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**INCREASING THE EFFECTIVENESS OF THE PHYSICAL EDUCATION
AND SPORTS LESSON THROUGH IMPLEMENTATION SPECIFIC
MEANS OF THE GAME OF HANDBALL**

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Abstract

Physical education is an important factor in the development of the individual and in increasing the physical and mental potential of the individual. The handball sport game is a basic means of physical education through the motor actions carried out organized during the lessons. The lesson is coordinated by the teacher, who in the activities he carries out must ensure an attractive climate, optimal for movement and with maximum efficiency in the exercises he carries out. The activity climate must be one based on mutual respect, thus preventing conflicts between teacher and student. The method of studying the literature allowed us to study the specialized works of physical education, the method of observation made it possible to observe the attitude of students in the experiment, the statistical method helped us to process the results obtained from a mathematical-statistical point of view. graphs and tables in the presentation of data using tables and graphs. The test method aimed to ascertain and highlight the evolution of the groups of students previously established specifically for the game of handball. The aim of the research is to apply the means specific to the game of handball at the level of the gymnasium cycle, in the seventh grade, in order to achieve the objectives of physical education and school programs in order to increase the efficiency of the physical education and sports lesson.

Introduction

Physical education in the vision of Dragnea A. [2] contributes to the transmission of information about the human body, the parameters of effort, exercise and the rules of sports games. The same author considers that physical education is a motor activity consisting of systematized motor actions, is performed in an instructive-educational process for personality development, is practical and theoretical forming a series of ideas, rules and norms and forms a system of influences that applies to individuals.

Any physical education lesson, held outdoors or in a less appropriate space, requires a good organization of this activity. In organizing the lesson, the teacher must be very careful about the space where the instructional-educational process takes place, the materials available, the number of students, the effectiveness of the chosen exercises, the achievement of the proposed objectives. The measures taken in order to carry out the physical education lesson represent the basic components of the didactic technology with an important role in the realization of the proposed topics.

According to some authors, [6,8] the lesson is considered the basic form of the instructive-educational process of physical education consisting of contents that lead to increasing the efficiency of the whole activity.

From a methodical point of view, a good organization of the lesson offers a high efficiency of the students in relation to the links of the lesson, with the proposed objectives and themes, the type of lesson, the level of effort, the age, sex and the level of preparation of the participants.

In order to increase the efficiency of the physical education lesson from the perspective of Scarlat E. [9] we must take into account the following considerations: ensuring the educational content of the lessons, achieving through a high level the requirements of the curriculum, designing and conducting the lesson specialty, ensuring the density and attractiveness of the lesson, ensuring a good relationship between teacher and student, using modern methods and designing exercises and exercise structures according to age, gender and level of training.

For the students in our schools, almost any activity in which they participate is a game, in which they develop their skills in a proper way. Being a means of physical education, the game requires the need for movement, interaction with people, implementation of simple rules, easy to understand, supports patience, calm, perseverance, creativity.

The sport of handball [1,3] is a basic means of physical education through motor actions organized in lessons. Due to its special features, handball contributes effectively to the development of basic and specific motor skills [4,7], to the acquisition of motor skills, to the learning of knowledge related to technique and tactics, to the learning of teamwork, as well as to the development of the competitive sense, as well as the promotion of fair play. Due to the fact that the game of handball through its means leads to the achievement of the objectives of physical education, learning, consolidation and improvement must have the simplest, most direct and effective way in which information is transmitted to students. In organizing the process of teaching the game of handball in school at the level of the gymnasium cycle, the emphasis should be on learning and consolidating the basic procedures and basic tactical actions that can allow the practice of the game.

Research methodology and organization

This experiment was attended by 20 students, from the seventh grade, 10 girls representing the experiment class 10 girls representing the witness class from the Technological High School "Iorgu Vârnăv Liteanu", Liteni city, Suceava county. During September - November 2019 and September - November 2020, the students from the experiment class, carried out activities according to a special planning created with handball means. The control class completed activities in accordance with the training-specific curriculum.

The method of studying the literature allowed us to study the specialized works in the field of physical education, the method of observation made it possible to observe the attitude of students in the experiment, the statistical method helped us to process the results obtained from a mathematical-statistical point of view. graphs and tables in the presentation of data using tables and graphs.

