

Table of Contents

PREFACE.....	1
1 INTRODUCTORY CONSIDERATIONS.....	3
1.1 Purpose of the Study.....	3
1.2 Procedure of the Study.....	4
1.3 Main Aspects of the Study.....	5
2 FITNESS AS PRESENTED IN THREE GERMAN DICTIONARIES OF SPORT (‘SPORT’) AND SPORT SCIENCE (‘SPORTWISSENSCHAFT’).....	7
2.1 Haag, H. et al. (Eds.) (1987). Schüler Duden - Sport (Student's Duden - Sport). Mannheim: Dudenverlag. (Fitness).....	7
2.2 Schnabel, GVThies, G. (Eds.) (1993). Lexikon Sportwissenschaft. Leistung - Training - Wettkampf (Dictionary of Sport Science. Performance - Training - Competition). Bd. I/n. Berlin: Sportverlag. (Fitness, Fitness Center, Fitness Sport, Fitness Test, Fitness Instructor, Fitness Training).....	8
2.3 Röthig, P. (Ed.) (1992). Sportwissenschaftliches Lexikon (Sport Science Dictionary). Schomdorf: Hofmann. (Fitness, Fitness Movement, Fitness Training).....	11
3 THEORETICAL FRAMEWORK FOR PHYSICAL FITNESS AND ‘MOTOR COMPETENCE’.....	14
3.1 Historical Perspective - Example Germany.....	14
3.2 Comparative Perspective - Example USA.....	18
3.3 Status Quo Perspective - Present Paradigms for Physical Fitness.....	22
3.4 Future Perspective - Basic Assumption: Necessity of a New Approach to Physical Fitness.....	24
4 TAXONOMIES FOR THE AIMS OF ‘MOTOR COMPETENCE’.....	26
4.1 Cognitive, Affective, Motor (Psychomotor) Behavior.....	26
4.1.1 Cognitive Domain.....	27
4.1.2 Affective Domain.....	28
4.1.3 Motor (Psychomotor) Domain.....	30

4.2 Three Types of Activities within a 24 Hours Routine in Human Life.....	32
4.2.1 <i>Everyday Routine Activities</i>	32
4.2.2 <i>Work Activities</i>	33
4.2.3 <i>Leisure-Time Activities</i>	33
4.3 Taxonomy of Movement.....	34
4.3.1 <i>Foundations of Sportive Movement</i>	34
4.3.2 <i>Areas of Sport</i>	36
4.3.3 <i>Basic Types of Sport</i>	36
4.3.4 <i>Sport Disciplines</i>	37
5 CONTENT STRUCTURE OF 'MOTOR COMPETENCE'.....	39
5.1 Sensory Abilities.....	39
5.1.1 <i>Visual Abilities</i>	41
5.1.1.2 <i>Auditive Abilities</i>	42
5.1.1.3 <i>Tactile Abilities</i>	42
5.1.1.4 <i>Kinaesthetic Abilities</i>	43
5.2 Motor Abilities: Condition.....	44
5.2.1 <i>Endurance</i>	45
5.2.2 <i>Flexibility</i>	46
5.2.3 <i>Strength</i>	48
5.2.4 <i>Speed</i>	49
5.3 Motor Abilities: Coordination.....	52
5.3.1 <i>Balance</i>	54
5.3.2 <i>Motor Combination</i>	54
5.3.3 <i>Skill</i>	55
5.3.4 <i>Reaction Speed</i>	56
5.4 Body Experience.....	59
5.4.1 <i>Body Scheme: Orientation, Size Estimation, Knowledge</i>	60
5.4.2 <i>Body Image: Consciousness, Boundary, Attitude</i>	60
6 PARADIGMS OF METHODS TO DEVELOP MOTOR COMPETENCE.....	63
6.1 Load-Example: Auxotonic Method.....	63
6.2 Dosage-Example: Circuit Method.....	64
6.3 Demand-Example: Active Method.....	65
6.4 Procedure-Example: Analytic-Synthetic Method.....	65
6.5 Sum of Methods as Part of Instructional Theory.....	66

7	EVALUATION OF TEACHING-LEARNING AND TRAINING PROCESSES WITH REGARD TO 'MOTOR COMPETENCE'.....	69
7.1	Comparing: A Paradigm for Human Action and a Philosophy of Evaluation.....	69
7.2	Functions of Evaluation.....	70
7.3	Contents of Evaluation.....	73
7.4	Structural Model for Evaluation of Teaching-Learning and Training Processes.....	75
8	EVALUATING PHYSICAL PREREQUISITES OF TEACHING-LEARNING AND TRAINING PROCESSES RELATED TO 'MOTOR COMPETENCE'.....	79
8.1	Justification of Analyzing Physical Prerequisites.....	79
8.2	Parameters Relating to Physiology.....	80
8.3	Parameters Relating to the Body Posture (Anthropo-Estimation / Anthropo-Measurement.....	81
8.4	Sport Physiology and Kinanthropometry: Important Aspects of Sports Science in the Context of Evaluation of 'Motor Competence'.....	82
9	EXAMPLES FOR PHYSICAL FITNESS (PF) ('MOTOR COMPETENCE' (MC)) TESTS: PAST - PRESENT - FUTURE CONCEPTS.....	84
9.1	Fitness-Test-Batteries for Former Concepts of Physical Fitness Example: HARO-Fitness-Test.....	84
9.1.1	<i>Purpose and Procedure of Test Development</i>	84
9.1.2	<i>Administration of the HARO-Fitness-Test</i>	86
9.1.3	<i>The HARO-Fitness-Test Items</i>	86
9.2	Fitness-Test-Batteries for Present Concepts of Physical Fitness Example: Health-Related Physical-Fitness-Test.....	87
9.2.1	<i>AAHPERD - Health-Related-Physical-Fitness-Test</i>	88
9.2.2	<i>YMCA - Physical-Fitness-Test-Battery</i>	90
9.2.3	<i>Further Examples for Health-Related Physical-Fitness-Tests</i>	90
9.3	Fitness-Test-Battery for a Future Concept Example: Kiel - 'Motor Competence' - Test (Kiel-MC-Test).....	95
9.3.1	<i>Sensory Abilities</i>	95
9.3.2	<i>Motor Abilities: Condition</i>	95
9.3.3	<i>Motor Abilities: Coordination</i>	96
9.3.4	<i>Body Experience</i>	96

10 CONCLUDING CONSIDERATIONS.....	97
10.1 Results in Regard of the Study's Basic Assumptions.....	97
10.2 'Motor Competence' in Summary.....	99
10.3 Possibilities of Transferring 'Motor Competence' to Practice.....	99
10.4 'Motor Competence' - Promoter of Fairness in the World Community.....	101
APPENDIX.....	102
A References.....	102
B List of Tables.....	108
C List of Figures.....	108
D List of Test Items.....	109