

PROBLEMS OF THE CONTENT OF THE TECHNICAL AND TACTICAL PREPARATION OF THE VARIATIONAL MODULE «HANDBALL» OF THE CURRICULUM ON PHYSICAL EDUCATION FOR GENERAL EDUCATION INSTITUTIONS (GRADES 5–9)

Mykhailo Oliiar¹

¹Ternopil Volodymyr Hnatyuk National Pedagogical University, Ternopil, Ukraine, oliyar1111@ukr.net

<https://doi.org/10.29038/2220-7481-2018-04-29-35>

Abstracts

Relevance. The reform of education in Ukraine is carried out, among other things, through the modernization of curricula. The basis of the current curriculum in physical education for general educational institutions (grades 5–9) is the content of the program 2009 which about the needs to be improved according to professionals. The considerable activity of the public commentators preceding the introduction of changes to this curriculum in 2017, confirmed the presence of deficiencies and the need for its updating. However, as evidenced by the «Report on the work done by the working group on updating the program «Physical Education. Grades 5–9» only 10 proposals were taken into consideration account and the authors of the updated document themselves did not make significant changes to the content of the modules except for some terminological corrections. **The purpose of the research** is to identify the content of the technical and tactical training of the optional «Handball» module of the physical education curriculum for grades 5–9 (2017) and to find ways to eliminate them. **Research methods** – theoretical analysis of the regulatory framework of education, theoretical analysis and synthesis of scientific and methodological literature data. **Results.** The article examines the content of the technical-tactical training of the optional Handball module of the physical education curriculum for grades 5–9. The volume of the material proposed for the study, the methodical sequence of studying the technical and tactical elements, the structure frame of the educational material and its scientific nature were determined. The ways of eliminating terminological and methodical deficiencies are proposed. **Conclusions.** The study of the content of the optional «Handball» module of the physical culture curriculum for general education schools (grades 5–9) showed deficiencies related to an incomplete amount of material offered for study, discrepancy between the methodical sequence of mastering the elements of technology and tactics and recommendations of special literature and the terminology used.

Key words: updated curriculum, handball, technique, tactic, methods, terminology.

Михайло Оліяр. Проблеми змісту техніко-тактичної підготовки варіативного модуля «гандбол» навчальної програми з фізичної культури для загальноосвітніх навчальних закладів (5–9 класи). Актуальність. Реформування освіти в Україні відбувається з-поміж іншого за допомогою модернізації навчальних програм. В основу чинної навчальної програми з фізичної культури для загальноосвітніх навчальних закладів (5–9 класи) покладено зміст програми від 2009 р., про необхідність удосконалення якої висловлювалися думки у фаховій літературі. Значна активність учасників громадського обговорення, що передувало внесенню змін до цієї навчальної програми у 2017 р., підтвердила наявність недоліків та необхідність її корегування. Проте, як свідчить «Звіт про роботу, виконану робочою групою з оновлення програми «Фізична культура. 5–9 кл.»», ураховано лише 10 пропозицій та й самі укладачі оновленого документа суттєвих змін, окрім деяких термінологічних корекцій, до змісту модулів не внесли. **Мета дослідження** – визначення проблем змісту техніко- тактичної підготовки варіативного модуля «Гандбол» навчальної програми з фізичної культури для 5–9-х класів (2017 р.) та пошуку способів їх усунення. **Методи дослідження** – теоретичний аналіз нормативно-правової бази сфери освіти, теоретичний аналіз й узагальнення даних наукової та методичної літератури. **Результати.** У статті досліджено зміст техніко-тактичної підготовки варіативного модуля «Гандбол» навчальної програми з фізичної культури для 5–9-х класів. Визначено обсяг запропонованого для вивчення матеріалу, методичну послідовність опанування технічних і тактичних елементів, структурованість навчального матеріалу та його науковість. Запропоновано способи усунення термінологічних та методичних недоліків. **Висновки.** Дослідження змісту варіативного модуля «Гандбол» навчальної програми з фізичної культури для загальноосвітніх навчальних закладів (5–9 класи) виявило недоліки, пов'язані з неповним обсягом запропонованого до вивчення матеріалу, невідповідність методичної послідовності засвоєння елементів техніки й тактики рекомендаціям спеціальної літератури, хиби використаної термінології.