Test method.

To assess the game-specific procedures we used the following tests:

Technical-tactical structure - the triangle was moved (with a side of 3 m), the ball was picked up 1 m from the top of the triangle, dribbling 7 m, throwing at the goal with support on the ground [5].

Technical-tactical structure - a move was made in a triangle (with a side of 3 m), picking up the ball at 1 m from the top of the triangle, passing to a teammate, catching, throwing at the goal from the jump [5].

Technical-tactical structure - passes were made in pairs on the move, over a distance of 30 m and thrown at the goal with ground support in the presence of a semi-active defender. The distance between the performers is 4 m [10].

Bilateral game using technical procedures and learned tactical actions.

In order to establish the level of preparation of the students for the 3 technical-tactical structures and for the bilateral game, grades were awarded according to the National Assessment and Examination System in Romania.

The results and their interpretation

The testing period was during the 2019-2020 school years in September the initial testing, in November the intermediate testing and 2020-2021 in September the final testing, both in the experiment group and in the control group (7th grade). In order to appreciate the game-specific procedures, we used three technical-tactical structures and the bilateral game.

At the structure no. 1, (Figure 1.) The experiment group, girls, at the initial test has an average of the marks obtained of 6.85, at the intermediate test 8.05, and at the final test it obtains an average of 9.75. In the same test, the control class,

girls, the average in the initial test is 6.95, in the intermediate test 8.05, and in the final test 9.05.

The results of the experiment group between the initial test and the intermediate test have a value of 9, representing $P < 0.001$, between the intermediate test and the final value 15.37, $P < 0.001$, and between the initial and final test value 23.25, $P < 0.001$, representing statistically significant differences between the three tests.

Between the initial test and the intermediate test, in the control group, we have the value 11, $P < 0.001$, in the intermediate and final test the value obtained of 9.48, $P < 0.001$, and in the initial and final test we have a value of 21, $P < 0.001$, the differences being significant between all the tests performed.

Analyzing the results obtained by the experiment and control groups, girls, from a statistical point of view, at the test specific to the game of handball, structure no. 1, at the initial test, the value is 0.84 ($P > 0.05$) the differences are insignificant, at the intermediate test the value 0 ($P > 0.05$) the differences are insignificant and at the final test 7.2 ($P < 0.001$), the differences being significant.

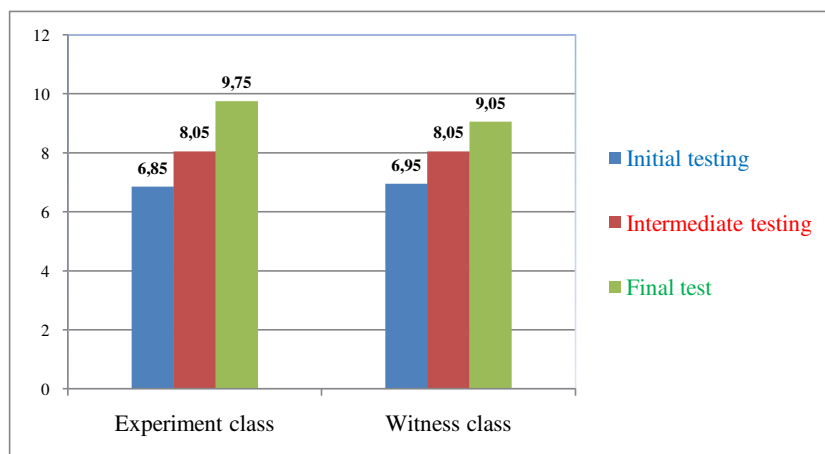


FIG. 1. Graphic representation of the results for the handball game-specific tests of the girls in the experimental and witness classes in the initial, intermediate and final tests, structure no. 1

At the structure no. 2, (Figure 2.) experiment group, girls, on the initial test gets an average of 6.35 marks, on the intermediate test 7.8, and on the final test gets

an average of 9.45. In the same test, the control class, girls, the average in the initial test is 6.75, in the intermediate test 7.95, and in the final test 8.95.

