| | UČNI NAČRT PREDMETA/COURSE SYLLABUS |
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| **Predmet**<br>**Course title** | **Gibalne kompetence**<br>**Movement Competency** |

| **Študijski program in stopnja**<br>**Study programme and level** | **Študijska smer**<br>**Study field** | **Letnik**<br>**Academic year** | **Semester**<br>**Semester** |
|---|---|---|---|
| Fizioterapija / 2. stopnja | Ni smeri študija | 1. letnik | 1. |
| Physiotherapy / 2nd Cycle | No study field | 1st year | 1st |

| **Vrsta predmeta/Course type** | obvezni/obligatory |
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| **Univerzitetna koda predmeta/University course code** | 2_FTH_1_UN4 |
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| **Predavanja**<br>**Lectures** | **Seminar**<br>**Seminar** | **Sem. vaje**<br>**Tutorial** | **Lab. vaje**<br>**Laboratory work** | **Teren. vaje**<br>**Field work** | **Samost. delo**<br>**Individ. work** | **ECTS** |
|---|---|---|---|---|---|---|
| 25 | | 30 | | | 155 | 7 |

| **Nosilec predmeta/Lecturer:** | prof. dr. Rado Pišot |
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| **Jeziki/ Languages:** | **Predavanja/Lectures:** | slovenski/Slovenian |
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| | **Vaje/Tutorial:** | slovenski/Slovenian |

| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | **Prerequisites:** |
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| • Vpis v prvi letnik študijskega programa.<br>• Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo. | • A prerequisite for inclusion is enrolment in the first year of study.<br>• Student has to prepare, present and defend a project/research paper before the exam. |

| **Vsebina:** | **Content (Syllabus outline):** |
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| • *Uvod v gibalno vedenje (motorični razvoj, motorična kontrola in učenje, motorične kompetence):* razumevanje temeljnih konceptov, teoretičnih perspektiv in načel gibanja in stabilnosti, umestitev vloge in pomena gibalnih kompetenc v življenje posameznika in sodobne družbe (filogenetski in ontogenetski vidik), razumevanje osnovne terminologije s področja motoričnega vedenja s posebnim poudarkom na razlikovanju med gibalnimi znanji, sposobnostmi in kompetencami. | • *Introduction to motor behaviour (motor development, motor control and learning, motor competences):* understanding the fundamental concepts, theoretical perspectives and principles of movement and stability, placing the role and importance of motor competencies in the lives of individuals and modern society (phylogenetic and ontogenetic approach), understanding the basic terminology within motor behaviour with special focus on differentiating between motor skills, abilities and competences. |

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| • *Fizična rast in staranje:* telesna rast in zorenje, razvoj telesnih sistemov (skeletni, mišični, srčnožilni, dihalni, maščobni, endokrini in živčni).<br>• *Razvoj gibalnih kompetenc skozi celotno življenjsko dobo:* zgodnji gibalni razvoj, razvoj gibanja človeka in elementarnih gibalnih vzorcev (hoja, tek, ...).<br>• *Razvoj motoričnih in funkcionalnih sposobnosti*: koordinacija, moč, hitrost, ravnotežje, gibljivost, natančnost in vzdržljivost.<br>• *Gibalno učenje in gibalni/motorični transfer:* osnovni proces usvajanja gibalnih znanj.<br>• *Vseživljenjski kompetenčni model gibalnega razvoja in gibalnih transformacij v različnih obdobjih.*<br>• *Uvod v načrtovanje in programiranje v kineziološki kinezioterapiji in terapevtski vadbi: o*snovna načela v kinezioterapiji, načrtovanje kinezioterapije glede na rezultate diagnostike/testov.<br>• *Razvoj osnovnih motoričnih sposobnosti s pomočjo kinezioterapije (poudarek na gibljivosti in moči).* | • *Physical Growth and Ageing:* physical growth and maturation, development of body systems (skeletal, muscular, cardiorespiratory, adipose, endocrine and nervous).<br>• *Development of Motor Competences Across the Lifespan:* early motor development, development of human locomotion and fundamental motor patterns (walking, running, …).<br>• *Development of motor and functional abilities:* coordination, strength, speed, balance, flexibility, precision and endurance.<br>• *Motor learning and motor transfer*: basic process of motor skills acquisition.<br>• *Lifelong competence model of motor development and transformation processes in different periods.*<br>• *Introduction to planning and programming in kinesiological kinesiotherapy and therapeutic exercise:* the basic principles of kinesiotherapy, planning the kinesiotherapy process based on diagnostic/test results.<br>• *Development of basic motor skills through kinesiotherapy (with emphasis on flexibility and strength).* |

**Temeljna literatura in viri/Readings:**

**Temeljna literatura/Basic literature**


- Gregory, G., Haff, T. in Triplett, N. (2016). *Essentials of Strength Training and Conditioning*. Champaign: Human Kinetics.
- Magill, R. A. (2021). *Motor learning: concepts and application*s. Dubuque: McGraw-Hill.
- Marušič, U. Šimunič, B., Pišot, R. (2015). *Hip fracture in the elderly: reasons, consequences and rehabilitation*. Koper: SRC, Institute for Kinesiology Research, Annales University Press.
- Plevnik, M. in Pišot, R. (2016). *Razvoj elementarnih gibalnih vzorcev v zgodnjem otroštvu*. Koper: Univerzitetna založba Annales,.
- Pišot, R. (2012). *Lifelong competency: Model of motor development.* Kinesiologia Slovenica, 18, 3, 35–46.


