

Ivan Boberskyi
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of Physical Culture



Movement –
Coordination –
Learning



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Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education

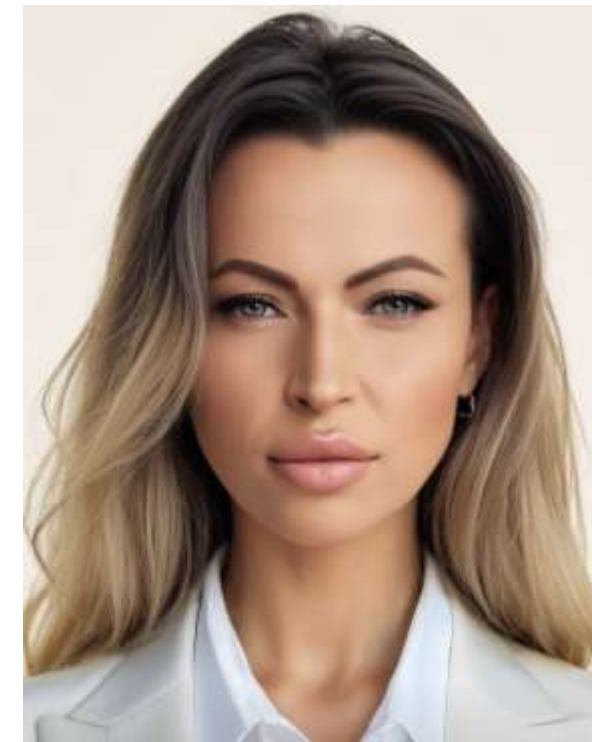
Our team



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Combined Methodology of Movement – Coordination – Learning

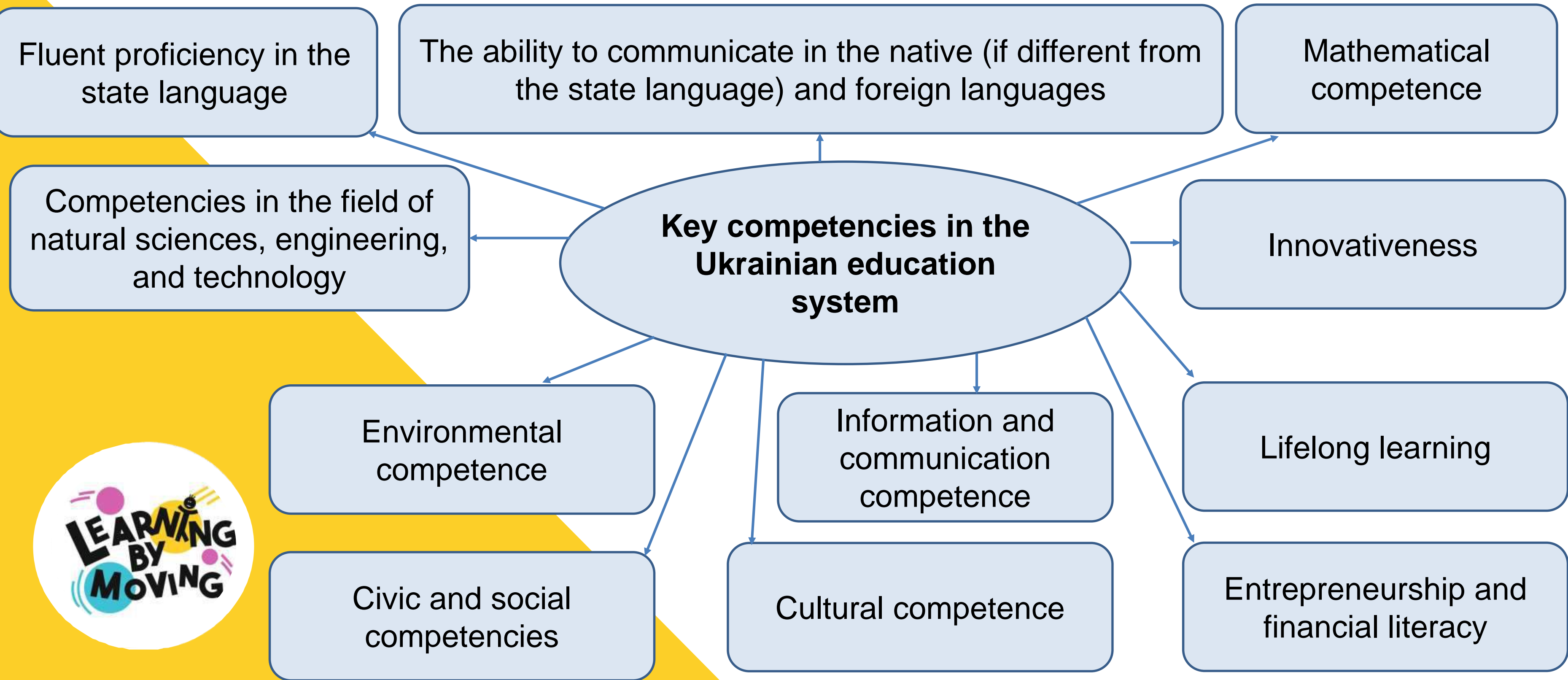
The first direction: "Smart Ball" integrates various aspects of development, including motor, cognitive, and communicative abilities, using the ball as a universal tool for activities that promote the development of different areas of a child's growth

