

Contents

Preface	
Introduction	1
1 Motor abilities: a structural component of human motor skills	3
1.1 Theoretical definition of motor abilities	3
1.2 Structural models of motor abilities	4
1.3 Motor abilities in the concept of motor performance and physical fitness	7
<i>1.3.1 Motor performance and physical fitness</i>	<i>7</i>
<i>1.3.2 The concept of health-related fitness</i>	<i>8</i>
2 Motor attributes of younger school-age children	9
2.1 Defining the concept of motor development	9
2.2 Motor skills in a younger school age	11
2.3 Developmental trends of motor abilities in a younger school age	13
<i>2.3.1 Strength abilities</i>	<i>13</i>
<i>2.3.2 Endurance abilities</i>	<i>14</i>
<i>2.3.3 Motor speed abilities</i>	<i>15</i>
<i>2.3.4 Flexibility</i>	<i>17</i>
<i>2.3.5 Coordinative abilities</i>	<i>17</i>
2.4 Somatic development as a motor skills determinant of a younger school-age child	19
2.5 Motor skills in relation to the cognitive and emotional development and socialization of a younger school-age child	20
2.6 Motor development and physical activity of a pupil in primary education	22
3 Methodological and educational dimensions of motor abilities diagnostics in the school population	25
4 Children from a socially disadvantaged environment in primary education	30
4.1 Defining the concept of a socially disadvantaged environment	30
4.2 Children from marginalized Roma communities in primary education	32
5 A brief overview of current knowledge about secular trends in somatic and motor dispositions of the school population	36
5.1 Defining the concept of a secular trend	36
5.2 Secular trends in physical fitness of the school population in scientific discourse	37
5.3 An overview of current scientific knowledge about secular trends in physical fitness of the school population	38
6 Somatic development and physical fitness in the reflection of secular trends and socio-educational context of a younger school-age children	43
6.1 Theoretical definition of a research problem	43
6.2 Aim, tasks and hypotheses of the research	46
<i>6.2.1 Aim</i>	<i>46</i>
<i>6.2.2 Hypotheses</i>	<i>47</i>
<i>6.2.3 Tasks</i>	<i>47</i>

6.3 Methods	48
6.3.1 <i>Organization of the research process</i>	48
6.3.2 <i>Characteristics of the research sample</i>	49
6.3.3 <i>Methods of collecting research data</i>	51
6.3.4 <i>Methods of research data analysis and interpretation</i>	54
6.4 Research results and discussion	55
6.4.1 <i>Somatic development and physical fitness of younger school-age children from the socio-educational perspective</i>	55
6.4.2 <i>Secular trends of somatic and motor preconditions in younger school-age children</i>	67
6.4.3 <i>Physical fitness of younger school-age children in terms of their weight status</i>	83
Conclusion	92
Summary	96
References	99
Author index	118
Index	120
About the authors	122

ISBN 978-1-9595-004-7

