**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**
**IVAN BOBERSKYI LVIV STATE UNIVERSITY OF PHYSICAL CULTURE**

**FACULTY OF PEDAGOGICAL EDUCATION**
**DEPARTMENT OF THEORY AND METHODOLOGY OF PHYSICAL EDUCATION**
**DEPARTMENT OF SPORTS AND RECREATIONAL GAMES**

Co-funded by the European Union

# SYLLABUS

of the academic discipline

**“Learning by Moving! Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education”**

for the 2026–2027 academic year

**Educational Program Component – ELECTIVE**

Developed by V. M. Pasichnyk, N. S. Sorokolit, A. B. Mandyuk
at Ivan Boberskyi Lviv State University of Physical Culture within the Erasmus+ project
**“Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education”**.



2025, LSUPC

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**"Learning through Movement! Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education"** for the 2026–2027 academic year

component of the educational programme — **ELECTIVE COURSE**

| | |
|---|---|
| **Year and semester of study:** | 5th year, 2nd semester |
| **Educational programme / specialisation:** | "Secondary Education (Physical Education)" |
| **Field of study (specialisation):** | A4 "Secondary Education" |
| **Field of knowledge:** | A "Education" |
| **Degree:** | Master's degree |
| **Mode of study:** | full-time, part-time |

**Full name of academic staff responsible for the course (academic degree, academic title, position):**
– **Sorokolit N. S.**, Doctor of Sciences in Physical Education and Sport, Associate Professor, Professor of the Department of Theory and Methods of Physical Culture
– **Pasichnyk V. M.**, Doctor of Sciences in Physical Education and Sport, Associate Professor, Associate Professor of the Department of Sports and Recreational Games
– **Mandiuk A. B.**, Doctor of Sciences in Physical Education and Sport, Associate Professor, Associate Professor of the Department of Theory and Methods of Physical Culture

| | |
|---|---|
| Contact phone number | +38067-710-8068 |
| Email address | vikapaska@gmail.com |
| Class schedule | |
| Distance learning course page | |


## COURSE DESCRIPTION

| | |
|---|---|
| **Purpose of studying the academic discipline** | The aim of teaching this academic discipline is to familiarise higher education students with the basic concepts and definitions that reveal the essence, features, main trends, and key principles of innovative and interdisciplinary teaching methods in preschool and primary education |
| **Duration** | **Semester X:** 3 ECTS credits / 90 hours (14 hours – lectures, 16 hours – practical classes, 60 hours – independent study) |
| **Forms and Methods of Teaching** | Lectures, practical classes, independent work outside the schedule |
| **System of Formative and Summative Assessment** | Introductory assessment, ongoing assessment, final assessment. Final assessment – **CREDIT** |
| **Language of instruction** | Ukrainian |

# THEMATIC PLAN OF THE ACADEMIC DISCIPLINE

| No. | Topics | Learning Outcomes |
|---|---|---|
| 1. | Eduball (developmental balls) and mini-eduball (mini developmental balls) in the formation of mathematical and language competencies of primary school students | **Know:** the principles of using developmental balls in teaching primary school students; the possibilities of Eduball in developing mathematical and language competencies; types of tasks that combine physical activity and learning activities. |
| 2. | "Learning and Movement," "Movement for Learning" – innovative methods for primary school children aimed at developing mathematical competence in students with coordination disorders | **Know:** the features of psychomotor development in children with coordination disorders; methods of sensorimotor integration that influence mathematical skills; the structure and principles of conducting lessons using these methods |
| 3. | Combined methodology "Movement – Coordination – Learning." The "Smart Ball" approach for developing coordination and stimulating different areas of the brain. | **Know:** the features of the interconnections between coordination actions, physical activity, and cognitive processes; the neurophysiological foundations of brain activation through movement; exercises and techniques for developing interhemispheric interaction |
| 4. | Combined methodology "Movement Combined methodology "Movement – Coordination – Learning." Competence-oriented tasks in physical education for preschool and primary school children | **Know:** the main principles of the competence-based approach in physical education; types of integrated motor and cognitive tasks; principles of designing lessons aimed at developing key competencies |
| 5. | Greek innovative method "Kinetic Theatrical Game" as a means of developing creative and cognitive abilities of primary school children during physical education lessons | **Know:** the essence and structure of theatrical movement games; the pedagogical potential of theatrical elements in fostering creativity and cognitive skills; the role of emotions, storyline, and imagery in learning through movement |
| 6. | Italian innovative method "Crispiani Method" as a means of comprehensive and harmonious development of primary school children. | **Know:** the fundamentals of neuropsychomotor development; the corrective and developmental principles of the Crispiani Method; approaches to harmonious cognitive and motor development of primary school students. |