Ключові слова: оновлення навчальної програми, гандбол, техніка, тактика, методика, термінологія.

Михаил Олиар. Проблемы содержания технико-тактической подготовки вариативного модуля «Гандбол» учебной программы по физической культуре для общеобразовательных учебных заведений (5–9 классы). Актуальность. Реформирование образования в Украине происходит, среди прочего, через модернизацию учебных программ. В основе действующей учебной программы по физической культуре для общеобразовательных учебных заведений (5–9 классы) лежит содержание программы от 2009 г., о необходимости совершенствования которой высказывались мнения в профессиональной литературе. Значительная активность участников общественного обсуждения, которое предшествовало внесению изменений данной учебной программы в 2017 г., подтвердила наличие недостатков и необходимость ее корректировки. Однако, как свидетельствует «Отчет о работе, проделанной рабочей группой по обновлению программы «Физическая культура. 5–9 кл.»», учтено только 10 предложений и сами составители обновленного документа существенных изменений, кроме некоторых терминологических коррекций, к содержанию модулей не внесли. **Цель исследования** – определение проблем содержания технико-тактической подготовки вариативного модуля «Гандбол» учебной программы по физической культуре для 5–9-х классов (2017 г.) и поиска путей к их устранению. **Методы исследования** – теоретический анализ нормативно-правовой базы сферы образования, теоретический анализ и обобщение данных научной и методической литературы. **Результаты.** В статье исследовалось содержание технико-тактической подготовки вариативного модуля «Гандбол» учебной программы по физической культуре для 5–9-х классов. Определяется объем предложенного для изучения материала, методическая последовательность изучения технических и тактических элементов, структурированность учебного материала и его научность. Предлагаются пути устранения терминологических и методических недостатков. **Выводы.** Исследование содержания вариативного модуля «Гандбол» учебной программы по физической культуре для общеобразовательных учебных заведений (5–9 классы) показало недостатки, связанные с неполным объемом предлагаемого к изучению материала, несоответствие методической последовательности усвоения элементов техники и тактики рекомендациям специальной литературы, недостатки используемой терминологии.

Ключевые слова: обновление учебной программы, гандбол, техника, тактика, методика, терминология.

Formulation of a research problem and its significance. Education in Ukraine has entered the path of reforms. It is a must in our time. Without deep modernizing changes, national educational system would hardly be competitive in the European economic and cultural space, as well as function effectively. The «Concept of a New Ukrainian School», which involves human values reinforcement, as well as, structural and systemic changes, should constitute the basis of reforms in the educational field [1]. The National Council of Reforms, which is a platform for generating the reforms and top-priority vectors of change, calls for a comprehensive update of curriculums, one of the prerequisites of which is a thorough analysis of the relevant documents in force and looking for the ways of their refinement [2]. Active efforts of the Ministry of Education and Science, with regard to the reforming of education as the whole, and physical education in particular, are expressed through regulatory and legal changes. Consequently, the Law of Ukraine «On Education» came into force in September 2017 [3]. Thereafter, as the result of a large-scale public, scientific and expert discussion, the program of physical education for the elementary school, «The Syllabus of Physical Education for general educational institutions (V-IX classes)», was approved with the Order of the Ministry of Education and Science of Ukraine (from 07.06.2017) [4]. Regarding the aforementioned document, the activity of the participants in the public discussion of changes to this syllabus (465 comments) [5] has constituted the existence of deficiencies and the need for their elimination. However, as evidenced by «The Report on the work done by the working party updating the program «Physical Education (V–IX cl.)», only 10 proposals, constituting some minor terminological amendments to the contents of the modules, were approved. Hence, the modules of the physical education syllabus for V-IX classes, issued in 2009 and reissued in 2012, still form the basis of the aforementioned syllabus.

