

CHALLENGES DETERMINED BY THE NEW TRENDS IN HANDBALL COMMUNICATION

Bogdan-Ion CHEPEA

„Constantin Brancuși” University of Târgu-Jiu, Romania

E-mail: bogdanchepea@yahoo.com

***Abstract:** The act of communication plays an important role in all aspects of social life and is an inevitable link in the normal functioning of sports organizations. Therefore, the research theme aims to explore how communication is viewed in the game of handball, highlighting the main problems encountered. The purpose of the study is to analyze communication problems within handball teams. Communication has always represented a fundamental element in the game of handball, but nowadays it is much more important, due to the fact that society is characterized by a continuous diversification of cognitive domains and the effective involvement of the act of communication in all activities carried out. Therefore, it is well known that handball is the basis of the physical and mental development of young athletes, which should be a sign created by healthy individuals, so communication within handball teams can greatly influence the achievement of these young people athletes, developing their image and sport, especially increasing the efficiency of the handball game. Thus, communication is a fundamental condition in handball, for the instructional process to be carried out under appropriate conditions, communication being what constitutes the bond that holds together the members of a handball team.*

***Key Words:** New Trends; Handball Communication; Instructional Process.*

INTRODUCTION

Communication is an essential part of any social interaction. The Latin origin of the word "communicare" means to share something together, transfer information or consult with someone. [1]

At the same time, with the lack of communication skills, people often do not understand each other, are not able to make well-founded arguments and, last but not least, do not

know how to listen. For many people, even athletes, for various reasons there are barriers to communication that they are not able to express what they want and should say.

Sport is a sensitive subject, if it is seen as a direct link with the citizens who practice it, thus successful sports organizations know how this link works, how it must be approached, the quality of the services offered, but also how they communicate with the public both inside and outside.

Interaction in sports differs depending on the situation in which the participants of this interaction are (training, competition), depending on the type of sport (some sports allow direct interaction between coach and athlete, others completely exclude such interaction) and also, depending on whether it is about individual or collective sports. In team sports, such as handball, it is not just about the interaction between the coach and the athlete, but the whole system of interactions between the coach and the athletes and between the athletes.

A handball player needs a sustainable and scalable communication concept to ensure successful communication. Thus it is necessary to have a communication concept that is easy to understand and absorb, arouse emotion, be captive, can be used outside a handball context, can be used in other championships and reinforce and clarify handball as a sport. In a world that is becoming increasingly fragmented, segregated and full of disagreements, sport can create unity. New friends are made through sport.

People from different backgrounds compete on the same terms and create memories together, eliminating boundaries and coming together across the barriers between them. As a sport and as an event, the game of handball aims to represent a healthy competition based on the effort to win, always with respect for the opponent and in accordance with fair play. Handball players fight for victory, but adhere to common norms and rules. He acts in solidarity, taking into account not only his own success, but also the success of the team, the country and the sport. It also opens up the possibility of communication about issues of global importance, which concern all of humanity. Issues such as ecology, sustainable development and responsibility for themselves, the world and the environment.

Communication in the sports game

The coach-athlete interaction is determined by the essence of the direction of activity, which depends on the personality of the coach, on the one hand, on that of the athlete, on the other hand, and on the pedagogical situations that are created jointly between the coach and athlete. [2]

Depending on the type of sport, we can distinguish a total of 3 different groups of sports:

- sports where there is the possibility of direct interaction between the athlete and a coach during competition (eg tennis, boxing, ball games - handball, basketball, football, etc.)
- sports that by their nature do not offer an opportunity for direct contact during competition (e.g. diving, skydiving, downhill skiing, etc.)
- sports where direct contact with the athlete is possible to a limited extent (cycling, gymnastics, etc.).

Implementing communication management using all available resources and tools can apply to all forms of sports activities and organizations. In the communication strategy, the management team of a sports organization normally applies media tools to convey a specific message. So, in order to implement effective communication, the management of the sports facility should have a consistent and clear communication plan that determines the organizational responsibility and the types of communication that will be used in it.

