

Kinesiology Education – The Future of Civilization

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Abstract

Considering the main topic, while simultaneously taking into account its possible and necessary contribution to the main theme, i.e. “Education - The Future of Civilization”, the paper discusses, on the one hand, what determines kinesiology education in contemporary living and working conditions, especially from the aspect of education, and on the other hand points to the aggregates of kinesiology education, that is, its possible contribution to the future of civilization.

Accordingly, kinesiology education is first put in the context of the world and the times in which we live, especially in terms of changes caused by the globalization processes and their impact on the life and work of modern man. Next, the author highlights strategic global issues of today, such as health, education, leisure, etc., especially in terms of their impact on children and young people. Finally, the problems of kinesiology implications are discussed, especially from the point of view of kinesiology education, kinesiology educational field and kinesiology culture, that is, their response to the challenges of contemporary civilization.

In this regard, special attention is paid to strategic directions of kinesiology education today for a better future of civilization, not only from the aspect of its role in the upbringing and education of children, students and young people, but also from the aspect of the contribution of kinesiology education to the preservation and improvement of their health. In this corpus of factors, especially from the aspect of the increasing motor inactivity, present in all age groups - children and young people alike, which is the cause of their numerous health problems, the author dedicated special attention to the response of kinesiology and kinesiology education to the civilizational challenges of today as a pledge for a better future of civilization. Among those are the ones related to the contemporary configuration of the kinesiology academic and professional field, kinesiology competences, the paradigm of the curriculum of kinesiology educational field, kinesiology culture, acquiring the necessary kinesiology literacy, through the application

of appropriate kinesiology interventions, education and professional development of future kinesiologists and defining standards of the profession in accordance with the new and significantly altered living and working conditions, etc. Naturally, the final objective is to prepare and empower children and the young to adapt to the challenges of today as efficiently as possible, so that they can be better prepared for the challenges of the civilization of the future.

*Kinesiology and kinesiology education have readily met the challenges of today's civilization, enabling them to safely step into the future. Given that adequate physical activity is a *conditio sine qua non* of human existence today, and it is expected to be more so tomorrow, we believe that the goals of a civilised society without kinesiology education cannot be realized today nor in the future. That, among other things, is because no one is healthy enough to have the right to live unhealthy lifestyles!*

Key words: *challenges of modern civilization; future of civilization; kinesiology literacy; kinesiology scientific and professional field; motor inactivity; presentable configuration of kinesiology education.*

Introduction

Considering the main topic, while simultaneously taking into account its possible and necessary contribution to the main theme, i.e. "Education - The Future of Civilization", it is impossible not to emphasize at least five factors.

First, in order to best define not only the place and the role of kinesiology education in today's civilized society, but also its contribution to the future of civilization, we must agree that we live in a time and space in which change is the one constant, to which everything and everyone is exposed. Humanity and the modern civilization, obviously seek response to these changes, and especially to those that are referred to as global issues such as health, education, leisure, ecology and more. It is evident, therefore, that these are not only universal civilizational issues of today, but also extremely important civilizational challenges for the future (Beck, 2004; Findak, 2016b; Findak, Metikoš, & Mraković, 1995; Reich, 2004).

Second, in order to successfully detect the milieu in which kinesiology exists as a substrate science together with kinesiology education as one of its applied fields, it has to be pointed out that the striking characteristics of globalization, computerization, automation and other attributes that accompany human life and work in a civilized society, have a significant impact on man, and especially on his health due to increasing motor inactivity, which affects even children, students and young people (Findak, 2001; Hardman, 2008a).

Third, starting from the kinesiology ideal of man, which implies good health, harmonious development and maintenance of human qualities and abilities, and the acquisition of knowledge necessary for effective life and work in modern society, a valid system of physical exercise can only be the one aimed at improving the health of children and young people, the optimal development of their traits and abilities,

the acquisition of motor and theoretical knowledge important in everyday life and emergency situations, the improvement of motor achievement and the provision of appropriate educational effects. Conclusion resulting from such an outlook on physical exercise from the point of view of kinesiology is that kinesiology education, as an applied field of kinesiology, and consequently physical and health education area, i.e. physical and health culture as a school subject, are fundamental for the harmonious growth and development of children, students and young people (Findak, 2009).

