|  |
| --- |
| BACHELOR DEGREE**SPORTS AND PHYSICAL EDUCATION**2nd YEAR OF STUDY, 1ST SEMESTER |

|  |  |  |
| --- | --- | --- |
| **Course title** | | **teaching metodology of handball in schools** |
| Course code | | SL1212121 |
| Course type | | tutorial |
| Course level | | 1st cycle (bachelor’s degree) |
| Year of study, semester | | 2nd year of study, 1st semester |
| Number of ECTS credits | | 5 |
| Number of hours per week | | 4 (2 lecture hours + 2 seminar hours) |
| Name of lecture holder | | POPOVICI ILEANA-MONICA |
| Name of seminar holder | | POPOVICI ILEANA-MONICA |
| Prerequisites | | Advanced level of English |
| A | **General and course-specific competences** | |
|  | **General competences**:   * Modular design (Physical and sports education, Sport and motor performance, Kinetotherapy and special motor skills) and planning the basic contents of the field with interdisciplinary orientation * The assessment of physical growth and development and the quality of the motor according to the specific requirements / objectives of the physical and sports education, the attitude towards the independent practice of the physical exercise * Description and demonstration of specific operational systems for physical and sports education, by age groups * Evaluation of the level of training of practitioners of physical education and sports activities   **Course-specific competences**:   * Organization of physical and sports education activities for people of different ages and levels of training under qualified assistance conditions, respecting the rules of professional ethics and deontology * Fulfillment of efficient and effective work tasks for organizing and conducting sports activities | |
| B | **Learning outcomes** | |
|  | * Acquiring knowledge, skills and motor skills, methodical and organizational. * Raising the technical-tactical level. * Acquiring the rules of the game and the specific terminology. | |
| C | **Lecture content** | |
|  | • General basis of handball theory and methodology; the object of this discipline.  • The area of ​​handball practice and its educational value.  • Dynamic games and poles for learning handball in children.  • Method of learning the attacker's technique: systematizing the attacker's technique and means of action for learning and repeating the attack techniques.  • Methodology of learning the technique of the defender: systematization of the technique of the defender and means of action for learning and repeating the technical defense procedures.  • The methodology of the goalkeeper's technique and tactics: systematization of the goalkeeper's technique and means of action for learning and repeating the goalkeeper's specific technical procedures; general aspects regarding the goalkeeper's tactics.  • Methodology of learning the individual tactics in attack and defense: means of action.  • Methodology of learning the collective tactics in attack: means of action.  • Methodology of learning the collective tactics in defense: means of action.  • Methodology of learning the phases of the attack: means of action.  • Methodology of learning the phases of defense: means of action.  • Repeat game systems: the pivot attack system and the defense system with six players in line on the 6m semicircle (6: 0) - linking the means of collective attack and defense tactics.  • Content and methodology of handball teaching in school (at all levels): primary, secondary and high school.  • The representative handball team at the high school and high school level: selection, preparation and participation in various competitions | |
| D | **Recommended reading for lectures** | |
|  | * Clanton, E.R., Dwight, M.P. (1997). Team Handball. Steps to Success, Human Kinetics * Curelli, J.J., Landuré, P. (1996). Le Handball – Les Règles, La Technique, La Tactique, Éditions MILAN * Noteboom, T. (1995). Handball – technique, pédagogie, entraînement, Éditions Amphora, Paris | |
| E | **Seminar content** | |
|  | • Presentation of the requirements of the practical course for this semester.  • Strengthening the catch and passing of the ball (performed in two and three players, away and in adverse conditions).  • Strengthening the throw at the gate: from running, with added step and with cross step.  • Consolidating multiple dribbling (with semi-active and active defenders).  • Learning to jump at the jump gate.  • Repeat the attack system with a pivot.  • Repeat throwing at the jump gate.  • Learn marking and marking.  • Bilateral theme game: dribbling is penalized, regardless of the game situation.  • Strengthening the defender's fundamental position and movement on the field.  • Repeat the direct counterattack with a tip (accomplished by a short pass and completed by shooting at the gate from running and jumping from the 6m semicircle).  • Repeat the defense system with six players in line (6: 0).  • Repeat the goalkeeper's technique and tactics.  • Learning the steps in three places.  • Learning the direct counterattack with a long, long pass (completed by throwing at the jump gate).  • Learn simple crossover between two players.  • Repeat the direct counterattack with a long pass, completed by shooting at the gate from running and jumping from 6m.  • Learning the second phase of the attack.  • Learning to overcome.  • Strengthening the pivot attack system and the 6: 0 defense system.  • Repeat the simple crossing between two players and the jumping gate at 9m.  • Learning counter-attack with intermediary.  • Repeat marking and marking.  • Repeat overcoming.  • Repeat the counterattack with an intermediary, completed by throwing at the jump gate from 6m.  • Repeat phase II of the attack (2: 2, 3: 3).  • Learning to throw at the gate from the pivot and extreme post.  • Bilateral themed game: the dribbling is penalized, and the goals that will be scored on the counterattack or in the second phase, will double (as a score).  • Strengthening the fundamental position of defense. | |
| F | **Recommended reading for seminars** | |
|  | * Clanton, E.R., Dwight, M.P. (1997). Team Handball. Steps to Success, Human Kinetics * Curelli, J.J., Landuré, P. (1996). Le Handball – Les Règles, La Technique, La Tactique, Éditions MILAN * Noteboom, T. (1995). Handball – technique, pédagogie, entraînement, Éditions Amphora, Paris | |
| G | **Education style** | |
| learning and teaching methods | | Interactive lectures, explanation, demonstrations, viewing material and so on |
| assessment methods | | Practical and teoretical evaluation |
| Language of instruction | | English |