In the experiment group the results between the initial test and the intermediate test have a value of 7.12, representing $P < 0.001$, between the intermediate and final test the value 9.85, $P < 0.001$, and between the initial and the final test the value 24.85, $P < 0.001$, representing statistically significant differences between the three tests.

In the control group, between the initial test and the intermediate test, we have a value of 10.85, $P < 0.001$, in the intermediate and final test a value of 9.48, $P < 0.001$, and in the initial and final test we have a value of 16,5, $P < 0.001$, the differences being significant between all the tests performed.

Comparing the results obtained by the experiment and control groups, girls, from a statistical point of view, to the test specific to the game of handball, structure no. 2, in the initial test, the value is 2.05 ($P > 0.05$) the differences are insignificant, in the intermediate test the value is 0.84 ($P > 0.05$) the differences are insignificant and in the final test 3.93 ($P < 0.001$), the differences being significant.

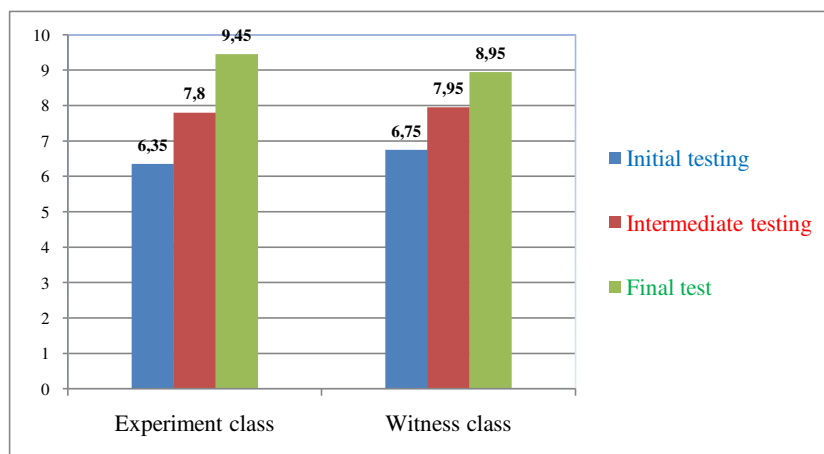


FIG. 2. Graphic representation of the results for the handball game-specific tests of the girls in the experimental and witness classes in the initial, intermediate and final tests, structure no. 2

At the structure no. 3, (Figure 3.) experiment group, girls, get an average of 6.75 marks in the initial test, 7.8 in the intermediate test and 9.4 in the final test.

The control class, girls, average at the same structure gets an average of 6.5 marks in the initial test, 7.15 in the intermediate test and 8.75 in the final test.

In the experiment group the results between the initial test and the intermediate test have a value of 11.69, representing $P < 0.001$, between the intermediate and final test the value 12.82, $P < 0.001$, and between the initial and the final test the value 15.82, $P < 0.001$, representing statistically significant differences between the three tests.

In the control group, between the initial test and the intermediate test, we have a value of 6.09, $P < 0.001$, in the intermediate and final test a value of 8.23, $P < 0.001$, and in the initial and final test we have a value of 12 , 07, $P < 0.001$, the differences being significant between all the tests performed.

Comparing the results obtained by the experiment and control groups, girls, from a statistical point of view, to the test specific to the game of handball, structure no. 3, at the initial test, the value is 1.62 ($P > 0.05$) the differences are insignificant, at the intermediate test the value 4.83 ($P < 0.001$) the differences are significant and at the final test 2.75 ($P < 0, 05$), the differences being significant.