Fourth, whether or not, and to what extent the comparative advantages of the impact of kinesiology theory and practice will be exploited, especially from the aspect of the possible and necessary response of the education system (i.e., responsible institutions in the field of education) to the growing presence of motor inactivity in an increasing number of children, students and young people depends on a number of factors, among other, on the fact that people's awareness of the need for adequate physical exercise today is still frequently closer to the past than the present century! There is ample evidence of this, from the number of physical education lessons which has not changed for more than a hundred years, through the failure to respect the National Framework Curriculum, and the failures in the development of the most recent curriculum for this educational field (Findak, 2016a).

Fifth, due to the still insufficient sensitivity to the almost aggressive presence of hypokinesia in the life of modern man, which is also present in both children and young people, the cause that is in an increasing disproportion between the settlement of biotic and the so-called civilization needs, i.e., between genetically conditioned requirements as well as those imposed by civilization, naturally, to the detriment of the former, it should again be emphasized on this occasion that muscular activity has always been, is today, and will be in the future the only active force necessary for the activation and normal functioning of all other organs and organ systems. This is the reason why, when speaking of kinesiology education and the future of civilization it should again be emphasized on this occasion that neither all human knowledge nor the total sum of civilization achievements can substitute any biotic need, especially physical activity, since there is no substitution for movement (that is, physical activity and physical exercise). This is because humans are built to move!

Provided there is agreement that the views expressed so far represent a good orientation in seeking an answer to the highlighted title, we can probably agree that they should be viewed not only from the general kinesiology point of view, but also from the general social point of view, especially those that can or will contribute to kinesiology education as one of the important factors of the future of civilization.

What Determines Kinesiology Education in Contemporary Educational Conditions?

In order to propose, as accurately as possible, the answer to the question relating to what determines kinesiology education in the contemporary conditions of education, we hold that several factors need to be pointed out.

Namely, it is impossible to talk about the topic stated in the title of this chapter without considering the basic determinants that establish kinesiology education within contemporary living and working conditions. This is due to the fact that the increasing number of scientific and technical discoveries, the increasing advancement of computerization and the increasing impact of globalization (Beck, 2004) are the main features of the times in which we live. The consequences of such a development trend (positive and negative) are present in all areas of human activity, and they are especially reflected in the life and work of man in the modern society (Findak, Metikoš, & Mraković, 1995). Considering that the numerous achievements of modern civilization, among other things, constantly reduce the role of man in physical work, that the modern man is otherwise also reducing his movement, which leads to numerous health problems, there is an increasing need for adequate physical exercise, i.e. physical activity, to take on this role between the modern man and the changed living conditions (Raczek, 1998; Strel, Jk., Mišić, Strel, Jn., & Glažar, 2016). There is no doubt that all these characteristics of life and work in modern society, which blindly follow the civilizational trends, are largely felt by the children and the young, especially when it comes to their health (Findak, 1999). This has also been confirmed by the World Health Organization, according to which poor physical fitness of children is linked to many diseases, which poses a serious problem today as well as for the future (WHO, 2007). If we also add that kindergarten and primary school children today will live and work in the 21st century, and that movement and play will continue to give way to the so-called non-muscular activities, then it is necessary to make an effort today to make the implementation of appropriate physical activity, especially in educational institutions, an indispensable factor not only in protecting and improving their health, but also in the development of society (Findak, 2016b; Hardman, 2008b).