Second direction: Integration of physical exercises with competency-based tasks to develop the 11 key competencies of the educational reform 'New Ukrainian School', as well as cross-cutting skills, including creativity, innovation, and vocabulary expansion through physical activity

Third direction: The use of special physical exercises to stimulate different parts of the central nervous system, with tasks involving ball throws for accuracy at different targets and changing the trajectory of movement



Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education





Fluent proficiency in the state language

Competency-based tasks "Fun exercise with words" for students aged 7-10

Goal: Development of speech skills in Ukrainian during physical activity; formation of coherent speech, correct use of words and expressions; reinforcement of the names of movements and exercises in Ukrainian.

The physical education teacher prepares cards with the names of movements (e.g., "jump," "squat," "tilt"), an audio recording of rhythmic Ukrainian music, and children can bring a ball or a soft toy for passing.

The teacher shows the students the cards with the names of movements and pronounces them together with the class. For example: "Clap your hands," "March in place," "Raise your hands up." The students form a circle. The teacher throws the ball (or passes the soft toy) to one of the students and names a movement. The student performs the movement and loudly repeats its name, then passes the ball to another student. The next student repeats the previous participant's movement and adds a new one (for example: "Squat! Raise your hands!"). The game continues until all students have completed the task

The ability to communicate in the native (if different from the state language) and foreign languages

Competency-based tasks "Active English: Move and Speak!" for children aged 7-10

Goal: To develop communication skills in English through physical activity; to expand students' vocabulary on the topics of "movements" and "sports"; to enhance attention, coordination, and teamwork skills.

Relay race "English Action Race"

Students are divided into 2-3 teams. At each stage of the relay, they receive a card with a task (e.g., "Run to the cone and jump three times!"). While completing the task, the student passes the relay baton to the next participant. The team that completes all the tasks correctly and fastest wins.

This task combines activity and language learning, helping children easily absorb English through movement!



Mathematical competence

Competency-based tasks "Mathematical Sports Marathon" for children aged 7-10

Goal: To combine physical activity with the development of mathematical skills; to reinforce mental arithmetic, geometric concepts, and arithmetic operations; to develop coordination, endurance, and reaction speed; to teach children teamwork and decision-making during the game



"Jumping with counting"

Children jump over a skipping rope a certain number of times. The teacher calls out a number, for example, "4," and asks, "What is 4 plus 3?" – the child must answer while jumping

"Geometric run"

Geometric shapes are placed on the playground (on cards or on the ground). The teacher gives a command: "Run to the triangle!", "Jump near the square!". The children perform the movements and name the shape

"Finish Puzzle"

The teacher shows a card with a math problem (e.g., $2+2$), and the children must run to the correct number on the cards and touch it. The team that completes all the tasks correctly and fastest wins. This game will help children simultaneously develop their math skills and physical fitness, making learning dynamic and fun!





Competencies in the field of natural sciences, engineering, and technology

Competency-based tasks "Energy of Nature" Relay for children aged 7-10

Goal: To develop physical activity and form competencies in the field of natural sciences through a game that simulates the use of natural forces – the sun, wind, and water.

Expected outcome: Children will learn the basics of renewable natural resources; they will develop agility, coordination, and teamwork; they will understand the importance of nature in daily life.

Activity description: Light balls (solar energy ☀); paper fans or flags (wind ⇐); bottles of water or small buckets (water 💧); pins or other obstacles.

