Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva / Italian Journal of Health Education, Sports and Inclusive Didactics - Anno 6 n. 1 supplemento - ISSN 2532-3296 ISBN 978-88-6022-410-1 - gennaio – marzo 2022 - CC BY-NC-ND 3.0 IT- https://doi.org/10.32043/gsd.v6i1%20supp.493

WEIN'S METHOD IN FIELD HOCKEY

IL METODO WEIN NELL'HOCKEY SU PRATO

Fabio Scamardella
University of Naples "Parthenope"
Fabioscamardella1@gmail.com

Lorenzo Donini
University of Naples "Parthenope"
lorenzo.donini@uniparthenope.it

Salvatore Napolitano
University of Naples "Parthenope"
salvatore.napolitano@uniparthenope.it

Abstract

The aim of the contribution is to illustrate the link between the game of field hockey and the playful approaches of Horst Wein's Funhockey method. The term playful approach indicates, in the world of physical exercise and sports, a series of behaviors on the part of teachers aimed at the use of games and the use of non-directive teaching styles and methodologies. In the field of field hockey, the figure of the German trainer and teacher Horst Wein is of absolute importance, a precursor to the use of the game as the foundation of motor learning, first in the field of field hockey and later in football.

L'obiettivo del contributo è illustrare il legame esistente tra il gioco dell'hockey su prato e gli approcci ludici del metodo Funhockey di Horst Wein. Con la locuzione approccio ludico si indica, nel mondo delle scienze motorie e sportive, una serie di comportamenti da parte degli insegnanti volti all'utilizzo del gioco ed all'utilizzo di stili e metodologie didattiche non direttive. In ambito di hockey su prato risulta di assoluto rilievo la figura del formatore ed insegnate tedesco Horst Wein, precursore dell'utilizzo del gioco come fondamento dell'apprendimento motorio dapprima in ambito di hockey su prato appunto e successivamente in ambito calcistico.

Keywords

Hockey su prato; Gioco; Insegnamento.

Field hockey; Games; Teaching.

1. Horst Wein and the game

In the context of the scientific implications between the various pedagogical models in physical education and in sports, the concept of learning and therefore of motor learning through play, is particularly current. In particular in the context of field hockey, the theme of the playful approach for learning the technical and tactical fundamentals seems strongly connected to the figure of a coach, who can be defined without a doubt, a real precursor of methodologies. recreational and sports didactics: Horst Wein (1941-2016). Born in Hanover, Germany in 1941, he was one of the world's leading experts in hockey and later in football. Former German hockey team with a degree in physical education, he soon became a top coach after his playing career, leading the Spanish national hockey team to its first ever European title and also to an Olympic silver medal at the Olympics. Moscow in 1980. He becomes university professor of "Methodology and didactics of collective games" at the University of Münster, trainer and collaborator of football technicians of the major clubs, federations and schools in the world. Horst Wein publishes more than thirty sports books and numerous scientific articles, his first book, "The Science of Hockey" (1973), has sold more copies than any other hockey book in the world. His works have been published in several languages, thus making him defined by the American publisher Human Kinetics as "the world's leading mentor of sports coaches". The area in which this research project will be inserted is precisely the work and teaching methodology developed by Horst Wein, where studies on playful learning as a function of field hockey appear to be limited. The objectives of the contribution will therefore focus on the approach and teaching method conceived and used by Wein first for field hockey, then translated into football as well. After reviewing the main scientific interventions carried out in the field of teaching and learning methods through play, the idea is to analyze precisely the peculiarities and characteristics of the Wein method in the hockey field and the potential applications of this methodology to others team sports.

2. The game

The game can be defined as an activity realized for itself, as its rewarding aspect is in itself and not in the goal it achieves or in the result it produces. It is characterized by the function of