Analysis of the research into this problem. Physical education syllabi for general educational institutions for 5–9th classes, issued in 2009 and 2012, were the subjects of V. M. Shyian, I. O. Ome-lyanenko, N. S. Sorokolit investigations.

This way, the results of the dissertation of N.S. Sorokolit [6] prove the effectiveness of a modular program for raising the level of physical preparedness of students, as well as reveal positive attitude towards it by students and teachers. The author, for the most part, focused on variations of the optimal combination of modules during the school year and on the terms of their practical application. At the same time, the content of the varied components of the syllabus was not evaluated.

The educational content of the program is researched in the work of B. M. Shyian and I. O. Ome-lyanenko in more detail.[7]. The authors point out the positive aspects of the document that promote the

democratization and humanization of the process of physical education in schools as well as highlight the drawbacks related to the methodological and extensive completion of modules and professional terminology. Scholars recommend to publicly discuss new planning documents on physical education or the amendments to be applied to already existing ones in order to avoid deficiencies in their content.

The goal and the specific tasks of the article. The aim of the research was determined taking into account the state's efforts concerning improving the educational process in the school and the views of the specialists in the field of physical education regarding the contents of the syllabus of physical education for V-IX classes issued in 2009 and 2012, the content of which forms a base of the currently used syllabi.

The aim of the research: to determine the problems of the contents of the technical and tactical training of the variational module «Handball» taken from physical education syllabus for V-IX classes (2017) and ways of eliminating them.

Objectives of the research:

1. Enlist and sequence technical and tactical elements proposed in the module «Handball» of the physical education syllabus for V-IX classes.
2. Conformity evaluation of technical and tactical training of the variant module «Handball» to methodical requirements to handball teaching.

Material and methods of research: theoretical analysis of the regulatory and legal framework of the sphere of education, theoretical analysis and generalization of the data of scientific and methodical literature.

Statement regarding the basic material of the research and the justification of the results obtained. Content analysis of the technical and tactical training material of the variant module «Handball» of the syllabus of physical education for V-IX classes has showed that, besides the list of technical and tactical elements, there is also additional information provided. Thus, «a pair handoff», «passing and catching the ball in triplets», «shots with right and left hand», «a pair handoff in movement with the exchange of places», «goal shots», «an educational game with simplified rules «,» 2 × 1 and 2 × 2 gaming exercises «,» mini-handball» and other exercises are not technical skills but means of training and technical and tactical improvement. Such exercises as «passing and catching the ball in triplets with parallel movement», «movement with crossing» substitute the elements of group tactical activity in the attack - interaction by parallel movement and interaction by movement with crossing [Tsyhanok]. Certain terms, that are present in the content, relate not to technical and tactical training, but to the rules of the handball: a seven-meter throw, a free throw. In addition, the notion «penalty throw» is not used at all in handball.

We have created tables, where technical skills and elements of tactics are singled out from the information provided in the educational material concerning technical and tactical training, and presented them according to the year of study, in order to investigate the list and sequence of technical and tactical elements of the variant module «Handball», proposed for the acquisition (Table 1, 2).

Compliance of the content of technical and tactical training with methodological requirements for handball training, given in the professional literature [8; 9; 10], was determined by the following criteria:

- the volume of material proposed for acquisition;
- methodical sequence of technical and tactical elements studying;
- structure of educational material;
- scientificity.

