more attractive handball rest on the shoulders of young people themselves. By means of such endeavors and cooperation of referees and coaches, it is possible to exert positive influence on the correct acceptance and application of game rules, which is the final goal of work with younger ages.

Within the work program with young handball players, as frequently as possible, it is necessary to plan brief field lectures with practical exemplification, during which, in cooperation with the coach, the referee can provide a significant motivation in terms of the correct development and understanding of the rule-governed game that

contributes to the development of a fast, dynamic, beautiful, attractive, and tough handball, which is humane and correct at the same time.

The fact that refereeing profession is practiced by a high number of former and active players indicates that they are just the right people who can give a significant contribution to the correct orientation of youth, as well as that, together with the young players and their coaches, they represent a significant subject of the handball game. For example, during intermissions (timeouts, halftimes, etc.), when it is clear that young handball players do not react in accordance with the play rules, or when they need a practical explanation, game breaks should always be used for particular corrections and advice that will certainly contribute to their better understanding of the rules and their application in the game.

A special role of the referee and coach in terms of application of game rules is to develop the young people's sense for a fair and correct sports conduct, in which special attention should be paid to the rule "Conduct towards the opponent". By means of cooperation of referees and coaches, their principal development/education-oriented task

concerning young handball players is to focus the fair-play and proper conduct towards an opponent, from the very beginning of their work. In the first place, this involves positive conduct towards play obligations, opponents, referees, coaches and fans. The correct understanding of rules is the best way for youth to understand what is allowed in the game and what is not. When applying these rules particular tolerances should always be practised with an aim to exert an educational influence on the young handball player (one-minute suspension, without red cards, sending the player out of the match, etc.). By means of application of such measures, the referee will achieve much better effect than by a strict application of game rules, which will in turn contribute to the development, improvement, progress and sports conduct of young handball players.

A high-quality referee is recognized by the fact that he takes an active role in the work of the handball organization by means of his daily organizational activities and his personal advancement, which is one of the most significant segments of his engagement, as well as his contribution to the work with younger categories of handball players on whose shoulders the future of handball lies. The best way to do these tasks is a

high-quality and successful cooperation of the referee and coach.

THE EFFECT OF MEDIA ON THE DEVELOPMENT OF YOUNG HANDBALL PLAYERS

Sport and media have been in mutual relationship since long ago. It has become almost unthinkable to carry out a competition without media coverage, be it print media or television. Thus media are just the proper means to help, first of all, in terms of the development of young athletes, i.e. handball players in this case, even though this is generally applicable to all athletes.

Media can, first of all, trigger youth to be preoccupied with handball. The best chance and a great magnet for youth are big sports competitions, such as the world championships (and currently the European ones too), the Olympic Games and big international tournaments such as "national quadrathlon" (participants: Yugoslavia, Denmark, Germany and Czechoslovakia). Under such conditions, there is a specific relation of media towards sport. They provide much higher

coverage for sport than they do during the year, and they also try to make effort to point out all greatest virtues of our top aces, and gradually raise the tonus as a competition approaches. In all reports, the journalist makes effort to provide readers with a true presentation of what happens in the field, however, this time he does that with more emotions and he also selects words to thrill the reader, but, first of all, a potential young handball player who might be induced by these texts to identify himself, one day, with the heroes of newspaper columns. Accordingly, one day, he might wish to play like Veselin Vujović, Mile Isaković or Veselin Vuković and Nenad Peruničić, or to defend like Zlatan Arnautović or Goran Stojanović. While reading a text, he will imagine the progress of the match. Therefore, press, i.e. newspapers, can intrigue a young handball player to become devoted to sport even more than before, to be more conscientious, more responsible and more diligent during training, if he wishes to reach one of his idols, or to create such an image of himself that he will become a celebrity one day.

However, among various media, the strongest influence on the young handball player is exerted by television, since a handball player gets a full picture of what

happens in the field, from the warming-up before a match right to its finish. This means that he can watch the whole game, as well as to pay attention to the player at the same playing position as his own. This seems almost like being present on the spot. He can see any detail, and he can also take advantage of repeated presentation of the most attractive actions, i.e. goals, goalkeeper's defense or an unusually beautiful action. Now, a young handball player can more easily notice a previous action, since the repeated one is in slow motion. Therefore, he can, not only watch a match, but also learn a lot of things, provided he is a careful observer. He will probably notice some new combinations he has not seen in his work so far. He will see where particular patterns begin, where they end, and he will try to guess how they can be stopped and thwarted. Besides, he will be able to try all of them during training on the same day.

On the other hand, television can indeed have an exceptionally educative effect on formation of the young handball player by means of a live coverage, provided he is a careful viewer. Not only can he notice various finesses, movements, details, as well as mistakes in attack and defense, but he can also pay special attention to refereeing which is a

highly important constituent of the game which, at the same time, has a great significance for further education of a young handball player. Namely, he should understand here what is allowed during a game and what is not. He should also make effort to observe which fouls/violations are necessarily sanctioned by sending out or disqualification. Big international competitions are, as a rule, refereed by the best referees in the world so that one should not have any doubts of their knowledge and correct interpretation of the rules.