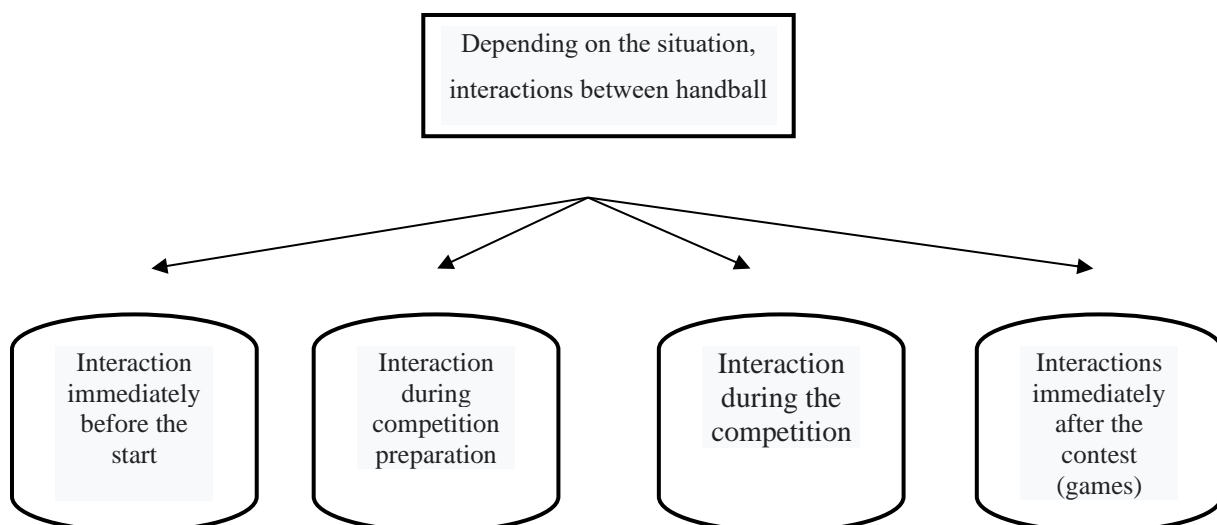


Figura nr.1 Interactions between handball players depending on the situation

However, the key role to achieve success in sports organizations is certainly the management or the management team that presents different leadership styles, each manager knows exactly how to effectively manage his team and what it needs, while also having to know the overall structure of the sports organization.

Consequently, sport is a productive activity where the professional segment is based on the laws and conditions of the closest environment, i.e. the market as a whole. Because of this, certain sports organizations are structured, for which it is found that the organizational effectiveness is precisely due to the quality of the management, which effectively selects the actual sports team.

The communication management framework in sports organizations involves the realization and implementation of the necessary processes for ensuring, creating and collecting timely and complete, but also for the preparation, distribution, finding and use of organizational information. [3]

When we talk about communication in handball, it should be highlighted that communication itself is a kind of interdisciplinary field related to all branches of industry, sports, business, etc. as well as the everyday life of each person. All work and sports activities are based on communication, especially between stakeholders who participate in the process of connecting, that is, communicating.

Within a sports organization, the environment of organizational communication aims at carrying out and putting into practice the processes that are necessary to be able to guarantee, form and gather in a timely and complete manner, but also the preparation, distribution, finding and use of information.

When discussing communication in the game of handball, it is necessary to highlight the fact that communication activity on the site represents an interdisciplinary field, which includes all branches of industry, sport, and everyday life. There are no work or sports activities that are not based on communication. In particular, communication appears as a connecting element between the parties involved.

There can be no success without communication within a handball team, as a separate group of players would not be able to achieve what they set out to do and would not be able to achieve their set goals. In short, communication is the most important and

determining part of a successful handball team. In addition, communication in the game of handball is extremely important to create a successful relationship with the spectators. If we were to analyze handball and sports in general over the years, we would come to the conclusion that there have been and still are many positive changes of order, and handball at the moment is distinct from that of the past. Similar things can be said with regard to communication in the game of handball as well as communication in general which is much more developed and diversified compared to the years of the last century. Such progress for communication in the game of handball is directly related to the prevalence and significance of the sport in the industry.

It is an indisputable fact that sports occupy more and more space in society, among people, as well as in cultural and traditional diversity, considering that a lot of people in everyday life are more dedicated to sports in general, some among them are more passive and others more active, some are participants directly on the field and in the playground, so over time more and more sports clubs appeared, especially those dedicated to the game of handball.

Sport communication is an important part and tool of game management through which participants inform, persuade, enlighten, teach, remind and enrich stakeholders' knowledge about the game of handball, strengths, values, fundamentals.

Communication is a prudent process in managing sports organizations around the world. It is a complex process in which sports managers must work thoroughly and with great dedication to achieve success in the communication process.

Communication is always seen as something that needs to be improved in order to achieve success in the operation of the sports organization and in the implementation and anticipation of its projects, but also for the determination of objectives, needs, resources, as well as the success of the coordination of the entire sports team.

In order to progress and become better, the coach must constantly improve both his body of knowledge and, above all, the experimental one, because the coach must be on the field to identify and solve real problems both in the training of athletes and in communicating with them. [4]

Communication is an integral part of the everyday life of athletes. Their lives are full of communication - they talk, read, gesture, listen, encourage, persuade, show, observe and more. Communication is a decisive factor in coaching.

To influence others and be influenced by them - to be a leader, coach or teacher - one must master verbal and non-verbal communication skills.