## THEMATIC PLAN WITH HOURS ALLOCATION

| Module Content | Number of hours | | | |
|---|---|---|---|---|
| | Total | Lectures | Practical classes | Independe work |
| **Module 1. Innovative Physical Education Methods in Primary Education Institutions in Poland** | **30** | **4** | **6** | **20** |
| Topic 1.1. Eduball (developmental balls) and mini-eduball (mini developmental balls) in the formation of mathematical and language competencies of preschool and primary school children | **16** | 2 | 4 | 10 |
| Topic 1.2. "Learning and Movement," "Movement for Learning" – innovative methods for preschool and primary school children aimed at developing mathematical competence in students with coordination disorders | **14** | 2 | 2 | 10 |
| **Module 2. Combined Methodology "Movement – Coordination – Learning"** | **32** | **6** | **6** | **20** |
| Topic 2.1. The "Smart Ball" approach for developing coordination and stimulating different areas of the brain | **16** | 4 | 2 | 10 |
| Topic 2.2. Competence-oriented tasks in physical education for preschool and primary school children | **16** | 2 | 4 | 10 |
| **Module 3. Innovative Physical Education Methods in Primary Education Institutions in Greece and Italy** | **28** | **4** | **4** | **20** |
| Topic 3.1. Greek innovative method "Kinetic Theatrical Game" as a means of developing creative and cognitive abilities of preschool and primary school children during physical education lessons | 14 | 2 | 2 | 10 |
| Topic 3.2. Italian innovative method "Crispiani Method" as a means of comprehensive and harmonious development of preschool and primary school children | 14 | 2 | 2 | 10 |
| **Total hours:** | 90 | **14** | **16** | **60** |

**The student should BE ABLE TO:**
**Eduball / mini-Eduball**

- select and combine exercises to develop mathematical and language skills;
- integrate motor and cognitive tasks during the lesson;
- organize a safe and effective educational game-based process.

- appropriate selection of games considering goals, age, and group diversity;
- consideration of organizational and safety conditions;
- planned methods for assessing children's progress;
- justification supported by scientific literature and research.

2. **Conduct a fragment of a lesson** prepared by the student using one of the 7 methods presented during the course, according to the following requirements:
   - clear and understandable instructions for "students";
   - possibility to modify the game during the lesson;
   - appropriate pace, level of difficulty, and participant engagement.
3. **Complete a knowledge test** with a result of at least 60%.
4. **Active participation in classes:**
   - participation in discussions;
   - engagement in practical exercises.

## COURSE LEARNING AND ASSESSMENT POLICY

**Assessment Policy:** The assessment of students' knowledge is carried out in accordance with:

- Regulations of Lviv State University of Physical Culture named after I. Boberskyi: http://ldufk.edu.ua/index.php/navchalna-robota.html
- Course syllabus: https://repository.ldufk.edu.ua/server/api/core/bitstreams/bf809abb-a5be-482d-81fc-2b55535f6f41/content

**Grading procedure:** Points earned from ongoing assessments, independent work, and final assessments are counted. Attendance and active participation in practical classes are mandatory. Assessment is conducted on a 100-point scale. Points are distributed as follows:

- Ongoing assessment – 70 points
- Module control work – 30 points
- Additional points:
  - Attendance at all lectures – 10 points
  - Submission of lecture notes – 10 points
  - Writing research papers, participation in conferences – 10 points each

**Academic integrity policy:** Cheating and plagiarism are strictly prohibited. Compliance with academic integrity, ethical behavior, and corporate culture is ensured according to the **Regulations on Academic Integrity of Lviv State University of Physical Culture named after I. Boberskyi**: https://www.ldufk.edu.ua/wp-content/uploads/2023/06/polozhennja-pro-dobrochesnist-04-20.pdf

**Policy on recognition of non-formal learning outcomes:** Students who have acquired educational competencies outside Lviv State University of Physical Culture may have their results recognized and credited towards the course if they meet the prerequisites of the educational program, in accordance with the **Regulations on Recognition of Learning**

**Outcomes Obtained through Non-Formal Education**: https://www.ldufk.edu.ua/wp-content/uploads/2023/02/polozhennia_neformalna_osvita.pdf

It is recommended that students enhance their professional knowledge and skills by completing online courses on educational platforms such as:

- Google Digital Workshop
- Prometheus

**Use of Artificial Intelligence (AI) in the learning process:** One of the key advantages of AI in education is its ability to provide a personalized learning experience. Therefore, the course includes the completion of an online course on the application of AI for work and business: https://rsvp.withgoogle.com/events/ai-basics_2023_short/home. The certificate obtained upon completion of the online course can be used to credit 30 points under the non-formal education policy.

**"Learning and Movement," "Movement for Learning"**

- adapt movement exercises for children with coordination disorders;
- use movement to develop spatial, rhythmic, and logical skills;
- design individual and group corrective-developmental sessions.