This means that the young handball player has a chance to adapt, on time, to the situations in which he may find himself during a match. By watching and learning from the best players, he has the chance, not only to raise his fitness level, but also to raise the level of his sports culture.

There is yet another detail which is very important about the television broadcast. While watching a match, a young handball player can also listen to the sports commentator who leads him through the match. Another argument to this is that the commentator is helped by a professional consultant who is often a distinguished handball expert, so that the impression of the match is complete.

Doubtlessly, television is the most powerful medium, since it can make anything real by means of a words and pictures. The development of technology is a never-ending process so that video-recorder has become a constituent item of any apartment. Using it, it is possible to copy any match for being able to watch it a number of time. For this reason all clubs must have a video-recorder in order to record its matches and analyze them subsequently, however, this is not related to our topic. The irrevocable thing is that television, i.e. its commentators can exert great influence on the development of the young handball player, especially if they is professionally skilled and have sufficient knowledge of the sport they comment. The same is true of journalists, written media and radio. It is important to understand things, to acquire authority with the young handball player who will probably try to achieve that which he has listened to on the radio, read from the newspaper columns or seen and heard by watching television.

Therefore, the means of mass media communication can have a high influence on the development of the young handball player, first of all, in terms of arousing his interest for being preoccupied with this sport, as well as in terms of

keeping him informed of the events home and abroad and all innovations, and in terms of education and teaching. However, their principal role is to provide information, since timely information can sometimes be of great help for a young handball player, and even more so concerning rules of the game, since they have undergone a number of changes lately.

THE IMPORTANCE OF FOREIGN LANGUAGE LEARNING IN PROFESSIONAL AND PEDAGOGICAL WORK WITH THE YOUNG HANDBALL PLAYERS

During the past few decades, English has been taught in schools and faculties in almost all countries of the world. Today, it is the language of international importance, especially in the field of sport, commerce, science, journalism, informatics, post, as well as any form of communication. Without this language, it is almost impossible to make a major progress in any professional field. The International Olympic Committee uses English for communication with National Olympic Committees. Knowledge of English is necessary for catching up on contemporary trends of the international sport.

It has already been known that a foreign language is easier learned at younger ages, as well as that children need a shorter time to acquire pronunciation and knowledge of words. In addition to linguistic knowledge, foreign language learning also increases the ability of logical thinking, intelligence and communicativeness. Foreign language learning also requires discipline, which is not strict but flexible, and, in many ways, it is congruent with the discipline of sports, especially team sports.

Foreign language learning also involves acquiring information on the culture of people who are native speakers of that language. This involves being informed of foreign customs, ways of thinking and tradition. This is the way to develop tolerance which could be compared to fair-play, i.e. sports conduct and respect for one's own sports opponent.

Children of younger ages learn a foreign language in a relaxed manner through the use of game elements. In this manner, they manage to learn general and specialized terminology, and, owing to their emotionality, they easily accept and acquire intonation and means of expression in a foreign language.

Due to the fact that a large number of athletes finish secondary schools and faculties, and start up a new business activity after their sports career is over, knowledge of English can be of great help in these new activities. After finishing their active sports career, many athletes start coaching business or some other sport-related activity, in which they must be informed of a large number of new things, which is predominantly conveyed orally or in writing. The person who can speak English can help himself and his colleagues to acquire new knowledge in an easier and cheaper way, and he can also exchange his knowledge with others. It goes without saying that there is also a possibility of an easier communication of our sports associations and organizations with international sports institutions and their members.

When travelling abroad, the knowledge of English will enable young athletes from this region to establish direct contacts, to make acquaintance with athletes of the same age, to leave a good impression on them, and to make a lot of friends. In this way, they will become desirable guests and good hosts.

Accordingly, sport and language are closely related, and, as such, they should be learned in parallel.

* Detailed description of tests is in possession of the author;

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Milica Đukić

Naslov dela

Handball school-training of young handball players

Izdavač

Sportska Akademija;Beograd

(naziv izdavača/autorsko izdanje)

Štampa

ABC studio copy NS;Novi Sad

(naziv štamparije i mesto štampanja)

Tiraž

300

(broj primeraka)

Beograd,2024

(mesto izdavanja i godina izdavanja)

CIP - Каталогизација у публикацији Народна библиотека Србије, Београд

796.322

ĐUKIĆ, Milica, 1985-

Handball school : training of young handball players / Milica Đukić. - Beograd
: Sportska akademija, 2024 (Novi Sad : ABC copy studio NS). - 57 str. : ilustr. ;
24 cm

Tiraž 300. - Bibliografija: str. [58-60].

ISBN 978-86-84191-18-4

a) Рукомет

COBISS.SR-ID 159612169

ISBN-978-86-84191-18-4