Students are divided into 2-3 teams. Each team is given the task of transferring "nature's energy" in a specific way.

Relay stages:

- First stage "Solar energy ☀":** One player moves a ball (solar ray) between the pins, holding it with both hands.
- Second stage "Wind power ⇐":** The next player must blow an air balloon or light ball along a path using a fan or flag.
- Third stage "Water energy 💧":** The final player carries a bottle of water, trying not to spill it, and pours it into the team's bucket.

The team that successfully transfers all three natural forces and collects the most water in the bucket wins





Environmental competence

Competency-based tasks "Clean Planet" for children aged 7-10 "Ecological Relay"

Goal: To form an understanding in children of the necessity of nature conservation through physical activity.

Expected outcomes: Students will learn to appreciate the importance of nature conservation; they will develop physical qualities (agility, coordination, endurance); they will reinforce the concept of ecological responsibility.

Activity description: The teacher prepares tennis balls, small hoops, plastic bottles, cardboard boxes, and soft toys. Children are divided into two or three teams, each performing tasks that simulate ecological situations. The teacher gives an ecological scenario for each student in the line.

- **"Plant a tree"** 🌱 – Students must run a certain distance with a small ball (imaginary seed) and place it in a designated spot (simulating tree planting).
- **"Clean the river"** 💧 – Students must collect "trash" (balls or plastic items) and carry it to the "recycling container" (hoops or boxes).
- **"Save the animals"** 🐰 – Students must jump on both feet (simulating rabbit jumps) for a certain distance and "rescue" a soft toy (animal) by placing it in a hoop or box.





Innovativeness

Competency-based task "Mobile Sport" for children aged 7-10

Goal: To develop creative thinking and the ability to approach physical exercises and modern technologies innovatively, encouraging children to generate new ideas and adapt traditional activities to modern conditions.

Activity description: The teacher explains that a new type of mobile technology – mobile sport – will be introduced in the school physical education class. The children need to come up with new active games that could easily be adapted for smartphones. In other words, they have to think about how to combine physical exercises with the latest technologies.

Task: To combine physical exercises (e.g., jumping, running, hoops) with technology in a way that could be interesting and beneficial for people. The children present their ideas to the class



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Information and communication competence

Competency-based task "Mission of Team Communication" for children aged 7-10

Goal of the task: To develop students' skills in effective communication, information exchange, and collaboration through physical activities that stimulate teamwork and interaction.

The physical education teacher divides the students into several teams of 4-5 children. Each team receives a "mission" consisting of several stages (moving objects, jumping through hoops, completing an obstacle course). At each stage, there will be information that students need to convey to one another using gestures or short commands (for example, "move the ball through obstacles," "jump through the hoop," "help a teammate"). This mission must be demonstrated by the team captain or a chosen student using gestures.

Stage 1: Passing the ball – The first participant must pass the ball to the team using only their feet. However, they cannot say how to pass the ball; they can only demonstrate with their movement, and the rest of the team must understand and follow.

Stage 2: Jumping through hoops – The team must go through a series of hoops, with each participant conveying information to the team through movements (for example, jumping through the hoop in a specific way or marching in a certain manner).

Stage 3: Obstacle course – One participant performs the task on the obstacle course, while others pass on important instructions to them in turn.

Each stage contains a task that requires students to communicate effectively to complete it. It is important for participants to clearly understand how to pass information to one another: through short instructions, symbols, or movements. The teacher can introduce additional restrictions, such as conveying information only through facial expressions or gestures. Once the team completes the final stage, they announce the completion of the mission. The teacher then discusses how communication was organized within the group and whether everyone paid attention to the information exchange





Lifelong learning

Competency-based tasks "Journey to Health" for children aged 7-10

Goal: To develop skills in active physical movement; to raise awareness about the importance of a healthy lifestyle; to nurture the ability to independently plan physical activities for maintaining health.

Station 1: "Healthy Food Choice"

This station is aimed at developing skills for proper nutrition and habits that support health. Students are asked to select cards with healthy foods (vegetables, fruits, water) and reject cards with unhealthy foods (sweets, fast food).

Station 2: "Relaxation and Recovery"

This station focuses on developing knowledge about the importance of performing physical exercises after physical activities. Students are offered a short meditation or relaxation exercises (deep breathing, walking in the fresh air).

