# 84 - THE PROCESS OF TEACHING-LEARNING-TRAINING OF THE HANDBALL IN THE STATE OF PARANÁ: STUDY OF THE INFANTILE CATEGORY.

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**Introduction**

The Handball, while a Collective Sport, it possesses a functional structure according to López (1995), where they settle down the risks, the elements and the relationships that form the reality of the game, giving to this and each player's movements a component behavior and significant. Starting from this perspective, of functional structures, the handball game becomes an atmosphere in constant transformation where the apprentice has to interact with the companions, with opponents and still to dominate an object in the most several situations, this inside of a regulation previously established.

Like this, the Handball imposes a discerning selection of the inherent activities to your process teaching-learning-training, in the measure in that are through them that the players exercise and they acquire white contents of learning. Antón (1990) suggests that the methodology of this process should go for roads of behavior, of the appropriation conscious of proposed situations in favor the creativity and not of the reduction of the learning the simple imitation processes and repetition of repertoire of gestures more or less perfect as answer to isolated incentives.

In this process, according to Greco & Benda (1998) a trilogy exists, in other words, a teaching-learning-training process, as the learning process interrelates with the teaching, but both they are rendered and they are optimized through the training. Garganta & Pinto (1995) emphasize that a teaching-learning-training process become coherent and effectively as it establishes a picture of ideas and beginnings that privilege the most important aspects to guide the intervention on whom teaches and who learns.

In the state of Paraná the Handball is a sporting modality that attract a significant number of apprentices. The State is recognized in national level in the modality, tends in view the dozens of national titles reached in the several categories, becoming a reference in the players' of high-level formation that has been supplying the national selections in several categories. The process of teaching learning training of this modality implemented in the State, seemingly, it would be an ideal model to be followed by the country.

However, in the observation of the trainers' behaviors and players during games in competitions that involve the formation categories, as well as in the analysis of the regulations that govern them, inquiries appeared of as it is being organized and structured the process of teaching learning training of the Handball in the state of Paraná.

In this perspective, this study aimed to characterize the teaching-learning-training process in the masculine infantile category of the Handball in the state of Paraná. For so much, took place a descriptive-exploratory research with 29 players and three trainers of three teams of the masculine gender of the infantile category, adopted to the League of Handball of Paraná.

The instruments for collection of data consisted of the systematic and direct observation, with filming employment in the training sessions and subsequent categorize of the activities according to the instrument proposed by Nascimento & Barbosa (2000). The data were analyzed through descriptive statistics, specifically frequency and percentile frequency of the conditions and functions of the activities implemented in the training sessions observed.

**Discussion of the Results**

For better presentation and to discuss the obtained results was looked for in the characterization of the training sessions to establish possible associations with the interviewed trainers' main arguments. In the analysis of the data the frequency and the percentile were considered in each presented variable.

The systematic observation of the 30 sessions of technician-tactical training, of the teams of Handball of the masculine infantile category, made possible the identification and the cadaster of 264 activities, as well as the form with that each trainer distributes the time in segments of the training during the sessions, allowing to also verify the established priorities.

In the Table 1 it can be verified the possible differences in the distribution of the time used by the technicians in each segment of the training in the sessions of training of the infantile category. In relation to the distribution of the time for training segment, it was verified that the training of the technical elements of attack and defense was the segment of the training that, in general, it occupied more time in the investigated teams.

In the consulted literature, Antón (1990) and Greco et al (1998) they point to be in that phase the moment of specific learning of the modality. However, the authors alert that the learning of the technical gesture should happen in a global way, in other words, without the accomplishment of technical training seeking to the perfection of movements. Besides, they recommend the need of exercise of those gestures in pedagogic situations that demand adaptations and execution variability and application.

The trainers of the teams A and C, seemingly, demonstrated a larger concern with that learning type, the measure that Mondays and third activities that used larger time of training were the game (15,8% and 8,5%, respectively) and the heating with ball (9,3% and 13%, respectively).