Analysis of the content of the technical and tactical preparation of the variable handball module of the training program (Table 1, 2) has showed that the list of technical elements and elements of the tactics given in the syllabus is incomplete. Tellingly, a number of the basic elements of the offensive technics are absent: holding the ball, catching the ball with one hand (with or without capturing), chest pass with a push, the most common passing type - whipping passes, ways to run up for running throws from the standing position, the most effective type of throws in the handball - a jump shot, one-touch putting the ball into play. Speaking of a field player's techniques for defense, hitting the ball out during the throw-in is not proposed for acquisition, and the ball retention is not included in the list of goalkeeper's skills.. However, there are such sophisticated technical elements as spin throws, throws with a deflection and hazardous diving throws. The list of basic tactical actions is also incomplete. In particular, there are no such simple skills as slipping through, switching, group actions with parallel displacement, but there are related to them and more complicated ones - inside screen and outside screen and scissors movement respectively. Only one of four field player's employments, the «linear» one, is proposed for consideration.

Table 1

**Technical preparation content of the variant module «Handball» over the years of study
(players' stances and movements, catching, passing, throwing, dribbling).**

Educational material contents					
Year of studying	Handball skill				
	Stances and movements	Catching	Passing	Throws	Dribbling
	In offence and defense				
1	Handballer's stance. Movements, two steps stop.	Ball catching with both hands.	Passing the ball with one or two hands from one's place.	Downward throw with a bent hand. Shots with left and right hands.	Stepped driving the ball with right and left hands, swerving the ball around the bars.
2	Movement modes along the pitch in offence and defense. Movement without the ball.	Ball catching underarm, on the chest level and overarm with both hands.	Overhead and arm pass from the standing position and in the motion. Passing in pairs in the motion with the exchange of places. Passes with various flight paths.	Right hand and left hand overarm throws with a swing-up from the standing position and in the motion. Throws at the goal. 7m-shot and free throw from the standing position.	—
3	Player's movement. The types of movement in offence and defense.	Catching the rolling ball.	Passing and catching the ball at oncoming movement.	Slap shot from the standing position. 7-m shot.	Dribbling with varying bouncing amplitude.
4	—	—	Hidden wrist pass.	Throw from the standing position with the swerving of the corpus, with 1-2-3 steps, dive shot. Bouncing shot. Free throw.	—
5	—	—	—	Throws from the standing position and in the motion under active defensive pressing. Throws with putting the spin on the ball.	—

Table 2

Components of technical and tactical training of the variable module “Handball” according to the year of the years of study (feigned moves, tackling the ball, pressing, goalkeeper’s technics, offensive and defensive tactics)

Educational material contents					
Year of studying	Handball technics			Handball tactics	
	Feigned moves	Tackling the ball and pressing	Goalkeeper technics	Offensive tactics	Defensive tactics
				For a field player, goalkeeper.	For a field player, goalkeeper.
1	—	—	—	Positioning of players on the court.	
2	—	—	Goalkeeping. Stance and movements in the goal. Turning the ball away with one or two hands.	—	—
3	Give-and-go feint, fake run movement (with the offence and throw from the other direction). Feigned moves with right and left swerving.	—	Turning away the ball technics. Goalkeeper’s lunges for the shots at the bottom corners.	Fake movements. Inside and outside screen.	Position of a goalkeeper while turning away the 7-9m. shots. Crashing through the screens.
4	—	Charging the opponent. Interception, shots blocking.	—	Scissors movement	Mixed defense system (5+1), (4+2). Goalkeeper-defender teamwork.
5	Moving to the ball with fake movements.	—	—	The movement of eight. Defensive and offensive tactics. Counterattacking, positional offence. Throwing from the closed position. Teamwork in offense. Open area penetrating. Fast break 2x4; 3x3.	Individual and positional defense. Defensive covering and support. Goalkeeper’s tactics. Choosing direction of the offence. Interaction with defenders. Defensive game adjustment. Defensive teamwork 6x0; 5x1. 3x3.