With regard to the presentable configuration of kinesiology scientific and professional field, it should be stated that kinesiology, as a substrate science and kinesiology education, as its applied field, readily welcome the changes accompanying civilized society, including the answers to the strategic questions of civilization related to health, education, leisure, hypokinesia, ecology and more. Fundamental theoretical questions are situational, which is why kinesiologists have great power to influence the anthropological status of those with whom they work. Because of the achievements of kinesiology as a science, kinesiology teaching methodology, as its applied scientific discipline, kinesiology education, as the applicable field of kinesiology, kinesiology educational field differs significantly from all other educational fields, among other, because by all the means at its disposal it may influence and, of course, does influence morphological characteristics, motor skills, functional abilities, and the cognitive and conative dimensions of children, students and young people (Findak & Prskalo, 2011).

Given the attributes that accompany the life and work of children and young people in the modern society, physical and health culture holds an increasingly important developmental and compensatory role in the lives of children, students and youth.

This role, on the one hand, stems from the varied effects of physical exercise on the growth and development of children and young people, and on the other hand, from the contemporary conditions of life and work in which they grow up, which are characterized, among other things, by the increasing presence of motor inactivity (Findak, 2014; Kovač et al., 2007). Accordingly, the compensatory role of the applied physical exercise, that is, the quality of teaching in kinesiology, is manifested in its neutralization of the effects of hypokinesia, to which children and young people are increasingly exposed (Findak, 2018). In addition, kinesiology culture is becoming the only regular physical exercise for the majority of the student population, especially in secondary schools (Bailey, 2006; Kovač et al., 2007), which makes the developmental and compensatory role of kinesiology culture all the greater.

Acknowledging the fact that the role of kinesiology education in defining the conception of this educational area has significantly changed, the starting point for this discussion is the fact that physical and health education area is fundamental for the harmonious development of psychosomatic characteristics of children, students and young people, for the acquisition and improvement of biotic motor skills knowledge and social motor skills, and for acquiring basic kinesiology competences, especially those arising from the need for appropriate and continuous adaptation to new working and living conditions (Findak, 2014).

Regarding the place and role of professional staff in positioning kinesiology education in the modern education, it should be stated that professional staff certainly is an important factor in improving kinesiology education in the entire educational system today, and will be so in the future as well. If we want to keep up with the rest of the world, especially with the academic and professional community, the education of teachers needs to be constantly modernised (Bignasca, 2002; Hardman, 2008; Reich, 2004). This means, among other things, that everything no longer meeting the requirements of modern life and work should be abandoned in the education of teachers (Bignasca, 2002; Findak, 2001).

It is quite certain that everything stated so far has not encompassed all the issues related to the factors that determine kinesiology education in contemporary educational conditions. On the contrary, they should be understood and accepted as an incentive for thinking about possible and necessary directions for the further development of kinesiology education today for a better tomorrow, not to mention its contribution to the future of education, and consequently to the future of civilization as well.

Kinesiology Education Paradigm for the Future of Civilization

Given that everyone faces the global problems of today's civilized society, that these are essentially universal issues of the civilized world, and that humanity and the future of civilization pose not only challenges for today but also the future, they are addressed directly or indirectly by numerous scientific disciplines (Beck, 2004; Bignasca, 2002; Findak, Metikoš, & Mraković, 1995; Hardman, 2008b; Kenneth, 2005; Reich, 2004; Whitehead, 2010).

As the future of each scientific discipline and profession depends on, and will continue to depend on, many factors that cannot be predicted today (Kenneth, 2005), which also applies to our field of work, that is, scientific field and field of activity, it is difficult to be a futurologist, which is why it remains for us to express our perceptions and the probabilities of events that will happen with the goal of ensuring the most successful kinesiology education in the future of civilization.