Table 1. Duration ( in minutes) and percentile frequency of each segment of the training.2577

| SEGMENT OF THE TRAINING DO TREINO | EQUIPE A | EQUIPE B | EQUIPE C | General |
|---|---|---|---|---|
| Talks with trainers | 80<br>a (8,5%)<br>b (42%) | 60<br>a (6,8%)<br>b (31,6%) | 50<br>a (6,7%)<br>b (26,4%) | 190<br>a (7,4%)<br>b (100%) |
| Heating without ball | 14<br>a (1,5%)<br>b (8%) | 106<br>a (12,1%)<br>b (60,2%) | 56<br>a (7,4%)<br>b (31,8%) | 176<br>a (6,8%)<br>b (100%) |
| Heating with ball | 88<br>a (9,3%)<br>b (39,6%) | 36<br>a (4,1%)<br>b (16,2%) | 98<br>a (13%)<br>b (44,2%) | 222<br>a (8,6%)<br>b (100%) |
| Transition | 80<br>a (8,5%)<br>b (58%) | 24<br>a (2,7%)<br>b (17,4%) | 34<br>a (4,5%)<br>b (24,6%) | 138<br>a (5,4%)<br>b (100%) |
| Interval of rest | 40<br>a (4,2%)<br>b (35,7%) | 40<br>a (4,5%)<br>b (35,7%) | 32<br>a (4,3%)<br>b (28,6%) | 112<br>a (4,4%)<br>b (100%) |
| Training technician of attack and defense | 288<br>a (30,5%)<br>b (31,4%) | 328<br>a (37,4%)<br>b (35,7%) | 302<br>a (40%)<br>b (32,9%) | 918<br>a (35,6%)<br>b (100%) |
| Goalkeeper's heating/ goalkeeper's training | 36<br>a (3,8%)<br>b (19,3%) | 100<br>a (11,4%)<br>b (53,8%) | 50<br>a (6,6%)<br>b (26,9%) | 186<br>a (7,2%)<br>b (100%) |
| Tactical training/ Attacks X Defense | 96<br>a (10,1%)<br>b (34,3%) | 134<br>a (15,3%)<br>b (47,8%) | 50<br>a (6,6%)<br>b (18%) | 280<br>a (10,9%)<br>b (100%) |
| Counterattack | 72<br>a (7,7%)<br>b (80%) | - | 18<br>a (2,4%)<br>b (20%) | 90<br>a (3,5%)<br>b (100%) |
| Game | 150<br>a (15,8%)<br>b (56,8%) | 50<br>a (5,7%)<br>b (19%) | 64<br>a (8,5%)<br>b (24,2%) | 264<br>a (10,2%)<br>b (100%) |
| Total | 944<br>(100%) | 878<br>(100%) | 755<br>(100%) | 2577<br>(100%) |

In the analysis of the function of the tasks, the data of the Table 2 pointed that the tasks that had the function of fixation of the technique and global acquisition of the technique were the more requested in the training sessions. Such evidences demonstrate the trainers' preference investigated by tasks that develop the technical elements of the game, which correspond to most of the employed tasks in the training sessions, except for the trainer of the team THE, that presented the largest frequencies for the functions of tasks of application of the technique and of the global acquisition of the technique.

In relation to this aspect, Ehret et al (2002) they detach two important points in the technical training, being the first the work of acquisition of new specific sporting abilities of the modality and the second is in the use of the learned techniques. Like this, in this training phase, the largest emphasis of the tasks would be the application, concentrating on activities of global acquisition of the technique and of application of the technique.

Table 2. Frequency and percentile frequency of the functions of the tasks implemented in the training sessions.

| FUNCTION OF THE TASK | EQUIPE A | EQUIPE B | EQUIPE C | TOTAL |
|---|---|---|---|---|
| **Global acquisition of the Technique** | 18<br>a (28,1%)<br>b (37,5%) | 12<br>a (27,4%)<br>b (25%) | 18<br>a (30%)<br>b (37,5%) | 48<br>a (28,6%)<br>b (100%) |
| **Fixation of the Technique** | 10<br>a (15,6%)<br>b (19,3%) | 20<br>a (45,4%)<br>b (38,4%) | 22<br>a (36,7%)<br>b (42,3%) | 52<br>a (30,9%)<br>b (100%) |
| **Application of the Technique** | 28<br>a (43,8%)<br>b (60,8%) | 6<br>a (13,6%)<br>b (13,1%) | 12<br>a (20%)<br>b (26,1%) | 46<br>a (27,4%)<br>b (100%¨) |
| **Competition** | 8<br>a (12,5%)<br>b (36,4%) | 6<br>a (13,6%)<br>b (27,2%) | 8<br>a (13,3%)<br>b (36,4%) | 22<br>a (13,1%)<br>b (100%) |
| **Total** | 64<br>(100%) | 44<br>(100%) | 60<br>(100%) | 168<br>(100%) |

a - percentile of column b - percentile of line

In this sense, the team seems to be the only to consider this recommendation, perhaps for being among the observed teams, that that he/she had trainer, place and exclusive schedule for trainings of the infantile category. Unlike that situation, the players of the infantile category of the teams B and C participated in training sessions that included players of superior categories, where the contents and activities seemed to privilege the most experienced players.