Communication can have several purposes at the same time. For example, a handball coach can use motivation and belief to demonstrate to his team that it is necessary to introduce additional exercises into their routine.

Effective communication can frequently make or break a handball coach. Thus, it is extremely important to understand how effective information should be delivered both verbally and nonverbally.

Oral information must be given, received and interpreted clearly. Problems are identified when information is presented incorrectly, not received or misunderstood. Some athletes talk too much, get bored or distracted from things essential to the game. Others discuss very little and therefore do not convey enough information.

Training is par excellence a communication process between coach and athlete. In order to achieve effective communication with his athletes, the coach must have, in addition to specialized knowledge, also general knowledge in various related fields: anatomy, biomechanics, biochemistry and exercise physiology, mathematical statistics, psychology, pedagogy, as well as a cultural level which will allow him to be understood by the athletes he leads. [5]

Principles used in the transmission of oral messages to handball players:

- direct communication. Handball players who ignore this have the idea or assume that other people know what they want or feel. So instead of expressing information directly, they withhold their thoughts or say something else entirely, hoping that the information will be received indirectly by those who want it.

- communication by personalizing the message. It is important to use „I” instead of „we” or „team” when sending messages. When it says „the team believes”, the message is depersonalized.

- communication by providing complete and specific information. Handball players need to provide all the information the person they are contacting needs to understand the message. They must be aware of possible logical fallacies, unclear statements or unfounded intentions.
- communicating by providing clear and consistent information. Coaches in the game of handball must avoid using double meaning messages. For example: "I want to use you in the team, but I don't think you have the ability to play in this game. I think you are a good player, but you have to be patient for a while." This is an example of a double message - acceptance and rejection - that leads to confusion and can hurt the player, who is also the recipient of the message. Double messages give conflicting meanings and are used by coaches who are afraid to be direct.
- make your needs clear. Because society judges people who express their emotions honestly, generally everyone tries to hide their private life and needs from interlocutors.
- communicating by separating facts from opinions. It is necessary for handball team coaches to present what they see, hear and know, then it is necessary to clearly identify opinions and conclusions about those facts.
- focusing on one thing - handball coaches give instructions on how to execute a certain technique, then suddenly change their way of speaking, berating the whole team about how the game is managed. In conclusion, it is necessary for coaches to organize their thoughts before speaking. Information that presents things in different ways is ineffective because it prevents coaches from focusing on one thing.
- communicating the message as soon as possible. If the coach finds something that upsets him or needs to be changed, he should not delay in sending a message. Things that make him unhappy and that he doesn't express can cause him to "explode" at times when it doesn't matter.
- communication through support. If a handball coach wants a member of his team to hear his message, it should not be delivered with fear, sarcasm, negative comparisons or value judgments. That athlete will avoid communication or not pay attention at all. The message must be encouraging to be heard.
- be consistent with non-verbal messages. They are handball coaches who convey to the team that it is okay if they make mistakes. It happened artificially, but the gestures and

facial expressions contradicted their words. Conflicting information can confuse handball players and hinder future communication.

Apart from the principles used in the transmission of a message, other features can be analyzed, such as:

- posture. Normally, slumped shoulders indicate low self-esteem or even possible depression, but an upright posture indicates control and vitality. Handball players often identify frustrated and discouraged opponents by the way they move. If they see their opponent shaking their head, they know they need to attack because the opponent they are facing has lost confidence.

Great handball players know the importance of position and don't let their opponents know how they feel. They act and express themselves in the same way, even when they shoot at the goal or their play fails. This makes them stronger because their opponents don't know when they are discouraged.

- the gestures. Handball players send messages even if they don't want to. For example, arms crossed over the chest usually indicate a defensive attitude and an unwillingness to open up to other players. Handball coaches often express themselves through gestures – if they do it verbally, they risk being severely penalized by the referees.

- smiling is a universal means of overcoming language barriers and the most effective form of communication. Smiles and other facial expressions can invite coaches to communicate and provide feedback on the effectiveness of his communication.

- keeping your distance. It refers to maintaining space between the coach and the team. This is one aspect of proxemia, the study of how people communicate through the way they use space. An example of language using body gestures is when the coach is closer to the players he started the game with than the substitutes. This indicates favoritism and should be immediately avoided. There are notable examples of coaches who made it a habit to stay longer among the reserve players, making them feel as valuable as the active members of the team.

In conclusion, in the situation where a handball coach tells his player that if he trains more intensively, he will play as a starter in the team, later, after many weeks of effort, the coach no longer remembers the discussion, and two days later before the season, the player is surprised to learn that he is going to be on the reserve team. In this case, the

coach needs to be more specific about the evaluation criteria of the player and give him feedback throughout the training process.

Inconsistent information is another source of communication distortion. There is nothing more frustrating than hearing something completely different today than tomorrow. Consistency is key to building trust and positive relationships.