We believe that the shock direction of our activities, and consequently of kinesiology education in the preparation and training of children, students and young people for life and work in the future, should be to promote a new lifestyle, which is impossible without adequate physical exercise! Therefore, one of the fundamental goals of this educational field and subject is for children and young people to experience and definitely accept physical exercise as a lasting value, not to say an integral part of the culture of living. Of course, one of the main conditions for this to happen is for them to form a positive awareness of the values of physical exercise. Formation of an awareness of the usefulness of physical exercise can be ensured among children, students and young people only through physical exercise implemented with the message, that is, exercise which results in the creation of a positive personal experience; what, when, how, how much and why to exercise, or what the effects of exercise are (Findak, 2014). This is the highest level of awareness among children and young people related to accepting physical exercise as a lasting value throughout their lives (Findak, 2009).

Naturally, in order to achieve an overall improvement, moreover, to ensure even higher quality of the implementation of all organizational forms of work, it is necessary to implement certain kinesiology interventions in the upcoming period. Namely, in order for the achievements of kinesiology, and consequently of kinesiology education, to be as efficient as possible, it is necessary, among other things, to activate, as much as possible, the participants in the process of physical exercise in mediating the already confirmed theoretical information and practical knowledge. This, among other things, means that instead of the so-called traditional motor organizational forms of work, methods of work, teaching methodology procedures, dosing, distribution and control of workload, methods of monitoring and evaluation of work, priority should be given to teaching methodology strategies that place the participants of, for instance, the educational process, i.e. the teaching of physical exercise, into different teaching methodology scenarios in which the exercise takes place in conditions that are identical or as close as possible to the real situation (Findak, & Prskalo, 2003).

Obviously, targeted kinesiology interventions enable, among other things, every subject to learn from an early age and from personal experience that solely through personal engagement and investment in oneself one can succeed, today in this educational area, and tomorrow in life.

Therefore, every effort should be made to “connect” the children, students and young people with the messages offered during work, so that physical exercise may become

and remain not only a useful addiction, but also an indispensable factor in preserving and improving their health, which will at the same time enable educational institutions not only to be reduced to places of learning, but to become places of growing up and preparing children and young people for life and work, not only for the present but also for the future (Findak, 2001; Hardman, 2008b; Hentig, 2007).

In view of a more successful implementation of this educational area, we believe that for the purpose of achieving a more efficient developmental and compensatory effect this school subject deserves a better treatment (i.e., an increase in the number of hours of full-time teaching) than it has had so far. Insistence on increasing the number of physical and health education lessons (i.e., kinesiology culture) in primary and secondary schools in the Republic of Croatia is in full agreement with the European Union proposal. Specifically, paragraph 10 of the European Parliament resolution on the role of physical and health education in education explicitly calls on all members to introduce at least 3 compulsory physical and health education lessons per week (EU, 2007). Given that the new curriculum for physical and health (i.e., kinesiology) education field and kinesiology culture as the school subject, is currently being developed, it is expected that those responsible for its development and adoption will recognize the pronounced needs of children, students and young people for ensuring adequate physical activity at the beginning of the 21st century! Furthermore, it is at the same time an opportunity to reconsider the change of the name of this educational area to “Kinesiology educational area,” and of the subject to “Kinesiology culture”. The importance of adding the term, which has its roots in the name of the fundamental science, into the name of the scientific field and the subject, therefore, stems not only from the cognitive and theoretical achievements of kinesiology, but is also a message, both to our professional public, the wider public in the field of education, and to the general public (Findak, 2016a).

In order to ensure effectiveness of kinesiology education in the future as well, the importance of kinesiology literacy, which every student should acquire during their education, should also be emphasized. In other words, because of the comparative advantages of physical exercise in modern living and working conditions, we believe that every student should, in addition to general literacy, computer literacy and swimming literacy also gain kinesiology literacy. This means, among other things, that during their education all students should be enabled to engage in physical exercise not only in school but also outside of school, as well as after school or, in short, physical exercise should become and remain their lifelong need (Findak, 2016a). Accordingly, we propose that enabling students to develop kinesiology literacy be proclaimed by the United Nations one of the fundamental human rights (Findak, 2016a, 2018).

For the further and even more successful development of kinesiology education and its possible and necessary contribution to the future of civilization, it is also extremely important to consider kinesiology competences.