In what concerns the conditions of the tasks accomplished in the training sessions, it was observed in the Table 3 that the tasks more used in the infantile category they were the one of combination of foundations and individual foundations.

Table 3. Frequency and percentile frequency of the conditions of the tasks implemented in the training sessions.

| CONDITIONS of the TASK | EQUIPE A | EQUIPE B | EQUIPE C | TOTAL |
|---|---|---|---|---|
| **I base Individual** | 22<br>a (34,4%)<br>a (39,3%) | 20<br>a (45,4%)<br>b (35,7%) | 14<br>a (23,3%)<br>b (25%) | 56<br>a (33,3%)<br>b (100%) |
| **Combination of Foundation** | 20<br>a (31,2%)<br>b (32,2%) | 14<br>a (31,8%)<br>b (22,6%) | 28<br>a (46,7%)<br>b (45,2%) | 62<br>a (36,9%)<br>b (100%) |
| **Complex of Game** | 12<br>a (18,8%)<br>b (42,9%) | 6<br>a (13,6%)<br>b (21,4%) | 10<br>a (16,7%)<br>b (35,7%) | 28<br>a (16,7%)<br>b (100%) |
| **Game** | 10<br>a (15,6%)<br>b (45,4%) | 4<br>a (9,2%)<br>b (18,2%) | 8<br>a (13,3%)<br>b (36,4%) | 22<br>a (13,1%)<br>b (100%) |
| **Total** | 64<br>(100%) | 44<br>(100%) | 60<br>(100%) | 168<br>(100%) |

a - percentile of column b - percentile of line

These data demonstrate the trainers' of the infantile category too much concern again with the training and improvement of the technical abilities, thwarting the recommendations of the literature of the area, like Antón (1990), Bayer (1994), Greco et al (1998) and Coronado & González (1996), that defend a global learning of the technical abilities for that age group.

On the other hand, the above-mentioned authors alert that the emphasis in the technical training relapses about the variability learning and adaptation of the abilities technical opportunity through activities that present the demands similar to the real situations of game parallel.

With the objective of complementing the analysis of the conditions of the implemented tasks the model was used proposed by Rink (1985), elaborated for invasion JDOC (that involves the opponents' direct contact). THE model presents a sequence of exercises with a progression of domains of tasks that you/they aid the player in the obtaining of future success in the game situations. (Table 5)

Table 4. Frequency and percentile frequency of the exercises conforms the model of Rink apud Grace & Oliveira (1995) in the training sessions.

| Model of Rink | EQUIPE A | EQUIPE B | EQUIPE C | TOTAL |
|---|---|---|---|---|
| **Exercise of Individual Foundation without Opposition** | 16<br>a (25%)<br>b (30,8%) | 20<br>a (45,5%)<br>b (38,5%) | 16<br>a (26,7%)<br>b (30,7%) | 52<br>a (30,9%)<br>b (100%) |
| **Exercise of Combination of Foundation without Opposition** | 18<br>a (28,1%)<br>b (28,2%) | 10<br>a (22,7%)<br>b (15,6%) | 36<br>a (60%)<br>b (56,2%) | 64<br>a (38,2%)<br>b (100%) |
| **Exercise of Foundation or Combination of Foundations with Limited Opposition** | 10<br>a (15,6%)<br>b (62,5%) | 6<br>a (13,6%)<br>b (37,5%) | - | 16<br>a (9,5%)<br>b (100%) |
| **Exercise of Foundation or Combination of Foundations with Free Opposition** | 20<br>a (31,3%)<br>b (55,6%) | 8<br>a (18,2%)<br>b (22,2%) | 8<br>a (13,3%)<br>b (22,2%) | 36<br>a (21,4%)<br>b (100%) |
| **Total** | 64<br>(100%) | 44<br>(100%) | 60<br>(100%) | 168<br>(100%) |

a - percentile of column b - percentile of line

The Table 4 presents the referring data to the classification of the exercises adopted in the sessions of training of the infantile category, demonstrating the wide employment of exercises of combination of foundations without opposition, followed by the exercises of individual foundations without opposition in relation to the others. Besides, the data of the Table 4 revealed the trainers' small concern with tasks that contain exercises of foundations and/or combination of foundations with simplified opposition, with only 9,5% of the tasks.