**"Movement – Coordination – Learning" (Smart Ball)**

- create coordination-cognitive exercises;
- use movement to activate cognitive functions;
- combine ball exercises with learning tasks.

**Competence-oriented motor tasks**

- develop integrated tasks (motor, cognitive, social);
- design competence-oriented lessons;
- organize group and project activities that develop key competencies.

**Kinetic Theatrical Game**

- create plots and characters for theatrical movement games;
- develop students' creative and communicative abilities through movement;
- organize role-play, story-based, and emotionally-motor interactions in groups.

**Crispiani Method**

- select exercises for balance, rhythm, and motor control development;
- apply neuropsychomotor stimulation protocols;
- adapt lessons for children with learning or motor development difficulties.

**The student should MASTER:**

- skills in integrated learning of "movement + cognition";
- technologies for developing coordination, attention, memory, and sensorimotor integration;
- techniques for applying innovative methods in physical education lessons;
- methods for organizing differentiated instruction for students with diverse educational needs;
- tools for developing creative, cognitive, and social competencies in primary school students;

- modern pedagogical technologies that combine physical, cognitive, and emotional development.

**Teaching Methods and Forms**

**1. Forms of classes:**

a) Practical classes in small groups;
b) Micro-teaching (short demonstration lessons conducted by students);
c) Project work (developing a written lesson plan).

**2. Teaching methods:**

a) Short interactive lecture (theoretical introduction and research overview);
b) Active methods:

- work in groups and pairs;
- role-playing games;
- learning-by-doing method.

**Assessment Criteria**

To pass the course, each participant must attend at least 80% of classes and:

1. **Prepare a lesson plan** for each of the 7 methods studied in the course (main form of assessment), according to the following requirements:

- clearly defined objectives (knowledge, skills, attitudes);

**INFORMATION SOURCES**

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4. Moskalenko, N. V., Sorokolit, N. S., & Turchyk, I. Kh. (2019). Key competencies in physical education of schoolchildren within the "New Ukrainian School" reform. *Scientific Journal of NPU named after M. P. Drahomanov. Series 15, Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sport)*, 5(113), 223–228.

5. Onyshchuk, S. O. (2019). Implementation of the New Ukrainian School concept in physical education lessons. *Scientific Journal of NPU named after M. P. Drahomanov. Series 5, Pedagogical Sciences: Realities and Prospects*, 72(2), 83–87. https://doi.org/10.31392/NPU-nc.series5.2020.72-2.17

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game tools in physical education of preschool children. *Olympicus*, 3, 112–121. https://doi.org/10.24195/olympicus/2024-3.15

10. Prystupa, Y., Pasichnyk, V., & Vovkanych, A. (2023). Comprehensive development of abilities of senior preschool children using integral-developmental balls. *Scientific Discourse in Physical Education and Sport*, 2, 37–47.

11. Prystupa, Y. N., Petryshyn, Y. V., Vynogradskyi, B. A., et al. (2014). *Didactic games with balls* (Educational manual). Lviv, Ukraine: LDUFK.

12. Sorokolit, N., Rymar, O., & Solovey, A. (2018). Formation of school physical education in Ukraine during the independence period. *Sports Bulletin of Prydniprovia*, 2, 135–139.

13. Sorokolit, N., & Shiyan, O. (2018). *Methodical recommendations on implementing the cross-cutting content line "Civic Responsibility": Physical Education*. Kyiv, Ukraine: Osnova.

14. Sorokolit, N. (2021). Readiness of physical education teachers to implement the main provisions of the New Ukrainian School in physical education. *Sports Bulletin of Prydniprovia*, 2, 137–146. https://doi.org/10.32540/2071-1515-2021-2-137

15. Sorokolit, N. (2021). Competence-based approach in physical education. In *Current issues of science and education. The XIV International Science Conference* (pp. 146–152). Rome, Italy.

16. Sorokolit, N. (2021). Opportunities for implementing civic and social competencies in physical education. In Y. B. Zorii (Ed.), *Physical Culture and Sport: Experience and Prospects. Proceedings of the III International Scientific-Practical Conference; April 8–9, 2021* (pp. 129–132). Chernivtsi, Ukraine: Yuriy Fedkovych Chernivtsi National University.

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18. Sorokolit, N. (2022). Development of ecological competence of students in physical education lessons. In *Physical Activity and Quality of Human Life. Proceedings of the VI International Scientific-Practical Online Conference; June 23, 2022* (pp. 71–72). Lutsk, Ukraine.

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20. Sorokolit, N. S. (2022). Methodical techniques for forming students' information and communication competence in the process of physical education. In *Current Issues of Physical Culture, Sport and Ergometry. Proceedings of the III International Scientific-Sport Congress* (pp. 36–38). Chernivtsi, Ukraine: Yuriy Fedkovych Chernivtsi National University.

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