exploring the surrounding world and of learning rules to compare it and then apply it in the adult model. It is a purely cultural activity as claimed by the Genovesi and as such, as a cultural activity the game must be learned and therefore one must learn to play. Play is also exercise, simulation and proof of experiences essential to survival and this is also confirmed by the observation that today the theory of play as an exercise (Huizinga, 1939) is accepted by many researchers. The game therefore represents a highly formative experience that involves all dimensions of the person - motor, cognitive and affective, relational and social - and therefore allows, depending on the type of game, to develop skills or abilities, to build relationships who are meaningful to others and also create bonds of friendship. According to the French scholar Caillois (1981), the game has some intrinsic characteristics and is described as a first and foremost *free* activity, to which the player cannot be in any way obliged, *separate*, i.e. circumscribed within precise limits of time and space, *uncertain* , whose course and result cannot be predetermined. According to the author, it is also *unproductive*, it does not create wealth except for the stakes between the players, *regulated*, that is, subject to conventions that are established only for that game, and finally it is *fictitious*, based on the awareness of a different reality towards the normal life. As mentioned above, in childhood play is also synonymous with movement as an expression of the intrinsic dynamism of children who seem to never stop and it is also thanks to this prerogative that the game of movement involves the individual in a global way, activating the whole personality which by its dynamic nature is constantly changing, adapts, evolves in a space-time continuum thanks to the interaction of all its functions, in relation to internal and external stimuli. Body and motor functions are therefore closely related to cognitive, affective and emotional, social and organic ones, influencing each other. From this point of view, motor play is a valid tool for designing and implementing different motor education courses and then launching into sport. There are various types of games, in relation to the age of the children from which to draw to play and to achieve educational objectives; from that sense - motor, symbolic, movement, traditional, up to the sporting one. It is useful to remember that the game must be used without seeking any kind of performance at all costs and therefore must lead to the learning of effective gestures, but favoring the acquisition of intelligent motor behaviors a bit as underlined in the Teaching Game for Understanding. (Thorpe, Bunker, 1982). The value of sports and motor practice has considerable advantages, because it enhances the child's abilities by leveraging personal determination to reach and advance in their own limits. As far as team sport is concerned, there is a socializing value that is deeply aggregative and belonging. From this point of view, the

role play is an original use of motor practice, which has as its norm that of dividing the activity and teaching moments, with moments of practical application in which to allow the activity in small groups independently. The role-playing game allows a multisensory approach, for example in role-playing games through physical education it is also possible to carry out dramatization activities by assigning different roles for the development of the game. The movement game therefore represents a considerable educational opportunity for anyone who works with subjects of various ages, significantly supporting the work of motor and sports technicians and educators. Play is the natural training ground for getting to know each other and verifying one's abilities and limits as well as one's talents, to understand what one is particularly good at and what one likes and loves most. Words cannot impart any of these lessons; only experience can do it and experience is acquired with free play and with the emotions it triggers: basically interest and joy "(Gray, 2015). The playful approach becomes necessary to support the motivation to practice sports and to maintain the natural curiosity and creativity towards the experience. You will be able to improve your motor skills more and more by enhancing the impulse to play and curiosity. Curiosity pushes the individual to seek new experiences and knowledge, playfulness pushes to exercise new skills and use them creatively. The typologies relating to the constitutive elements of the game that lead to motivation, identified by Caillois (1981), are therefore fundamental. He identifies four categories present in playful activities, four great reasons behind playing. First of all *Agon*, or the instinct to compete, *Alea*, that is the search for the case that determines the outcome of the game, *Mimicry*, or the need to simulate, imitate, pretend and finally *Ilinx*, the desire to lose consciousness , to cause in oneself the sense of vertigo, the loss of balance.

On the training level, therefore, the playful and sporting experience consists in enhancing the network of relationships, especially in the period of puberty and adolescence, to improve the cognitive, emotional and social aspects. Teamwork and cooperative learning that together with other didactic choices promote inclusion, participation, the active involvement of each one, enhancing individual characteristics and the many diversities. "Creating a group" can represent a powerful motivating factor for the continuation of the sporting experience. Finally, Parlebas (1997) makes a precise analysis of sports games defining them as such, those supported by rules and proposing a distinction between traditional sports games and institutionalized sports games.

3. The Wein method and Hochey

The model in question proposes a didactic progression through the proposal of simplified and multipurpose games: "Instead of giving solutions to problems by teaching only closed skills, it is necessary to provide problems to be solved to ensure that each child learns when, where and why a technique "(Wein, 1999). The simplified games represent a simplified version in the form of a game, of the complex actions of 11 vs 11 hockey. "At seven, eight, nine, a child cannot play within the rules and spaces of adults: it is not he who has to adapt to play, it should be the other way around. At that age the child must be free to play, have fun and be the protagonist of the game "(Wein, 1999).