Such data confirm the concerns of Garganta (1995) when it points that the process of teaching-learning-training of JDOC rests in a formal analysis and mechanic of pre-established solutions, in other words, a predominance of the teaching in the way exists of doing (technique) separate from the reasons of doing (tactics).

**Conclusions**

Starting from the characterization of the process of teaching learning training of the infantile category in the Handball, the obtained results indicated larger use of the general part of the sessions with activities of technical training of attack and defense, with high prevalence of the offensive technical elements on the defensive technical elements.

When verifying the function of accomplishment of the tasks during the training sessions, it was verified that the tasks of fixation of the technique, global acquisition of the technique and application of the technique, in this sequence, they were the more used. On the other hand, in what refers to the conditions of accomplishment of the tasks in the training sessions, it was verified that the trainers did not maintain the balance above, readiness larger time total training expense with exercises of " combination of foundations " and " individual " foundation.

This fact, a misunderstanding of the trainers can be considered in the planning of the sessions of training of the category, tends in view that these activities, a lot of times, they are exercised in situations uncontiguity of the real situations of game. In general, it can be affirmed that in the organization and structuring of the sessions of training technician-tactics in the Handball in the infantile category, independent of the competitive level of the teams, the directing methodology prevailed, basically centered in the technical elements of the game. The trainers privileged the execution exercises and correction of the technique, in detriment of the variability exercises and application of the technique.

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**THE PROCESS OF TEACHING-LEARNING-TRAINING OF THE HANDBALL IN THE STATE OF PARANÁ: STUDY OF THE INFANTILE CATEGORY.**

Abstract

This study aimed at to characterize the teaching-learning-training process in the masculine infantile category of the Handball in the state of Paraná. For so much, took place a descriptive-exploratory research with 29 players and three trainers of three teams of the masculine gender of the infantile category, adopted to the League of Handball of Paraná. The instruments for collection of data consisted of the systematic and direct observation, with filming employment in the training sessions and subsequent categorize of the activities according to the instrument proposed by Nascimento & Barbosa (2000). The data were analyzed through descriptive statistics, specifically frequency and percentile frequency of the conditions and functions of the activities implemented in the training sessions observed. The principal found results pointed out that the trainers used most of the time of the training sessions with activities with emphasis in the training of the technical elements, in that the functions of the tasks prevailed gone back to the fixation of the technique and global acquisition of the technique, except one of the trainers that used the function of application of the technique more frequently. In relationship the conditions of accomplishment of the tasks, the trainers had preference for the tasks of combination of foundations and individual foundation. In general, it can be affirmed that in the organization and structuring of the sessions of training technician-tactics in the Handball in the infantile category, independent of the competitive level of the teams, the directing methodology prevailed, basically centered in the technical elements of the game. The trainers privileged the execution exercises and correction of the technique, in detriment of the variability exercises and application of the technique.

**LE PROCESSUS D'ENSEIGNEMENT LEARNING - TRAINING DU HANDBALL DANS L'ÉTAT DE PARANÁ: ÉTUDE DE LA CATÉGORIE D'ENFANT.**

Résumé

Cette étude a eu l'intention à de caractériser l'enseignement érudition formation processus dans la catégorie d'enfant masculine du Handball dans l'état de Paraná. Pour si beaucoup, les he/she ont eu lieu une recherche descriptif d'exploration

avec 29 joueurs et trois entraîneurs de trois équipes du genre masculin de la catégorie d'enfant, adoptés à la Ligue de Handball de Paraná. Les instruments pour collection de données ont consisté en l'observation systématique et directe, avec emploi du filmadora dans les sessions de la formation et categorização subséquents des activités d'après l'instrument proposé par Nascimento & Barbosa (2000). Les données ont été analysés à travers statistiques descriptives, spécifiquement fréquence et fréquence du centile des conditions et fonctionne des activités rendues effectif dans les sessions de la formation observées. Le directeur a trouvé des résultats signalés que les entraîneurs ont utilisé la plupart du temps des sessions de la formation avec les activités avec accentuation dans la formation des éléments techniques, dans que les fonctions des tâches ont prédominé allé à la fixation de la technique et acquisition globale de la technique en arrière, exceptez un des entraîneurs qui ont fréquemment utilisé la fonction de candidature de la technique plus. Dans rapport les conditions de réalisation des tâches, les entraîneurs avaient la préférence pour l'implementação de tâches de combinaison de fondations et fondation de l'individu. Dans général, il peut être affirmé que dans l'organisation et structurer des sessions de former des technicien tactiques dans le Handball dans la catégorie d'enfant, indépendant du niveau compétitif des équipes, la méthodologie directrice a prédominé, fondamentalement a centré dans les éléments techniques du jeu. Les entraîneurs ont privilégié l'exécution exerce et correction de la technique, dans détriment de la variabilité exerce et aplicabilidade de la technique.

