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THE EFFECT OF TACTICAL APPROACH EXERCISES IN DEVELOPING SOME HANDBALL DEFENSIVE SKILLS

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Abstract
The world is witnessing great development in many fields, including the sports field. It has witnessed a development in the technical performance of all sports games and events at various levels, which has led to accelerating the learning process and shortening time. The nature of performance in handball requires players to use multiple movements and in different directions depending on the other team's position and skills. The basic aspects of handball, whether defensive or offensive, are characterized by being interconnected. One skill cannot be separated from another. Tactical approach exercises are considered one of the effective educational methods in the process of linking basic skills and multiple playing situations, as the importance and duty of these exercises are directed towards developing the player's skill potential in a way that suits the requirements. Specificity of the game of handball and its skills Therefore, these exercises that are similar to play situations in terms of the movement path when they are aimed at developing the skill aspect and linking them with what happens during competition is necessary to raise the technical level.
Research objectives: Identify the effects of using tactical approach exercises on some defensive skills in handball. Research hypotheses: Tactical approach exercises have a positive impact on developing some defensive skills in handball.
Areas of research: Identifying the research community with players from the Specialized School in Basra Governorate in handball.
The following was concluded: The educational program, in accordance with the exercises and tactical approaches, showed a development in some handball defensive skills.
The recommendations included: the need to pay attention to tactical approach exercises in educational units to develop defensive performance in handball.

Keywords: tactical approaches - defensive skills - handball.

Introduction

The world is witnessing great development in many fields, including the sports field, which has witnessed a development in the technical performance of all sports games and events at various levels, which has led to accelerating the learning process and shortening time. The

concept of the process of learning movements of various types and forms requires the development of thoughtful practical curricula that contain auxiliary methods and tools. It contributes greatly to learning movements, thereby reducing time and effort.

The nature of performance in handball requires players to use multiple movements and in different directions depending on the position of the other team. The basic skills in handball, including defensive or offensive ones, are characterized by being interconnected and one skill cannot be separated from another.

This requires knowledge of all the motor aspects related to its technical performance, and this means that there is a mutual influence between them to achieve a specific motor action, which is often directed to achieving a tactical goal within the variables that occur during the match.

Tactical approach exercises are considered one of the effective educational methods in the process of linking basic skills and multiple playing situations, as the importance and duty of these exercises are directed towards developing the player's skill potential and in a way that is appropriate to the specific requirements of the game of handball and its skills. Therefore, specialists in the field of the game have turned to studying the best means and ways to achieve It is best during training periods, which contributes significantly to saving time and effort or reducing the number of errors during the technical performance of each of the basic skills.

Especially defensive skills, and therefore these exercises similar to playing situations in terms of the motor path when they are aimed at developing the skill aspect and linking them with what happens during competition is necessary to raise the technical level. Hence the importance of research lies in choosing educational methods that can develop the players' performance by choosing a group of Tactical approach exercises shorten time and effort, and it is impossible to know the extent of the impact of these exercises on the technical level of the game and the defensive aspect in particular, an attempt to choose the most successful methods and contribute to the development of players, which requires keeping up with and following up on developments that occur in the science of motor learning and its relationship with other sciences.

The concept of exercising tactical approaches is considered one of the concepts that works to raise the player's technical level through the duties given to the player, which are similar to playing situations. It also contributes directly to the development of some basic skills, and these exercises have become an essential part of the team's training process and during the preparation periods, and from here. The problem of the research lies in the following question: Is there an effect of tactical approach exercises in developing defensive skills in handball and the extent to which these exercises contribute to carrying out defensive duties in the match through the correct movements between the players, which requires that the player practice a set of exercises that are appropriate to the changing playing situations? .

The objective of the study :

- Developing a set of tactical approach exercises to develop some handball defensive skills.
- Identifying the effect of using tactical approach exercises in developing the skill performance of some handball defensive skills.

Methods and structure of the study

Epermental approach to the problem

The researchers used the experimental method using the experimental design of one experimental group by measurement (pre-post).

Participants

The research community included players from the specialized school who were chosen intentionally in Basra Governorate in the handball category for juniors aged (15-17) and their number was (22) players. As for the research sample, they were chosen randomly and their number was (8) players, constituting a percentage of (36%). From the research community, they are players aged (15-17) years. After that, the researcher homogenized the members of the research sample in the variables (height, age, and weight), as shown in Table No. (1).