Station 3: "Movement and Play"

This station is aimed at developing teamwork skills and teaching children to enjoy physical activity. Students are asked to participate in team games (such as relays, outdoor team games), where they work together to achieve a goal



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Civic and social competencies



Competency-based task "Together – We Are Strong" for children aged 7-10

Goal: To develop social skills of interaction, cooperation, and responsibility; to nurture respect for others, a sense of friendship, and team support; to develop physical qualities (agility, speed, coordination).

The students imagine themselves as inhabitants of the "Friendly Country," where everyone must help each other, act together, and support their friends. They complete a series of team physical challenges that teach them to work together, follow rules, and appreciate team support.

Task "Bridge of Friendship" (Active relay) – Aimed at developing coordination and cooperation, supporting classmates. Each team must cross an imaginary bridge (a strip of gym mats or a rope on the floor), but they can only move while holding hands or placing hands on each other's shoulders. If someone lets go of a hand, the team must return to the beginning.

Task "Save a Friend" (Exercise for mutual help) – Aimed at developing the ability to care for others, show concern, and practice mutual support.

One student from each team is the "traveler," who finds it hard to walk (they may hop on one foot, move slowly, etc.). The team's task is to help them reach the finish line (by offering a hand, supporting, or walking slowly so they don't fall behind).

Task "One Team" (Moving in hoops) – Aimed at teaching students to agree and work together to achieve a goal. All participants of the team must pass through a route while moving inside a large gym hoop, holding onto its edges. The main rule is not to go beyond the hoop's boundary.

Task "Help a Friend" (Crossing the "Swamp") – Aimed at developing collective thinking skills and decision-making. Teams are given a limited number of "stones" (sheets of paper or mats) to step on. They need to reach the opposite shore together while stepping on these "stones." If someone steps outside, the team starts over.

Task "Friendly Circle" (Final task) – Aimed at summarizing the physical exercises and raising awareness of the importance of social skills, reinforcing the values of cooperation.

The children form a circle, holding hands. The teacher asks questions such as: "How did you work together today?", "What was important in teamwork?", "Why is it important to support friends?", "Can these skills be used not only in sports but also in life?"



Cultural Competence



Competency-based Tasks "Around the World Journey: Dances and Physical Games of the World's Peoples" for Children Aged 7–10 Years

Objective: To introduce children to the cultural traditions of different peoples through physical games and dances; to foster respect for other cultures and national characteristics; to form a positive attitude towards the diversity of the world through physical activity.

The students, along with the physical education instructor or choreographer, embark on an exciting journey through various countries, getting to know traditional physical games and dances of different peoples. In each country, they will face a special task.

Task 1. "Ukrainian Cossacks" (Ukraine):

The task is aimed at familiarizing children with the traditions of the Cossacks and developing endurance and strength. Children perform movements that imitate Cossack training – squats, jumps over "obstacles," and running with a spear (stick).

Task 2. "Krakowiak" (Rhythmic Warm-up) – Poland:

The task is aimed at introducing children to Polish musical and dance traditions and developing coordination. Children do a warm-up by performing movements from the Polish dance "Krakowiak": jumping in place, clapping hands to the rhythm of the music, and stepping from one foot to the other.

Task 3. "Picnic in Tuscany" (Speed and Coordination Game) – Italy:

The task is aimed at introducing children to Italian gastronomic traditions and developing speed and coordination. Children, in teams, must quickly "collect" an Italian picnic by carrying "dishes" (models of fruits, vegetables, cheese) onto a special blanket.

Task 4. "Sirtaki Dance" (Movement Improvisation to Music) – Greece:

The task is aimed at familiarizing children with Greek dance art, forming a sense of rhythm, coordinating movements, and promoting teamwork. Children form a circle, put their hands on each other's shoulders, and perform simple dance steps to music: slow steps to the right, then to the left, accelerating the tempo with light jumps



Entrepreneurship and financial literacy



Competency-Based Task "Health Store" for Children Aged 7-10

Objective: To develop entrepreneurship and financial literacy in children through a game that combines physical activity, elements of trade, and an understanding of the value of goods.

The physical education teacher prepares cards or drawings depicting healthy products (fruits, vegetables, water, sports equipment), toy coins or tokens (dollars or euros), hoops, cones, and tunnels for performing movement exercises. The instructor explains to the children that they have opened a "Health Store," where they can buy useful items for their bodies. However, to obtain them, they must "earn" toy money by completing physical exercises.