The methodological sequence of the studying of technical and tactical elements, that is presented in the syllabus both within the year and throughout the the module period, should also be amended. In particular, some groups of techniques in the content of the syllabus module are presented in the sequence, recommended in the professional literature [8; 9; 10], (for example, during the second year of study it is recommended to acquire the moving techniques, catching, passing with one and two hands and shots), however, the sequence proposed for the studying of some other elements, is methodically unsustainable.

Hence, in the first year of study it is suggested to acquire: «stepped driving the ball with right and left hands, swerving the ball around the bars, catching the ball with both hands.» It is controversial that «catching» is given at the end and, hence, can be interpreted by the teacher as a recommendation to teach this technique after the ball driving, and begin teaching the technique of ball handling with the dribbling that does not correspond to the logic of handball techniques acquisition. What is more, in the first year of study, it is proposed to teach passing with one and two hands. With the lack of clarifications, we can conclude that these passes are carried out with the help of a push (it comes from the logic of the process of passing acquisition and from the fact that in the second year it is proposed to study only pushing passes). However, we can already see a slap shot in the contents of the educational material, which is methodically unjustified, since students should deal with passes of the same type in order to carry out slap shots. The technique of whip-like passes is not proposed for acquisition at all. Violation of the methodological sequence was also revealed in the planning of tactical actions training. Thus, it is proposed to teach mixed defense at the 4th year of studying the module «Handball», but individual and zone defense - on the 5th. In this case, the fact that mixed defense is a combination of individual and zone defense and is studied after their acquisition is not taken into account.

Some techniques of handball are duplicated over several years of study. Through the analysis of educational material we can observe denoting the same technique with different names. Hence, such notions as «movement», «movement modes along the court in offence and defense», «ways of moving in attack and defense», in the aforementioned order, are in the content of technical and tactical training during three years of studying the module. In addition, «catching the ball with both hands underarm, at the level of the chest, overarm», proposed for studying in the second year, duplicates the material of the first year - «catching the ball with both hands». Material duplication also occurs concerning throws acquisition. Thus, during the first three years of module acquisition, it is proposed to carry out a downward throw with a bent hand from the standing position, but its name is given in different ways: «downward throw with a bent hand», «right hand and left hand overarm throws with a swing-up from the standing position and in the motion», «slap shot from the standing position». At the same time, no variations or peculiarities of the throw of this type are specified. If, according to the authors of the Handball module of the syllabus, such duplication is a condition for improving these techniques during a long period of handball acquisition, then, it would be worthwhile, in each of the annual parts of the module, use the identical terminology for their definition, as well as duplicate not only aforementioned elements, but also other technical and tactical ones.

The fact, that the names of technical elements, contained in the content of technical and tactical training, are not always specific and complete, may lead to disorganization of the process of handball acquisition. It is suggested to study «passing the ball with one or two hands from one's place» in the first year, however, the way of its implementation is not indicated (push, slap, wrist pass, overarm and underarm, etc.). In addition, it is not indicated with regard to «catching the ball with both hands», whether the ball is rolling, flying at medium altitude, flying high or after a bounce. It follows from the names given in the training program, that it is required to teach passing or catching the ball in all ways in the first year of handball acquisition. However, the methods and peculiarities of carrying out these elements are specified and sequenced in the contents of the module for the following years. We can observe the similar situation concerning a downward throw with a bent hand. This way, during the first year of study module, students are prerequisites to acquire «downward throw with a bent hand», but this throw can be carried out from one's place, from the standing position, from the position without support and in the motion. The same technique is submitted somewhat more precise, although not quite correct for the following year, «right hand and left hand overarm throws with a swing-up from the standing position and in the motion» (a throw from the top already involves a preliminary swing-up and is not performed in motion, but from the run-up).

Imperfect, and in some cases, erroneous terminology used in the formation of the content of the module «Handball» hinders its mastering. Namely, there are extra clarifications that contradict the sports terminology: a throw with a bounce from the floor, overarm throws with right and left hand with swing-up, shooting on goal, free throw and penalty shot from the standing position. In addition, different names are used for the same notion: catching and seizing, movement and dislocation. Technical elements that are not included in the classification of handball techniques have been sometimes indicated: stop by two steps, overhead pass. There are also Russianisms («perehvat» - perekhopenia (interception); skryta-prykhovana (hidden)) and concepts that do not match the handball terminology («resistance of the rival» - counteraction; «bounce amplitude» - bounce height).