Given that kinesiology competences literally indicate the ability to use knowledge, skills and abilities in learning or training situations in the fields of education, sport,

sports recreation and kinesitherapy, as well as personal and professional development (Findak, 2017), and that they actually reflect the achievement of fundamental goals and tasks (Findak, 2011) of the specific field of applied kinesiology, their effective application requires consideration of the criteria for: 1. identification of kinesiology competences, 2. acquisition of kinesiology competences, 3. improvement of kinesiology competences (Findak, 2017).

Regarding the configuration of the scientific and professional field of kinesiology education in the future, considering all that has been mentioned so far, it is important to expect qualitatively new effects in several segments, primarily:

1. with regard to the protection and improvement of children's, students' and young people's health,
2. in increasing a number of traits and abilities to the required level, especially those that are important for the optimal growth and development of children, students and young people,
3. with regard to raising the motor knowledge and motor achievements as well as the theoretical knowledge needed to deal with the everyday utilitarian and urgent situations of future citizens to the appropriate level,
4. in the part concerning the almost invaluable possibilities of the educational effects of work, especially regarding the effective socialization of children and the young, and their relation to physical exercise as an integral part of the culture of living.

Considering that professional staff are the basis of all changes and their implementation in general, including the field of education, and consequently the field of kinesiology and its applied areas, in order to implement kinesiology education as efficiently as possible, the standards of the kinesiology profession should be defined as soon as possible and they should be in line with the new changed living and working conditions, so that kinesiologists could perform their job as successfully as possible not only today but also in the future. This, among other, is because (1) it is a profession that implies autonomy, both in terms of creativity and responsibility, and (2) the profession of kinesiologists is not only extremely sensitive to change, but is simultaneously subject to change (Findak, 2016).

Admittedly, the presented examples, views, and suggestions are not the only ones that point to the paradigm of kinesiology education for the future of civilization. However, we believe that based on these few questions that have been proposed in seeking answers to the question posed in the title of this chapter, we can evaluate numerous possibilities available to us in pursuing the most efficient kinesiology education for the better future of civilization, and thus humankind.

Naturally, the mass media, and television in particular, have a special significance in all this, for at least two reasons. Firstly, due to the increasing power of the media today, there is a wealth of information, events and happenings, on a daily basis and immediately available in our homes, which in fact represent classes attended by

millions of students. And secondly, since the role of the mass media is not only limited to information on specific issues, but should also contribute to their better understanding, we believe that the mass media cannot be relieved of the liability when it comes to evaluating various pieces of information, events or happenings, and especially those that contribute to the protection and promotion of human health, which also include appropriate physical exercise for children and young people.

Whether we will be more or less successful in all this, and whether it will happen sooner or later, does not always depend solely on having a vision. On the contrary, in hope that all this can and should be done, and that all those who are or should be interested in changing the situation for the better will show willingness to actively cooperate, we hold that the issues initially identified in this paper should be addressed as soon as possible in the foreseeable future, and should of course, be solved! The reason it should be done is because of their almost immeasurable contribution not only to the quality of kinesiology education but also to the overall upbringing and education of children, students and young people, as well as their healthier and more successful life and work in the future.

Conclusion

We believe that not only the place and role of kinesiology education in contemporary society can be judged on the basis of the above-mentioned, but also the strength of its possible and necessary responses to the challenges of civilization in the future.

Certainly, the increasing amount of knowledge possessed by kinesiology science on the value of kinesiology activities is still not a sufficient guarantee for the effective exploitation of these findings in actual life. On the contrary, it is only by ensuring the effective transfer of these insights into the education system that the educational process, that is, the teaching process, can be expected to and can ensure a greater contribution of kinesiology education in the preparation and training of children, students and young people for living and working not only today, but also tomorrow, i.e. in the future!