**EL PROCESO DE ENSEÑANZA-APRENDIZAJE-ENTRENAMIENTO DEL BALONMANO EN EL ESTADO DE PARANÁ: EL ESTUDIO DE LA CATEGORÍA INFANTIL**

Resumen

Este estudio apuntado a caracterizar el enseñanza-aprendizaje-entrenamiento procesa en la categoría infantil masculina de la Pelota en el estado de Paraná. Para tanto, los he/she tuvieron lugar una investigación descriptivo-exploratoria con 29 jugadores y tres entrenadores de tres equipos del género masculino de la categoría infantil, adoptados a la Liga de Pelota de Paraná. Los instrumentos para la colección de datos consistida en la observación sistemática y directa, con el empleo del filmadora en las sesiones de entrenamiento y los categorização subsecuentes de las actividades según el instrumento propuesto por Nascimento & Barbosa (2000). Los datos se analizaron a través de las estadísticas descriptivas, específicamente la frecuencia y frecuencia del percentil de las condiciones y funciones de las actividades llevaron a cabo en las sesiones de entrenamiento observadas. El principal encontró resultados señalados que los entrenadores usaron la mayoría del tiempo de las sesiones de entrenamiento con las actividades con el énfasis en el entrenamiento de los elementos técnicos, en que las funciones de las tareas prevalecieron ido atrás a la fijación de la técnica y adquisición global de la técnica, exceptúe uno de los entrenadores que frecuentemente usaron la función de aplicación de la técnica más. En la relación las condiciones de logro de las tareas, los entrenadores tenían la preferencia para el implementação de tareas de combinación de fundaciones y la fundación individual. En general, puede afirmarse que en la organización y estructurando de las sesiones de entrenar las técnico-tácticas en la Pelota en la categoría infantil, independiente del nivel competitivo de los equipos, la metodología dirigiendo prevaleció, básicamente centró en los elementos técnicos del juego. Los entrenadores privilegiaron la ejecución ejerce y corrección de la técnica, en el detrimento de la variabilidad ejerce y aplicabilidade de la técnica.

**O PROCESSO DE ENSINO-APRENDIZAGEM-TREINAMENTO DO HANDEBOL NO ESTADO DO PARANÁ: ESTUDO DA CATEGORIA INFANTIL.**

Resumo

Este estudo objetivou caracterizar o processo de ensino-aprendizagem-treinamento na categoria infantil masculina do Handebol no estado do Paraná. Para tanto, realizou-se uma pesquisa descritiva-exploratória com 29 jogadores e três treinadores de três equipes do gênero masculino da categoria infantil, filiadas à Liga de Handebol do Paraná. Os instrumentos para coleta de dados consistiram na observação sistemática e direta, com emprego de filmadora nas sessões de treino e posterior categorização das atividades segundo o instrumento proposto por Nascimento & Barbosa (2000). Os dados foram analisados através de estatística descritiva, especificamente freqüência e freqüência percentual das condições e funções das atividades implementadas nas sessões de treino observadas. Os principais resultados encontrados ressaltaram que os treinadores empregaram a maior parte do tempo das sessões de treino com atividades com ênfase no treinamento dos elementos técnicos, em que predominavam as funções das tarefas voltadas para a fixação da técnica e aquisição global da técnica, exceto um dos treinadores que utilizou com maior freqüência a função de aplicação da técnica. Em relação as condições de realização das tarefas, os treinadores tiveram preferência pela implementação de tarefas de combinação de fundamentos e fundamento individual. De modo geral, pode-se afirmar que na organização e estruturação das sessões de treino técnico-táticas no Handebol na categoria infantil, independente do nível competitivo das equipes, prevaleceu a metodologia diretiva, basicamente centrada nos elementos técnicos do jogo. Os treinadores privilegiavam os exercícios de execução e correção da técnica, em detrimento dos exercícios de variabilidade e aplicabilidade da técnica.