Step 1: Earning Money

Children take turns completing movement tasks (jumping, running, crawling through a tunnel, throwing a ball at a target). For each correctly completed task, they receive a token or a toy coin.

Step 2: Buying Healthy Goods

Children dribble a basketball between poles or cones toward the imaginary "store" (a table or box displaying cards with images of goods). They choose what they want to buy (fruits, water, sports equipment) and "pay" for their purchase with tokens



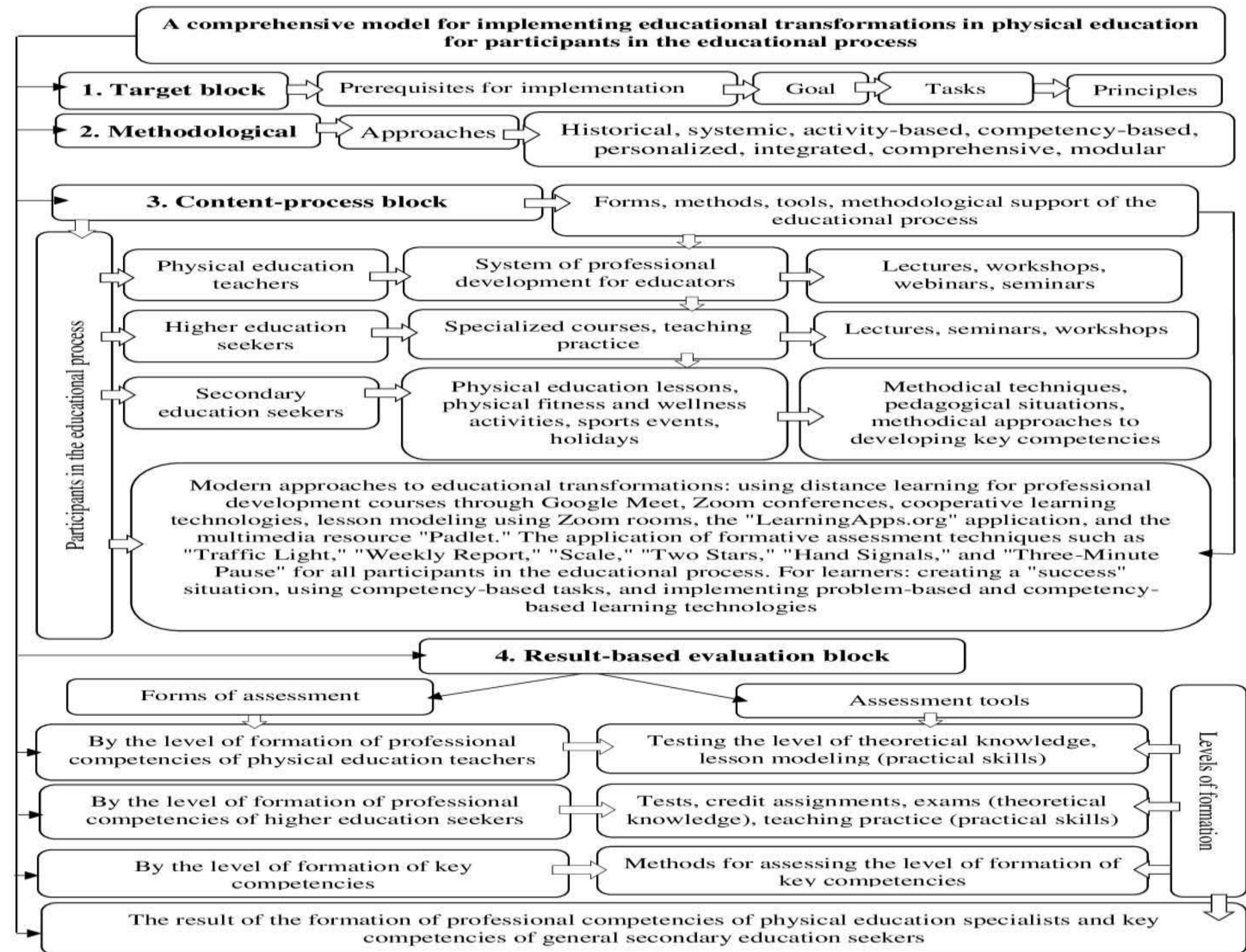
Effectiveness of the Method

Defended Doctoral Dissertation:

"Theoretical and Methodological Approaches to the Transformation of Physical Education of Students in General Secondary Education School"

N. Sorokolit

LEARNING BY MOVING



Innovative and Interdisciplinary Teaching Methods in Preschool and Primary Education

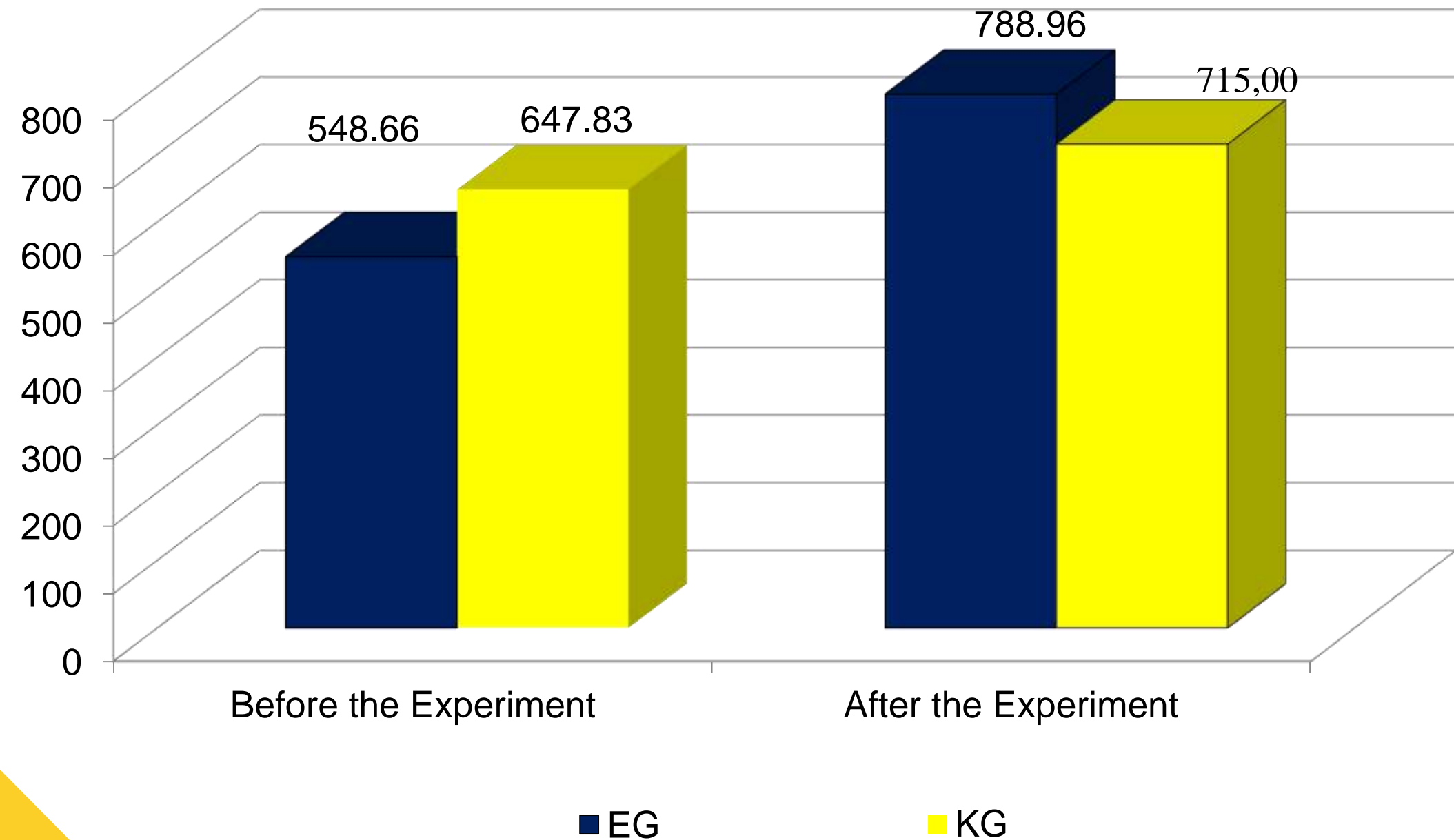


Fig. 1. Dynamics of Changes in the Professional Competence of Physical Education Teachers During the Experiment (Points)