Accordingly, in order for children and young people to more readily welcome and become involved in the future of civilization, children, students and young people should be enabled, through kinesiology education in the broadest sense of the word, kinesiology educational field in the narrower sense, and kinesiology culture in the narrowest sense, to satisfy their essential and existential needs, especially those that they need to adapt to the modern living and working conditions as efficiently as possible, in order to meet the future of civilization as readily as possible!

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Kineziološka edukacija – budućnost civilizacije

Sažetak

Govoreći o naslovljenoj temi, kao i istodobno vodeći brigu o mogućem i potrebnom doprinosu glavnoj temi, tj. „Odgoj i obrazovanje – budućnost civilizacije“, u radu se s jedne strane razmatra čime je determinirana kineziološka edukacija u suvremenim uvjetima života i rada, poglavito s aspekta odgoja i obrazovanja, a druge se strane ukazuje na agregate kineziološke edukacije, odnosno na njezin mogući doprinos budućnosti civilizacije.

Shodno tome najprije se kineziološka edukacija stavlja u kontekst svijeta i vremena u kojem živimo, poglavito s aspekta promjena izazvanih procesima globalizacije i njihova utjecaja na život i rad suvremenog čovjeka. Potom se ukazuje na strateške globalne probleme današnjice, kao što su npr. zdravlje, odgoj i obrazovanje, slobodno vrijeme i dr., osobito s aspekta njihova utjecaja na najmlađe i mlade. U nastavku se problematiziraju kineziološke implikacije poglavito s motrišta kineziološke edukacije, kineziološkog odgojno-obrazovnog područja i kineziološke kulture, to jest njihova odgovora na izazove suvremene civilizacije.

U tom pogledu posebna je pozornost u radu poklonjena današnjim strateškim pravcima kineziološke edukacije za što kvalitetniju budućnost civilizacije, i to ne samo s aspekta njezine uloge u odgoju i obrazovanju djece, učenika i mladeži nego naglašeno s aspekta doprinosa kineziološke edukacije čuvanju i unapređivanju njihova zdravlja. U tom korpusu čimbenika, poglavito s adrese sve prisutnijeg motoričkog inaktiviteta, kod svih dobnih skupina, najmlađih i mladih, koji je uzrokom njihovih brojnih zdravstvenih tegoba, autor je osobitu pažnju poklonio odgovorima kineziologije i kineziološke edukacije na civilizacijske izazove današnjice kao zalogu za bolju budućnost civilizacije. Od onih koji se odnose na suvremenu konfiguraciju kineziološkog znanstvenog i stručnog polja, kineziološke kompetencije, paradigme kurikula kineziološkog odgojno-obrazovnog područja, kineziološke kulture, stjecanja potrebne kineziološke pismenosti, preko poduzimanja primjerenih kinezioloških intervencija, izobrazbe i stručnog usavršavanja budućih stručnih kadrova, do definiranja standarda kineziološke profesije u skladu s novim i bitno promijenjenim uvjetima života i rada i dr. Dakako, sve to ponajprije s ciljem pripreme i osposobljavanja najmlađih i mladih za njihovu što efikasniju adaptaciju na izazove današnjice, kako bi sutra što uspješnije odgovorili na izazove civilizacije budućnosti.

*Kineziologija i kineziološka edukacija spremno su dočekali izazove današnje civilizacije, što im omogućava da sigurno koračaju u budućnost. S obzirom na to da je primjerena tjelesna aktivnost *conditio sine qua non* ljudske opstojnosti već danas, a može se očekivati da će sutra biti još i više, smatramo da se ciljevi civiliziranog društva bez kineziološke edukacije ne mogu realizirati ne samo danas nego ni u budućnosti. To, uz ostalo, proizlazi iz činjenice da nitko nije toliko zdrav da bi imao pravo nezdravo živjeti!*

Ključne riječi: *prezentna konfiguracija kineziološkog znanstvenog i stručnog polja; izazovi suvremene civilizacije; kineziološka pismenost; motorički inaktivitet; kineziološka edukacija; budućnost civilizacije.*