For example, if the coach is supportive in practice but aggressive and critical in the game, the athlete may become confused or even stuck during the game. Inconsistencies in communication can create feelings of insecurity and anxiety among those receiving the information. Sports professionals want to build credible communication, and consistency is a great way to do that.

Communication problems in the game of handball

The communication process of handball players must mainly be accepted, understood and appreciated. Any handball player in a communication situation is directly involved with the entire personality system and with his own system of needs, desires and interests that determine his motivations.

The initial analysis of communication problems can be based on physical and physiological problems (health, certain sensory deficits, overwork, fatigue, etc.) that affect the quality of the communication process.

It is important to emphasize that fatigue is the main cause of communication problems in handball players. The fatigue phenomenon evolves in two phases, each with specific manifestations. The first is marked by motor agitation, restlessness (talking and fidgeting) and marked impairment of attention (can no longer concentrate sufficiently). The second stage is characterized by immobility, apathy and drowsiness or complete suppression of attention, which makes communication impossible.

From the first training sessions held with the children, the teacher, the coach, must develop a motivated, persistent behavior that engages the children in the physical work specific to handball. [6]

Another important psychological factor in the communication process is attention. As a psychological function, it achieves the selective orientation and concentration of the subject's activities on certain objects, phenomena or activities, in order to perceive,

understand and reflect them more clearly and completely, so as to carry them out effectively.

The objective manifestations of attention are: fixation on the source of the change, orientation of the auditory organs along the trajectory of sound waves (if the intensity is reduced), approval or disapproval of facial expressions, spontaneous reactions of facial expressions, occurrence of misunderstandings, etc. An indicator of the degree of concentration of attention is the handball player's resistance to distracting stimuli.

Manifestations of inattention are: irrelevant attention, divergent from the content and specific actions of the activity, signs of boredom, impatience, state of motor agitation and restlessness (in the first stage of fatigue), distracted gaze and reverie related to the state, a state of complete immobility, apathy or sleepiness (in stage 2 fatigue). In these cases, it goes without saying that messages will no longer be welcome and activities involving dialogue will no longer be possible. [7]

The causes of inattention can be divided into two categories: internal and external. Internal causes are: poor health, functional imbalance of certain biological subsystems (organs, devices, tissues) associated with organic suffering; the state of fatigue, sensory deficits (visual, auditory) of the person involved in the activity; lack of motivation or very low levels of motivation; affective states with negative effects, immobilized, states of depression, sadness, anger, anxiety, mental suffering. In the second category (external causes), we can distinguish some causes characterized by methodological deficiencies and others characterized by environmental factors. Among the methodological shortcomings can be mentioned: unsystematic, incoherent and therefore incomprehensible knowledge, monotonous exposure, without inflection, intensity, rhythm, lack of variety of activities carried out during training, excessive content of training. Environmental factors that produce (indirect) manifestations are ineffective lighting and oxygenation of the room and the disruptive effects of new, unusual stimuli. Low motivation to practice handball and communication is the decisive factor in the performance of passive information reception. Everyone selects information based on their opinions, interests, needs and values.

Information accumulation involves making sense of information and interpreting it in light of what one already knows, as well as personal motivations and emotional

structures. Processing is mandatory for content acquisition, understanding and proper integration.

Along with other structures involved in communication, emotion can also be a trigger for problems in carrying out this process. If the affective relationship is negative, characterized by mutual antipathy, then communication suffers both in the field of knowledge transmission and in terms of receptivity and willingness to participate in specific activities of the people involved.

It is useful and timely that educational activities and communicative interactions are designed and implemented in such a way that they do not create emotional blockages or negativity, even if temporary, in handball players or coaches, as it is known that the emotional structure is the basis of all activities.

CONCLUSIONS

An athlete's personality consists of his skills and abilities, motivational dispositions, attitudes and interests, temperament and character (traits). The definition of an athlete's personality is not simple.

Communication problems of any nature (linguistic, psychological, psychosocial, contextual) in handball practice have multiple effects on the handball player and the training process. Only with an exact knowledge of the nature of each individual element and their contribution to the achievement of the whole, can the complexity and importance of the phenomena in the activities carried out be highlighted.

Communication problems, although they manifest themselves in different forms, vary in intensity and pose real problems for handball players, but they are preventable and countervailable.

The key to success in these cases is increased efforts to improve the communication process. Therefore, even the training process must become a communicative experience for handball players, an experience of interpersonal relationship, dialogue and collaboration, rather than a one-way process of knowledge transfer.

In the preparation of handball teams, it is important that the coach is not only in the position of communicator, but also able to do it actively, it also accepts the role of

listener, which makes communication two-way, more effective because feedback mechanisms are used.

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