

Vilko PETRIĆ:

**Kineziloška metodika u ranom i predškolskom odgoju i obrazovanju
(Methodology of Kinesiology in Early and Preschool Education)**

Učiteljski fakultet Sveučilišta u Rijeci. Rijeka, 2019, 155 str.

The concept of the university textbook by Vilko Petrić is very interesting, attractive and understandable. Each chapter contains several subheadings, which are written in the form of smaller or larger rounded sections that should guide students, educators, and those working with early and preschool-aged children to apply certain lessons described in the textbook. The university textbook is in line with the basics of modern kinesiology and the principles of kinesiological education and the National Curriculum for Early and Pre-school Education in the Republic of Croatia, while the textbook updates the current scientific and professional knowledge of the methodology of kinesiology for early and pre-school education.

In the first chapter of the textbook, the author discusses the name, definition, goals and tasks of the methodology of kinesiology in early and pre-school education, as well as its structure, position in science and relationship with other sciences.

The second chapter of the textbook explores the developmental characteristics of children, that is, interpretations of the developmental characteristics of motor skills, morphological characteristics, and motor and functional abilities of children of early and preschool age.

In the third chapter, the author describes the types of kinesiological activities for early and preschool-aged children. The author describes in detail each type of kinesiological activity, namely: physical education activity, stimulating physical exercise, morning physical exercise, physical activity breaks, physical training with parents, walking, excursions, winter breaks, summer breaks and sports training. For each type of kinesiological activity, the purpose, content and organizational aspects of the implementation of the activity are stated, and for each activity, practical examples and pictorial representations or photographs are given.

In the fourth chapter, the author describes the spaces and the equipment, that is, the adequate environment for the implementation of kinesiological activities.

Chapter five is titled *"Motor Content for the Implementation of Kinesiological Activities with Early and Preschool-aged Children"*. This chapter lists all motor contents that are carried out in all types of kinesiological activities for early and preschool-aged children and can be divided into three groups: biotic motor skills, kinesiological adapted biotic motor skills and kinesiology games in early and preschool years.

The sixth chapter of the textbook titled *"Performance Planning and Programming of Kinesiological Activities"* refers to the systematic and meaningful determining of motor skills that will be carried out with children throughout the year, in which the author outlines procedures for performance planning and programming: identifying kinesiology diagnostics, defining goals and tasks, determining material working conditions, creation of motor contents, evaluation of motor contents and distribution of motor contents.

In the seventh chapter the author describes and explains the organization of physical exercise during kinesiological activities, and for the needs of working with children of early and preschool age distinguishes organizational lineups of physical exercise (line, queue, circle, semicircle, arbitrary), simple organizational forms of physical exercise (singles, pairs, triples, fours, fives, etc.) and complex organizational forms of physical exercise (parallel, alternating, parallel-alternating and polygonal).

In the eighth chapter titled "*Working methods for performing kinesiological activities with early and preschool-aged children*" the author describes the methods of work that he divided into 4 groups: presentation methods, teaching methods, training methods and safety methods. Within each group of methods, the author also describes their components, namely oral presentation and demonstration (presentation methods), synthetic learning method (learning methods), interval, variable and continuous training method (training methods), prevention method and aiding method (safety methods).

In chapter nine, the author describes the principles of work that every expert should respect and apply in their educational work, which are based on practical experience and scientific background. These are the principle of upbringing and health, the principle of intelligibility and clarity, the principle of activity and awareness, the principle of systematization and graduality, the principle of diversity and versatility, the principle of appropriateness and applicability, and the principle of individualization.

In the tenth chapter, the author describes the preparation of educators for kinesiological activities and divides the preparation of educators in a methodological sense into personal and organizational aspects. The personal aspect of the preparation of educators is considered through the theoretical, physical and psychological segment, while organizational preparation involves professional analysis of previous activity, insight into the implementation plan and program, defining the goal, selecting the space and equipment for physical training, choosing organizational settings and forms, adequate working methods and elaboration of the course of activities.

In chapter eleven, "*Movement in Integrated Learning*", the author emphasizes the need for integration and describes the possibilities of integrating movement with other areas of the child's development. The extent to which integrated learning will be present in a particular activity depends solely on the level of expertise of the educator and knowledge of the child's overall development and the educator's ability to integrate the various contents.

In chapter twelve, the author cites the works he consulted to write the textbook. After chapter twelve is a summary, an author's note, and an index of terms.

This textbook is important for the methodology of kinesiology in early and pre-school education since the textbook updates all the scientific and practical knowledge of the methodology of kinesiology in early and pre-school education in the last ten years in the Republic of Croatia. The textbook will serve the purpose of preparing the students for the exam and will be useful to all educators and teachers in their immediate educational work with children.