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## *The Quality of Kinesiology Education – a Prerequisite for Survival*

### Extended summary

Change is a significant characteristic of the times we live in. As changes are reflected on the entire population, the response to them should be appropriate., which also reflects the society's responsibility towards each individual. According to Rosić (1999), education is the most complex and most responsible human activity, and of “all areas of applied kinesiology, the quality of work in kinesiology education has the greatest impact on the entire population, because this area is comprehensive and monitors a human being from the preschool age to higher education” (Prskalo & Babin, 2006, p. 26). In accordance with this possibility and the imperative of influence, it has become a paradigm of optimal response to contemporary trends, especially the negative ones. The positive impact of physical exercise on a person's anthropological status is hardly comparable to any human activity (Hardman, 2002; Jensen, 2003; Findak, Mraković, & Prskalo, 2003; Findak & Prskalo, 2005; Findak & Neljak, 2006), therefore, the correlation between physical exercise and motor and functional abilities, health status and the quality of living conditions should not be ignored (Vuori, 2004; Warburton, Nicol, & Bredin, 2006; Horst, Paw, & Twisk, 2007). Applied scientific studies and their consistent application in educational practice are quality requirements in this critical area. An overview of experiences that contribute to the quality of kinesiol-

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ogy education as a prerequisite for survival indicates that special attention should be dedicated to the status of anthropological features as an essential precondition of individualization, but also to the consequences of an individual approach to its optimization. Organizational forms of work, i.e. their quantitative representation, also have a significant role, especially since according to the recommendation of the Croatian Association of Kinesiology Teaching Methodologists the number of physical and health education lessons should be considerably higher than it is today. The significance of physical and health education area is in line with its goals, which can be achieved through the application of curricular, extracurricular and out-of-school organizational forms of work in the basic and differentiated programme (Findak, 1992, 1999). At the same time, it should not be neglected that a lesson is the basic organizational form of work in the Physical and Health Education curriculum, which can therefore not be replaced by anything else, including any other organizational form of work (Findak, Prskalo, & Babin, 2011). It is clear that the excellence and availability of curricular and extracurricular forms of work are a prerequisite of the quality of work in kinesiology education. Its importance is especially emphasized in the context of contemporary living conditions with the presence of obesity in children being a proven precondition of pathological conditions in adulthood, while cardiovascular diseases have become the primary cause of mortality in this generation (Ćorić & Miler, 2013). On the other hand, exercise is stressed as a factor contributing to the reduction of obesity (Mišigoj-Duraković, Duraković, Ružić, Findak, & Delija, 2003; Flynn, McNeil, Maloff, Mutsingwa, Wu, Ford, & Tough, 2006). Adequate application of the modality of work according to paradigm verified on multiple occasions is also an important factor of individualization as well as the quality of work in kinesiology education. Changes in the environment in which children grow, develop and mature, require a different approach to teaching, although unnecessary use of technology can undermine the fundamental purpose of kinesiology education (Jurak, Prskalo, & Babin, 2015). Taking all this into account, the society's response to the ever-present challenges imposed on the modern civilization must be in line with the progress of kinesiology as fundamental science, and kinesiology teaching methodology as its applied discipline, especially when considering the high "stakes", it has to be emphasized that only the best response is good enough.

Bearing in mind the importance of movement, and in particular of kinesiology activities, the significance and responsibility of kinesiology education is increasing daily, and especially because of the contemporary changes in living conditions. Namely, the optimal response of the society to changes in living conditions needs to be primarily transmitted through the applied field, which is the most responsible for the state of the overall population, in other words, through education. This optimization should principally relate to a frequent application of all organizational forms of work in physical and health education areas, with particular emphasis on the basic organizational form of work - Physical and Health Education lesson. The application of modalities of work which are appropriate to the characteristics of children, pupils and university students, and the use of contemporary teaching technology will contribute to the individualization of work, and consequently the appropriate functioning of the school subject as an epicentre of education, will contribute significantly to the quality of work in this area.

**Keywords:** quality, kinesiology education, anthropological characteristics, physical education class, individualization.

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