

149 - HANDBALL AND ITS STRUCTURE

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INTRODUCTION

The Handball doesn't have an exact history, but all its origins are related to the game with balls, justifying its name, because in the English language handball it means play ball with hands, hand-mão and ball-bola. Despite having natural human being movements, like as to run, to jump and throw, it is structured and complex in its development. Having its fundamentals that give continuity to the game, the tactics in important, because once in the court the technique used work well. In na game where the duel prevails, in which, one player attacks and in few seconds there is the counter attack, the smartness used to score, the emotional balance, the rules to be followed and if there were contraventions the penalties and in this structure there is also a deadline which must to reached to score goals.

THE HANDBALL HISTORICAL

There is more than one origin of the beginning of the handball. As it is stated by Grillo et al (2010) having several information about the history including texts and researches, showing several explanations about the handball emergence as in Brazil as in the rest of the world.

To Nagy Kunsagi apud Mendes (2006 p 17) there are two possible origins:

...the first would be based on the practice of popular games known as "azena" (antiga Tchecosvaquia), "torbal" (Germany) and "el balon" (Uruguay), from where was originate the field handball, and the second based on the game proposed by the Danish teacher Holger Nielsen, the "handbold", which originated the court handball (Nagy-Kunsagi 1983).

For Grillo, et al (2010), in his researches, there is the report that the handball was made up by the physical educational German teacher, named Karl Sshelenz in 1919 and also has its origin in the ancient Greece, being a sport that has a ball and is played with hands.

Grill et al (2010 p.1) states that Karl Sshelens:

Introduced the handball in Germany, Austria And Switzerland, where he was the coach; from this moment the sport started being played by men, because in its origin it was played by women, with the time the sport had some changes, new rules were made and due to these changes made by a physical educational teacher started having an important role and recognition in high school in several countries.

After the new rules creation, Karl Sshelenz registered them into the International Federation of Gymnastics. For these benefits for the advance in the handball game Sshelenz is considered as the Father of Handball. It emerged in European countries as Sweden, Denmark and Norway the Handball court, where happened the reduction in the number of players, because the popular practice in the rigorous winter demanded adaptations in the coaching and indoor sport (Cunha et al 1995 apud Mendes 2006).

The handball field competed with soccer after the Word War I, being known, but after the World War II it was disappeared. On the other hand, the handball court evolved and became popular, among one of the main facts of its evolution and popularity in its comeback to the Olympic Games in 1972 and to the Olympic Games in Munich (Mendes 2006,p 18).

As other games, the handball came to Brazil through the immigrants' culture and knowledge. It started with the handball field, in the 20 and 30's last century, because of a huge number of immigrants from the German Colony, mainly in the states of the South (Mendes, 2006 p. 18).

Grillo et al p.2 relates that:

The handball introduced in São Paulo was restricted until the 60's. After this it was spread to other states and taught at school by teachers, this was the Brazilians started getting in touch with the culture, folklore and recreational and sports activities, so its mayor development was in São Paulo, mainly when in February 26, 1940, The Paulista Federation of Handball was funded.

With the knowledge expanded for all the Brazilians states, contests, tournaments, as the Brazilian Scholar Games and Collage Game were made as well as the Creation of Federations to make the Brazilian Handball known.

HANDBALL

The handball game is complex, which objective is to score goals hitting the ball against a wall with their hands. It must be structured in individual and team tactics. It is necessary to know how to handle the fundamentals with speed and agility in order to get better results. In these structures there are rules to be followed and also a deadline.

Lopez (1997) apud Mendes (2006) defines handball as:

A coded collective game where it's shown a group competing and sometimes self overcoming their difficulties to achieve their objectives as a result of synergy and team work and opponents, where an object is manipulated (the ball), and it is fought to get a free space (invasion). All these actions are made, established and defined by its functional structure managed by the internal logic of the game.

To Monteiro and Galante (2010 p.395):

Handball has differentiated characteristics in relation to other collective sports, once it has in its rules, real possibilities that all players participate in the game all the time. The goalkeeper, por example, the player in charge for de defense in most of other games, can take part in the attack at any time alike other players having the same responsibilities and being under the same rules as the other players (in the line).