Conclusions and prospects for further research. In the basis of the training material of the variational module «Handball» of the physical education syllabus of 2017 for secondary schools (V-IX classes), is the content of the syllabus of 2009, which, according to experts, requires a thorough analysis, amendment and modernization. Content analysis of technical and tactical training offered in this module has revealed the lack of some basic elements of technics and tactics of the game. The discrepancy between the proposed sequence of the studying of handball elements, both within a particular year and throughout the period of mastering the module, and the methodological requirements for the training of technology and tactics of this game was revealed. The list of elements of technical and tactical training, in the content of the syllabus, is chaotic, with the inclusion of training tools and game rules. Terminological deficiencies, that are present in the document, undermine its status and disrupt the learning process.

Analysis of other variative modules of the physical education syllabus for general educational institutions (V-IX classes) of 2017 and finding the ways to improve them are the among the prospects for further research.

References

1. Kontseptsiia novoi ukrainskoi shkoly [The concept of a new ukrainian school]. URL: <https://osvita.ua/doc/files/news/520/52062/new-school.pdf>
2. Nacional'na rada reform [The National Council of Reforms]. URL: <http://reforms.in.ua/>
3. Zakon Ukrainy «Pro osvitu» [The Law of Ukraine On Education]. URL: <http://zakon3.rada.gov.ua/laws/show/2145-19>
4. Ministerstvo osvity i nauky Ukrainy. Osvitni programy [Ministry of Education and Science of Ukraine. Educational programs]. URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi>.
5. Kliuchovi zminy v onovlenykh navchalnykh prohramakh 5–9 klasiv za rezultatamy obhovorennia na platformi EdEra ta na predmetnykh robochykh hrupakh [The key changes in the reviewer programs of 5–9 classes for the discussed results within the EdEra platform and the objective working groups]. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-5-9-klas/klyuchovi-zmini-v-onovlenix-navchalnix-programax-5-9-klasiv.pdf>
6. Sorokolit, N. (2015). Udoskonalennia fizychnoho vykhovannia uchniv 5–9 klasiv iz zastosuvanniam variatyvnykh moduliv navchalnoi prohramy. – Dysertatsiia kand. nauk z fiz. vykhovannia ta sportu [Improvement of physical education of the 5–9 forms' pupils with application of variational modules of the curriculum. Extended abstract of candidate's thesis, Lviv State Un-ty of Phys. Culture.
7. Shyian, B., Omelianenko, I. (2010). Nova prohrama fizychnoho vykhovannia shkolariv: uspikhy i nevdachi. Fizychno vykhovannia v shkoli [New program of physical education for schoolchildren: successes and failures]. *Fizychno vykhovannja v shkoli*, No. 2, 5–7.
8. Drachuk, A. (2011). Teoriiia i metodyka vykladannia handbolu: Navchalnyi posibnyk [Theory and methods of handball teaching]: *Navchalnyj posibnyk*. 2-e vyd., dopovn. i pererobl. – Vinnytsia.
9. Zhelezniak, Ju., Portnova Ju. (Ed.). Sportyvnyje ihry (2007). [The sport games]. *Tekhnika, taktyka, metodyka obuchenia*. M., Akademiia, 518.
10. Shestakov, I. G. Kalashian, R. A. (2012). Metodyka obucheniya tekhnike peredachy m`iacha [Methodology of the ball transfer teaching technology]. *Yaroslavskiy pedahohycheskyi vestnyk. Psykholoho-pedahohycheskye nauky*, No. 4, (Vol. 2), 135–141.

Received: 16.10.2018.