**Priporočljiva literatura/Recommended literature**


- Bompa T. in Buzzichelli, C. (2018). *Periodizatio.: Theory and Methodology of Training.* 6th Edition .Champaign: Human Kinetics.
- Latash, M. L. in Lestienne, F. (Eds.). (2006). *Motor control and learning* (Vol. 78). New York: Springer.

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| • Zatsiorsky, V. in Kraemer, W. (2005). *Science and Practice of Strength Training.* Champaign: Human Kinetics. |

| Cilji in kompetence: | Objectives and competences: |
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| S tem predmetom bo študent pridobil osnovno znanje o motoričnem vedenju. Študenti bodo razumeli temelje gibalnih/motoričnih kompetenc in gibalnega razvoja ter njegove različne faze. Podrobno bo študent sposoben razumeti teorijo motoričnega vedenja, razumeti osnovno terminologijo s področja motoričnega vedenja s posebnim poudarkom na razlikovanju med gibalnimi znanji, sposobnostmi in kompetencami.<br><br>*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*<br>• razumevanje fizične rasti in staranja (vključno z različnimi stopnjami telesne rasti in zorenja ter razvoja telesnih sistemov),<br>• razumevanje razvoja gibalnih kompetenc skozi življenjsko dobo,<br>• razumevanje razvoja različnih gibalnih in funkcionalnih sposobnosti, procesa pridobivanja motoričnih veščin in pridobivanja gibalnih kompetenc,<br>• razumevanje vseživljenjskega kompetenčnega modela gibalnega razvoja,<br>• razumevanje procesov transformacije človeških funkcionalnih sposobnosti z uporabo kineziooloških orodij,<br>• sposobnost implementacije osnovnega programa vadbe in treninga za razvoj moči pri zdravi odrasli populaciji,<br>• usposobljenost za definiranje in izdelavo načrta in programa procesa preobrazbe z merjenjem motoričnih sposobnosti,<br>• usposobljenost za oceno ravni gibalnih sposobnosti,<br>• zmožnost uporabiti rezultate gibalnih testov za načrtovanje programov procesa transformacije. | Through this subject, the student will acquire a basic knowledge of motor behaviour. The student will understand the foundations of motor competences and motor development and its different stages.<br>In detail, the student will be able to understand the theory of motor behavior, the basic terminology within motor behaviour with special focus on differentiating between motor skills, abilities and competences.<br><br>*The learning unit contributes mainly to the development of the following general and specific competences:*<br>• understanding physical growth and ageing (including the different stages of physical growth and maturation, and the development of body systems),<br>• understanding the development of motor competences across the lifespan,<br>• understanding the development of different motor and functional abilities, the process of acquiring motor skills and motor competences,<br>• understanding a lifelong competency model of motor development,<br>• understanding the transformation processes of human functional abilities with the use of kinesiology tools,<br>• the ability to implement a basic exercise and training programme for strength development in a healthy adult population,<br>• the ability to describe, define and develop a plan and programme of the transformation process by measuring motor skills,<br>• the ability to assess the level of motor skills,<br>• the ability to use the results of motor tests to plan a programme of transformation process. |

| Predvideni študijski rezultati: | Intended learning outcomes: |
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| *Študent/študentka:*<br>• razume vlogo gibalnih kompetenc v današnji družbi in osnovno načelo človeškega gibanja in gibalnega razvoja,<br>• razume različne stopnje gibalnega razvoja, in razlike med gibalnimi znanji, sposobnostmi ter kompetencami,<br>• zna meriti različne gibalne sposobnosti in rezultate gibalnih testov integrirati s programom transformacijskega procesa za zdravo odraslo populacijo. | *Students:*<br>• understand the role of motor competences in today's society and the basic principle of human locomotion and motor development,<br>• learn to distinguish between different stages of motor development, motor skills, abilities and competencies,<br>• are able to measure different motor skills and integrate the results of motor tests with a programme of the transformation process for a healthy adult population. |

| Metode poučevanja in učenja: | Learning and teaching methods: |
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| • *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),<br>• *seminarske vaje:* predstavitev in uspešen zagovor projektne/raziskovalne naloge (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo). | • *lectures* with active student participation (explanation, discussion, questions, examples, problem solving),<br>• *seminar tutorial:* presentation and successful defence of a project/research paper (problem solving, case studies, methods of critical thinking, discussion, reflection on experience, evaluation, project work, teamwork). |

| Načini ocenjevanja: | Delež (v %)<br>Weight (in %) | Assessment: |
|---|---|---|
| Načini:<br>• izpit<br>• izdelava, predstavitev in zagovor projektne/raziskovalne naloge<br><br>Ocenjevalna lestvica: ECTS. | 70 %<br>30 % | Types:<br>• examination<br>• preparation, presentation and defence of the project/research paper<br><br>Grading scheme: ECTS. |