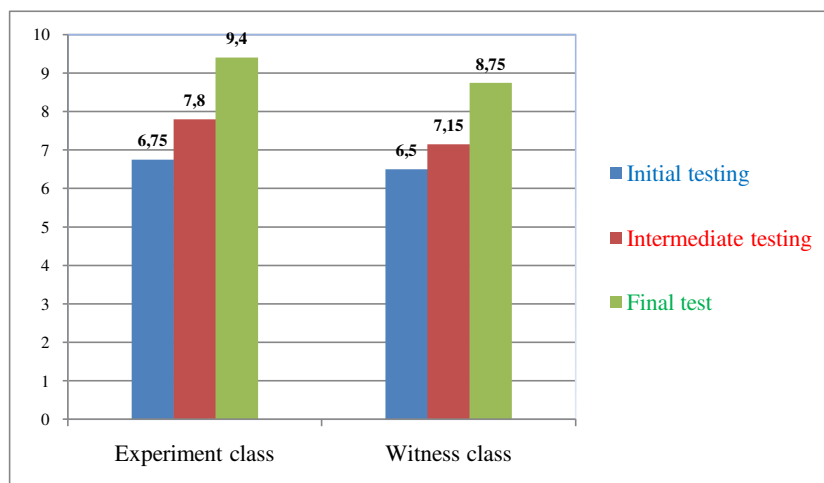


FIG. 3. Graphic representation of the results for the handball game-specific tests of the girls in the experiment and witness classes in the initial, intermediate and final tests, structure no. 3

In the bilateral test game (Figure 4.) in the initial test, the arithmetic mean in the experiment group, girls, is 6.2, in the intermediate test 7.5, and in the final test an average of 9.1. In the control class, girls, the arithmetic mean in the initial test is 6.15, in the intermediate test 7.35, and in the final test the value obtained is 8.25.

The results from the experiment group between the initial test and the intermediate test have a value of 6.5, representing $P < 0.001$, between the intermediate and final test the value 16, $P < 0.001$, and between the initial and the final test the value 19.95, $P < 0.001$, representing statistically significant differences between the three tests.

Between the initial test and the intermediate test, in the control group, we have the value 10.85, $P < 0.001$, in the intermediate and final test the value obtained of 9, $P < 0.001$, and in the initial and final test we have a value of 14.45, $P < 0.001$, the differences being significant between all tests performed.

Analyzing the results obtained by the experiment and control groups, girls, from a statistical point of view, at the bilateral handball game, at the initial test, the value is 0.32 ($P > 0.05$) the differences are insignificant, at the intermediate test the value is 0.89 ($P > 0.05$) the differences are insignificant and at the final test 5.07 ($P < 0.001$), the differences being significant.

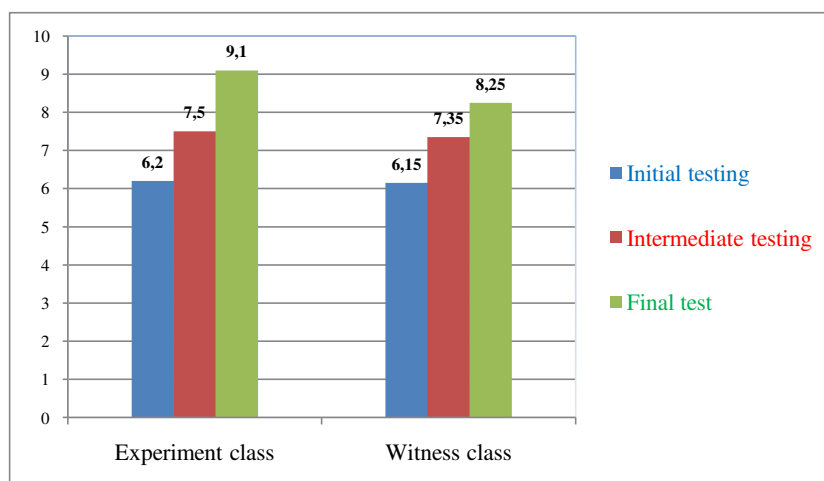


FIG. 4. Graphic representation of the results for the handball game-specific tests of the girls in the experimental and witness classes in the initial, intermediate and final tests,

Conclusions

In the handball-specific tests applied in the research, there are differences between the tests performed both in the experiment class and in the control class. Girls in the initial test did not show significant differences between groups in all tests in the research. At the intermediate testing at the technical-tactical structure no. 1, no. 2 and in the bilateral game the results obtained indicate insignificance between the two groups, while in the structure no. 3, $P < 0.001$ the differences being significant. Analyzing the results achieved by the girls in the final test, we find significant differences in all the tests applied to both groups, the progress being higher in the experiment group.

The application of handball in physical education and sports classes has led to an improvement in the results of students in the experimental class compared to the control class and to an effective increase in motor and functional density, thus increasing the level of efficiency of lessons.

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