There are differentiated descriptions to handball, being a cooperation-opposition game, it doesn't just make the muscles to move, but it also works with the psycho -social and motor aspects, where in the game these aspects work together. Such as cooperation, conviviality and inclusion, laterality, agility, flexibility, besides abilities like as to run, to jump and to throw. (Monteiro and Galante 2010, p. 394).

Lópes (2005) apud Mendes (2006) state that handball as a functional structure establishes risks, elements and relations in the game, giving to it and to the players' movements a compartmental and meaningful aspect. The different ways of the

motor working that the player has during the game make up the motor behavior or motor behaviors which are appreciated through the movements that are easy to observe and that show the way that a player plays in the game. It means to understand the player's movement, or else, how he moves, what kind of movement he makes when he passing or throwing the ball, where he places himself, how his behavior or attitude is.

Mendes (2006, p.3) states that:

The handball game becomes an environment of constant transformation where the player has to interact with his team, with the opponents and still has to dominate an object in very different situations in previous established rules. Its stamina structure is based on its elements inter-relation, like this the emphasis in the competition by technical actions due to the game situation.

It should be said that the handball player needs to have his techniques and tactics trimmed as well as a good physical preparation because it is a speed game and a balanced psychological because it is a tension and competitive game.

Ruiz and Rodrigues (2001) apud Vasques et al (2005 p.1) state that there are factors that influence in the athletes' game capabilities that are:

The physical capability factor (general and specific physical condition), (psychic) personality, (game techniques and tactics) and corporal (corporal morphology: stature, wingspan, length of the inferior members). The morphological characteristics are really important in handball, because it is them that enable the training for the necessary physical qualities for a good approach, besides helping directly in the game.

The handball has its own game characteristics, in this context happens the player's appreciation, either psychological or the self-improvement, the social as the cooperation, inter-relation, the respect to the laws and related to movements as fast displacement. It is a speed game, as in the motor as in the psychological side. It is always about an objective with a complex structure.

THE HANDBALL FUNDAMENTS

To play the game, the player needs to go through some learning steps, like as how to hold the ball, to pass it, to throw and receive it, the skills, the dribbles, the progressions that are the handball fundamentals with specific objectives and the general that is to score the goal. It is essential the individual to know how to accomplish the fundamentals as Tenroller (2005 p.65), notices in the accomplishment of the pass " a child when she is part of a team or in a class, she can feel accepted and so her self-esteem increases. The opposite can also happen if she doesn't get the ball from her team".

The observation of the pedagogical process and the relation among the ages is important insofar as the game learning happens.

To Reis (2006 p1) the fundamentals:

They are the handball fundamental fundamentals which are executed according to a technical gesture that is the "correct" way of executing a specific movement described biomechanically. Examples, The technical gesture of the shoulder pass in handball. It is the execution of this kind of pass with less waste of energy and better speed and velocity, thus more efficient.

The pass is the movement made to give the ball to his partner. Tenroller (2005) numbers having the objective to give sequence to the game the progression and the attack and counter attack, he classifies the distance as short, medium and long, the career as direct, indirect and " and parabolic" and he states it is the most important fundament of the game.

About the reception, that is the act of getting the ball in a balanced way according to Reis (2006 p 1)," it must always be made with the hands in parallels a little bit concave turned to the front". The player that gets the ball must be secure at the moment not to allow the "theft" of the ball by his opponent.

Reis (2006) states that the throw is always made in the direction of the goal, in the execution getting classified with support, with fall and with bearing. Tendroller (2005), detaches that throws can be made in direction to the goalkeeper, with and without support and by the tips and about the distance, it can be made 6 meters, 7 meters and 9 meters throws.

The progression can be made either individual or in group displacing in the court with the ball, without breaking laws. "Its objective is to give rhythm to the game with attack and counter attack purpose".

The dribble has the objective of getting a better position for the throw, the pass or the progression (Tenroller 2005). Reis (2006) considers that it is a movement that the player gets, hitting the ball against the floor with or without movement, it can be a triphase rhythm or a double rhythm triphase.

The skill to Tendroller (2005 p.69) "is the conscious action of disguising the opponent with or without the ball. Its objective is to disguise the opponent with the purpose of getting space to throw, pass give sequence to the game".