Table (1) It shows the arithmetic means, standard deviations, and coefficient of variation for the research sample

Coefficient of variation	standard deviation	mean	Variables
2.23	3.91	175.01	height
2.59	1.81	69.83	the weight
3.62	0.64	17.22	the age

Procedure

_ Arab and foreign sources - Personal interviews - Tests and measurement - Internet information network - Statistical methods._ Observation and experimentation_ Questionnaire form_ Handball court

_ Legal handballs (10) _ Stopwatch _ Chalk _ Whistle _ Measuring tape with adhesive tape _ Plastic cones and flags _ Triangular signs _ Medical scale

Determine the validity of defensive skills and their tests:

This part represents the identification of the most important aspects of defensive skills, as these variables must be acceptable in a way that is compatible with the level of the players. Therefore, a form was prepared and presented to a group of experts and specialists in the field of handball to find out their agreement on it, and then taking a percentage of (75%) or more as the criterion for acceptance or exclusion. Variables under study (1: 266)

Table No. (2) It shows the agreement of experts and specialists on identifying some defensive skills and their tests

percentage	Agreement rate	Tests used	Defensive variables	ت
%100	12	Test the blocking wall in one direction	The blocking wall	1
%50	6	Testing the blocking wall in two directions		
%100	12	Testing defensive moves with a change of direction.		2

%50	6	Testing defensive movements forward and backward	Long-range defensive moves	
%100	12	Defensive moves to attack the opponent.	Defensive moves to cover the blitz	3
%50	6	Joint defensive and offensive test		

Measures

Tests used in the research:

One-way blocking wall test:

Purpose of the test: To measure the performance of an individual defensive wall blocker by jumping high

Tools used: (6) handballs, (2) flags.

Performance method: The ball is passed from player (A) to player (B), who shoots between the flag and the defending player (E), so that the level of the shot is slightly higher than his height. Then player (D) passes to the shooting player (C), who aims between The opposite flag and the opposite player (H) and a little higher than him, each shot is exchanged, and the defending player (H) creates an individual blocking wall by holding it high.

Performance conditions: _ The shooter must not enter the (9) area.

_ Aiming higher than a successful height gives a grade.

_ Taking into account the alternation in receiving and shooting between the rear attackers.

_ The defender must adhere to the blocking wall by jumping high and quickly moving to get ready after the block is finished.

Scoring: Every individual high jump who successfully blocks the defensive wall receives a score of (2: 103).

Testing defensive moves to cover the blitz:

_ Purpose of the test: to measure the speed of performing defensive moves to cover a sneak attack.

_ Tools: handball court, tape, measuring tape, stop watch.

_ Performance specifications: Nine marks are drawn, one of which (1) is on the 6m line and eight (2,3,4,5,6,7,8,9), the first of which is on the midfield line, and the other seven are on the (m) area. 6 m) from the second half of the field, and the distance between each of them is (150) cm. The tester stands above mark No. (1) and when the visual start signal is given, the tester runs forward until the middle of the field has mark No. (8), then changes his direction to face the goal with his back and quickly retreat. Backwards, and touches the marks drawn with the feet until he reaches mark No. (9).

Performance conditions:

_ The laboratory movement is completely similar to the defensive movement, in terms of the movements of the legs, and the shape of the arms and hands.

The player must run to the middle of the field to mark No. (8), then change his direction to face the goal with his back and quickly retreat back to make backward movements with an inclination by touching the placed marks with his feet.

_ Any performance that violates the previous conditions will not be considered a valid attempt.

Calculating grades: The tester records the time in which he traveled the distance from grade No. (1) to grade No. (9).

(3: 519)

Long-term defensive moves:

The purpose of the test: to measure the speed of performing long-range defensive movements at the limits of 6m and 9m.

Tools used: plastic cones, stop watch.

Method of performance: The defending player moves in triangles between the 6m and 9m line according to the forward and backward movement of the arrows.

Performance conditions: Explains the direction of movement by placing arrows on the ground.

_ Movement distances must be adhered to while touching the cones.

Recording: A unit of time measurement. The performance time is calculated from the moment of the start signal until the last funnel is touched, No. (13)

(4:98)

Pretests:

The researchers conducted pre-tests on 12/20/2023 on a sample of the experimental research represented by the players of the Handball Specialized Center in Basra Governorate, the internal hall of the Basra Education Department, Sports Activity Department, with the help of the assistant work team and the training staff of the Handball Specialized School.

educationl programs:

The researchers developed a set of exercises for tactical approaches to develop some handball defensive skills. The researchers relied on the opinions of some experts and specialists in the field of handball in developing these exercises for some defensive moves at the rate of two educational units per week, where the total number of educational units reached (18 educational units) distributed over (9) weeks, noting that the educational unit is (45) minutes distributed among its main sections, taking into account the degree of difficulty and ease of the proposed exercises, as well as the gradual application of them within the educational unit, taking into account giving direct feedback to correct errors, and taking into account all scientific foundations for the success of applying the tests. In the indoor sports activity hall in Basra Governorate, noting that the program began to be implemented from 12/25/2023 until 2/14/2024.

Posttests:

The researchers carried out the post-tests on 2/15/2024 on the main research sample represented by the players of the Specialized Handball Center in Basra Governorate in the Sports Activity Hall in Basra Governorate, taking into account all scientific foundations to achieve the success of the tests, as well as taking into account all the circumstances in which the pre-tests were conducted.