Child-friendly situations are proposed that adapt to the physical and cognitive abilities of the child, facilitating the correct execution of technical gestures, in a serene environment of guided discovery. The latter is one of the teaching methods that follow the non-directive teaching style and therefore inductive orientation alongside problem solving and free exploration. In the case of guided discovery, the student is expected to solve a problem situation individually and freely, with the obligation to respect certain constraints and restrictions dictated by the teacher within the framework of a series of objectives that he intends to pursue. The advantages are the solicitation of the spontaneity and creativity of young athletes, where everyone participates according to their own resources and possibilities. Furthermore, the interaction between experiences is encouraged, comparing them with those already lived. The disadvantages include the risk of slowdowns in learning motor skills, the difficulty in controlling the workload and the need to clearly and concisely formulate the work request. Therefore, for a training course of such importance it is necessary to have technicians who are first and foremost trainers, educators attentive in guiding their athletes towards the discovery of themselves, acquiring awareness of their limits and strengths, which will then be brought into play during the sporting trials and that will represent that range of factors that contribute to the success of the performance. "The game is the protagonist and the children have fun, grow up in the absence of emotional stress and give free rein to their talent using both the creative and the executive brain lobe. We are therefore witnessing a significant reduction in the phenomenon of the abandonment of sports that threatens our society "(Wein, 1999). The cornerstones on which the Wein method rests are first of all to use an adapted competitive model, that is, the whole system of competitions for the basic activity must be revised and modified to adapt it to the real abilities of the children. An example is to start with three-on-three exercises and then continue with four-on-four and so on. The eleven against eleven hockey will have to be the last step of the path and only possibly after the age of fourteen. The very structure of the games

must be reviewed, in this model, the type of games played must be different from the ordinary as we will see later. The playful approach becomes the cornerstone of the project, the game is the main means of training, around which the other didactic and goal setting activities are planned. Finally, the training approach must be progressive and planned, in which the training path itself, as mentioned above, will be structured in a progressive manner. The simplified games will be organized respecting the principles from easy to difficult, from simple to complex. "Subjecting children to overly complex activities before they are ready only reinforces failure and frustration" (Wein, 1999). The hockey fit for children just outlined is the main exercise of Horst Wein's method. The game basically consists of a three against three, played with four goals and on a field that has been adapted by measures. In front of each pair of goals eight to ten meters away from each other, there is a shooting area, about five meters long from the end line. The characteristics of this exercise are intuitive and immediate, such as validating goals only within the shooting area, not using goalkeepers, the lineout can be valid by guiding the ball individually. In a somewhat intuitive way, the basic version of the game can easily vary, simply changing the game scenarios and consequently the possible learnings.

Conclusions

In general, the studies on the playful approach in relation to the game of hockey and on the use of the Horst Wein method would seem to deserve further study. As previously mentioned in other sections of this research project, the limits highlighted in terms of the amount of contributions are a factor that apparently blocks the process of knowledge of the area considered. Therefore, some research gaps in the field of non-directive teaching methodologies in relation to the game of hockey appear evident, gaps which, as mentioned above, can become opportunities for expansion and deepening therefore starting from the same methodological basis. Expanding the research on the Wein method by comparing a research group and a control group on the goodness of the method itself in the field of hockey or football, applying the playful approach proposed by the German trainer in other team sports, are just two simple examples of how to start from this contribution, it is possible to further develop the starting hypotheses, adding a further contribution to the link between play, learning and motor activity.

References

Anedda M., (2020),"La dinamica del bastone nella pallina: hockey su prato", Independently Published, Mantova.

Anthony D., (2016), "Girls play field hockey", Powerkids Press, New York, Usa.

Connolly H., (2005), "Field hockey: rules, tips, strategy, and safety", Rosen Central Group, New York, Usa.

Günter Wagner J.M., (2004), "Field hockey training: for young players", Meyer & Meyer Sport, Oxford, U.K.

Gutman B., (1990), " Field hockey: start right and play well", Grey Castle Press, San Diego, Usa.

McIntyre A., (2014), "An insider's guide to field hockey" , Rosen Central Group, New York, Usa.

Mitchell - Taverner C., (2005), "Field hockey techniques & tactics", Human Kinetics, Leeds, Uk.

Price R., (2014), "The ultimate guide to weight training for field hockey", Price World Enterprice, Cleveland, Usa.

Swope B., (2011), "Youth field hockey drills, strategies, plays and games handbook", Jacobob Press, St. Louis, Usa.

Wein H., (1999), "Hockey a misura dei ragazzi. Modello di insegnamento e di apprendimento per stimolare il potenziale innato dei giovani giocatori", Edizioni Società Stampa Sportiva, Roma.

Wein H., (1994), "Imparare il calcio", Edizioni Mediterranee collana Calcio, Roma.

Wein H., (1993), "Programmi vincenti nel calcio", Edizioni Koala Libri, Napoli.

Wein H., Dal Buono L., Nardini M., (2011), "Il calcio a misura dei ragazzi. Testo della Real Federacion Española de futbol. Vol. 1: Sviluppare l'intelligenza di gioco fino a 9 anni", Edizioni Mediterranee, Roma.

Wein H., Dal Buono L., Nardini M., (2011), "Il calcio a misura dei ragazzi. Testo della Real Federacion Española de futbol. Vol. 2: Sviluppare l'intelligenza di gioco dai 10 ai 14 anni", Edizioni Mediterranee, Roma.