It is the fundamentals that will give sequence to the game, as in the attack as in the counter attack. There isn't just one correct way, each player will have its own way to accomplish it, in the fastest and most efficient way and energy spent.

SYSTEMS AND TACTICS

Each player has its position in the court, which depends on his abilities or morphological characteristics as the central player that is the one who has more strength and the pivots who are the tallest ones. The place where the players will be in the court is the system, and how this system will be used is the tactics of the game. The game is flexible with the system. It can start with 6x0 and in determinate situation in the game be 3x3 and later 3x2x1.

The system according to Tenroller (2005 p.87)" is a way to place the players in court, it can be in the attack (offensive system) or in the defense (defensive system), having as reference the marks in the area of 6 meters or still the dotted line of 9 meters."

Vasques (2005 p. 1) tells that:

The dynamics of the handball game modality can be characterized by the alternation between the defensive and offensive sides. It means that in one part of the game the athletes attack the opponent team with the objective of scoring a goal and in another the athletes mark the opponent team's attack.

In the systems and techniques, there are technical-tactics actions, which are the blockades, cross, curtains and the break (Tendroller 2005). The blockade and the curtain are to make it difficult the opponent action, the crosses and break to open space to the throw.

As the defensive system as the offensive one will be used through observation and assessment in relation to opponent team's abilities, the situation of the game, balance of goals, the system fostered by the opponents, this way can happen a break in the system, where balls will be lost, the team will be without motivation and in some situations it can happen a better result to the team.

To Tenroller (200, pg p.94) "each defensive system has its objectives and applicability, advantages and disadvantages, according to a series of vary complex changes that can be even the athletes' characteristics until the technical-tactics options fostered by the coach.

Martini (1980), Bayer(1987), Tendroller(2004) apud Vasques (2005 p.1) tell that:

The most used kinds of defensive systems are: the 4x2, where four athletes place themselves in the line of 6 meters and two in the line of 9 meters; 5x1 when five players place themselves in the line of 6 meters and one in the line of 9 meters. The 6x0 is the most used system, to be considered "the closest".

The 6x0 system is used for beginners because it is easier to be understood by children and motivating them, because there isn't much body contact making the passes easier.

In the offensive system Tenroller(2006) classifies in positional, circulation and combined. The positional is fast circulation of passes in all the defense width, with each player placing his own position. The system of circulation is in constant movement with the change of positions in fast passes. And the combined is a mixture of the positional with the circulation, while some players are in their positions the others go around.

Vasques (2005 p.1) tells that:

The main kinds of offensive systems are: the attack in circulation, in which the athletes are in constant movement and change of position; the combine attack, where some players have a fix position while others are circulating; and the positional attack the players have a fix position and what goes around is the ball.

The offensive as the defensive attack are essential to the game, making it dynamic and motivated to the player, and to the spectator catching and thrilling, and sometimes depending on the system fostered by the team that is in disadvantage finish the game winning it.

FINAL CONSIDERATIONS

Handball is a game structured to work the physical, psychological and social aspects in the player. The physical work is considered since the movement, the strength, the flexibility, the endurance, agility among others. The psychological as a way to bear tension, how to react when a game is lost, how to face the opponent and feel motivated. The social is to learn how to socialize in group, to understand the group as cooperation, observing the union in the group and the hard work of each one in the accomplishing his tasks and following their leaders.

The handball sport becomes interesting it is known how to play, thus the necessity of the physical educational teachers to teach the game and incentive its practice since childhood through pedagogical process and observing the age that the child is, because of the fact of handling objects and visual coordination is part of the process of development and make them and others mature. The playing with balls together lucidity awakes in the child the willing to learn handball in which the physical educational teacher can make the learning of abilities and motor qualities and drive them to the mini handball game and by extension to the handball game always observing the game. Handball has its fundaments which has objectives and ways to be accomplished, improving the speed in the game, the technical and tactics situations in which it is important the correct use in the game and that is structured in this base, fundaments, techniques, tactics and rules.