Analyses

The data was analyzed using the statistical package (SPSS) to process and extract data for the research and using the following statistical methods:

_ Percentages - Arithmetic Mean - Standard Deviation - Difference of Means - Coefficient of Variation - Standard Error - T-Law for Correlated Samples

Results

Table No. (3) It shows the arithmetic means, the pre- and post-test standard deviations for some defensive skills, the difference of the means, the arithmetic standard error, and the calculated and tabulated t-value.

t value Tabulation**	Standard error	Media differences	Posttest		Pretest		Defensive skill variables	ت
			ع	س	ع	س		
6,287	0.270	1.703	0.559	12.83	0.602	14.53	Defensive moves to cover the blitz	1
7.808	0.314	12.625	9.286	14.95	0.829	17.57	Long-range defensive moves	2
4.264	0.260	1.111	0.726	3.444	0.707	2.333	One-way blocking wall	3

It is shown in Table No. (3) that the arithmetic mean of the research sample for the pre-test of the skill of defensive movements for a blitz attack was (14.535) and a standard deviation of (0.602). As for the post-test, the arithmetic mean appeared (12.832) and a standard deviation of (0.559), while the standard error was (0.270). The calculated t value is (6.287), which is greater than the tabulated t value (2.36), which indicates the presence of significant differences in favor of the post-test. As for the long-term defensive movements test, the arithmetic mean appeared (17.575) and a standard deviation of (0.820) for the pre-test. The arithmetic mean appeared (14.950) with a standard deviation of (9.286), while the standard error was (0.314) and the calculated t value was (7.808).

It is greater than the value of the tabular t (2.36), which indicates the presence of significant differences in favor of the post-test. As for the one-way rust wall test, the arithmetic mean appeared (2.333) with a standard deviation of (0.707) for the pre-test. As for the post-test, the arithmetic mean appeared (3.444) with a standard deviation. (0.726) The standard error was (0.260) and the calculated t value was (4.264), which is greater than the tabular t value (2.36), which indicates the presence of significant differences and in favor of the post-test.

The researchers attribute the reason for this to the effectiveness of the exercises that the researchers introduced within the educational curriculum, which included long and short movements and in multiple directions, which helped the players to make adaptations. This comes through practice and repetition during the educational units, and this is what was confirmed by (Mahjoub: 2000) that the process of repetition and continuous training gives

The skill is well mastered, especially in situations with fast movements (5: 179). In addition, the development of the research sample in the variables investigated resulted from taking into account the finalization of the design of the proposed specific and specialized exercises that are similar in themselves to the requirements for handball motor performance, taking into account the principle of gradualism and diversification in choosing exercises, and this is what he sees (Al-Khayyat: 1989).

The duty of exercises during the training stages is to work on developing the level of the player in a way that is commensurate with the requirements of the skill performance of the game, and the multiple forms of exercises in the program increase the process of excitement, excitement, and orientation towards training (6: 70).

Researchers believe that using tactical approaches towards defensive positions that are similar to the actual performance in the match helps to develop and develop the defensive skills of the players by searching for unconventional methods and methods in achieving the basic goals to be achieved, and this is what was confirmed by (Darwish: 2002). Handball is subject to different motor situations. And variable, such that there are no fixed conditions for performance because it is linked to the competitor's movements

In such situations, his position requires a high degree of selection of exercises that enable him to perform the skill aspects of handball players (7:91).

As mentioned above, the movement of the defensive player, whether individual or collective, requires a high level of skill requirements, and this only comes about by providing exercises or movements that resemble a certain degree of skill performance in matches, and this is what (Sobhi: 2012) sees as targeting skill performance, whether On the offensive or defensive side, players have to teach, develop and consolidate motor skills that can be used in competition, as the preparation process has become the most important solution to ensuring victory in the match (8:26).

The researchers attribute the effect of the tactical approach exercises used and carried out correctly to the fact that they are of a specialized nature to develop defensive performance in handball using scientific means and in a scientifically studied manner, and this is what was confirmed by (Hanafi: 1997). What is not performed in training will not be performed during matches (9:15).

The researchers also attribute the reason for this to the fact that most of the exercises that simulate the practical reality during the match work to raise the technical level represented by the defensive capabilities by placing the player in positions similar to or close to the course of the matches. Therefore, the presence of these exercises has become clear and effective by virtue of making the player coexist with what he faces during the competition, and this is what was indicated. To him (Qasim: 1998)

The best way to train for sports effectiveness is to choose exercises for the characteristics, duties, and skills of the game itself, and this ensures progress in the technical level of the game in general (10: 44).

Using tactical approach exercises helped improve handball defensive skills

CONCLUSIONS

_ Focusing on developing defensive performance contributes greatly to winning matches.
_ The process of integration in assigning defensive duties is the correct path in developing handball performance.
_ The proposed exercises have a role in the process of defensive performance in handball.
_ There are statistically significant differences in favor of the post-tests in defensive skill performance

Recommendations:

_ The necessity of using tactical approach exercises in educational units to help develop the defensive side of handball.
_ Emphasis on developing the defensive side because it has a positive impact during the competition.
_ Increasing the time allocated to the educational unit in developing the defensive aspect.
_ We must focus on practicing tactical approaches in the early years to achieve the maximum benefit from them.
_ Conducting similar studies to develop the defensive aspect on different samples for the purpose of developing the game of handball.

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