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ABSTRACT:

The handball history has several origins, but all of them come into consensus where it is referred that "the father of handball" is Karl Schelenz, the same being a historical representative for the sport. In Brazil, the handball was brought by the German immigrants to São Paulo until being extended to the whole country. The handball game is structured and has as a target to make "Goal". It shows different characteristics from other sports, stating risks, elements and relations in the game, taking into consideration physical, psychological and social aspects worked together. In the handball game, the essential fundaments are the steps, the passes, the dribbles, the guile, the forward and the reception with it specific objectives, systems and tactics, the offensive as the defensive system. It is considered an important game into the physical educational classes, although it must be observed the pedagogical process and the proper age in its learning, which can offer innumerable possibilities of movements and improving motor abilities since childhood.

KEY WORDS: Handball, Fundaments, Physical Education

RÉSUMÉ:

La histoire du Handball a plusieurs origines, mais toutes elles sont en consensus où se réfère que Karl Schelenz c'est le "Père du Handball" étant le même un représentant historique pour le sport. Dans le Brésil le handball a été apportée pour les immigrants allemands à São Paulo jusque se étendre pour tout le pays. Le jeu de handball c'est structurés et a l'objectif de faire les buts. En manifestant un ensemble de situations de conduire, possédant caractéristiques différenciés des autres sports, instituant des risques, éléments et les relations du jeu, en considérant les aspects physiques, phisichologues et sociaux ont travaillé en ensemble. Il est présenté dans le jeu de handball, les principes fondamentaux essentielles que sont les passes, les dribbles, (as fintas), les progressions et des réceptions avec ses objectifs spécifiques, systèmes et des tactiques, les systèmes offensifs et défensifs. Il est considéré un jeu important dans la pratiques d'éducation- physique mais doivent être respectées les processus pédagogiques et le goupe d'âge dans leur apprentissage peuvent offrir des nombreuses possibilités de mouvement et de évolution des compétences motrices depuis l'enfance.

MOTS-CLÉS: Handball; Fundamentals; Éducation-Physique

RESUMEN:

La historia del Balonmano tiene varios origenes, pero todos entran en un acuerdo que establece que Karl Schelenz es el "Padre de Balonmano", siendo también el mismo, un representante de la historia del deporte. En Brasil, el balonmano fue traído por inmigrantes alemanes en Sao Paulo para después, extenderse a todo el país. El juego de balonmano se estructura y su objetivo es marcar goles. Expresando una serie de situaciones de conducción, con características diferentes a otros deportes, el

establecimiento de los factores de riesgo y las relaciones en el juego, teniendo en cuenta el trabajo físico, psicológico y social en conjunto. Se presenta en el juego de balonmano, los fundamentos esenciales que son los pases, dribles, fintas, progresiones y recepciones con sus objetivos específicos de los sistemas y tácticas, tanto en los sistemas ofensivos y defensivos. Se considera un partido importante en las prácticas de educación física, pero que deben ser observados los procesos de enseñanza y la edad en su aprendizaje y pueden ofrecer muchas posibilidades para el movimiento y el desarrollo de habilidades motoras desde la infancia.

PALABRAS CLAVE: Balonmano, Fundamentos, Educación Física

O HANDEBOL: E SUA ESTRUTURA

RESUMO:

A história do Handebol possui várias origens, mas todas entram em consenso onde se refere que Karl Schelenz é o "Pai do Handebol", sendo o mesmo um representante histórico para o desporto. No Brasil o handebol foi trazido pelos imigrantes alemães em São Paulo até se estender para todo o país. O jogo de handebol é estruturado e tem o objetivo de fazer gols. Manifestando um conjunto de situações motrizes, possuindo características diferenciadas dos outros esportes, estabelecendo riscos, elementos e relações do jogo, levando em consideração aspectos físicos, psicológicos e sociais trabalhados em conjunto. Apresenta-se dentro do jogo de handebol, os fundamentos essenciais que são os passes, dribles, fintas, progressões e recepções com seus objetivos específicos, sistemas e táticas, os sistemas tanto ofensivo quanto defensivo. Considera-se um jogo importante nas práticas da Educação Física, mas que deve ser observado processos pedagógicos e faixa etária em sua aprendizagem, podendo oferecer inúmeras possibilidades de movimentos e desenvolvimento de habilidades motoras desde a infância.

PALAVRAS-CHAVES: Handebol; Fundamentos; Educação Física.