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Table 1

Indicators of Changes in the Professional Competence of Participants in the Pedagogical Experiment (n=226)

№ 3/п	Participants of the pedagogical experiment	Results of Teachers' Testing					
		Lviv EG (n=134)			Vinnytsia KG (n=92)		
		To the experiment (points)	For the experiment (points)	Increase , %	To the experiment (points)	For the experiment (points)	Increase , %
1.	All participants	548,66	788,96	43,80	647,83	715,00	10,37
2.	Specialists of the highest category	565,83	797,50	40,94	668,33	728,33	8,98
3.	Specialists of other categories	528,71	779,03	47,35	644,75	713,00	10,59



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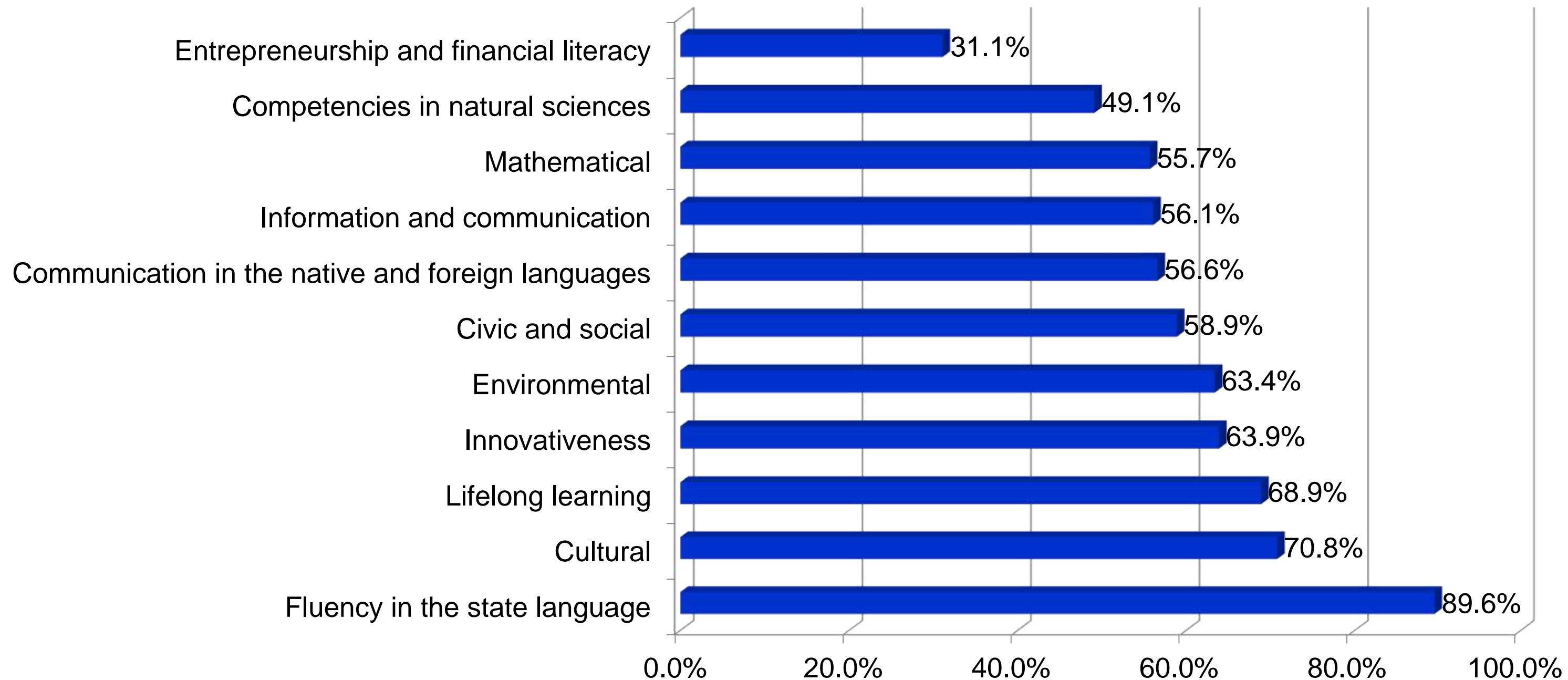


Fig. 2. Subjective opinion on the possibility of implementing key competencies (n=341), %



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Fig. 3. Dynamics of changes in self-assessment in students according to the Dembo-Rubinstein method (modified by A. Prikhojan)

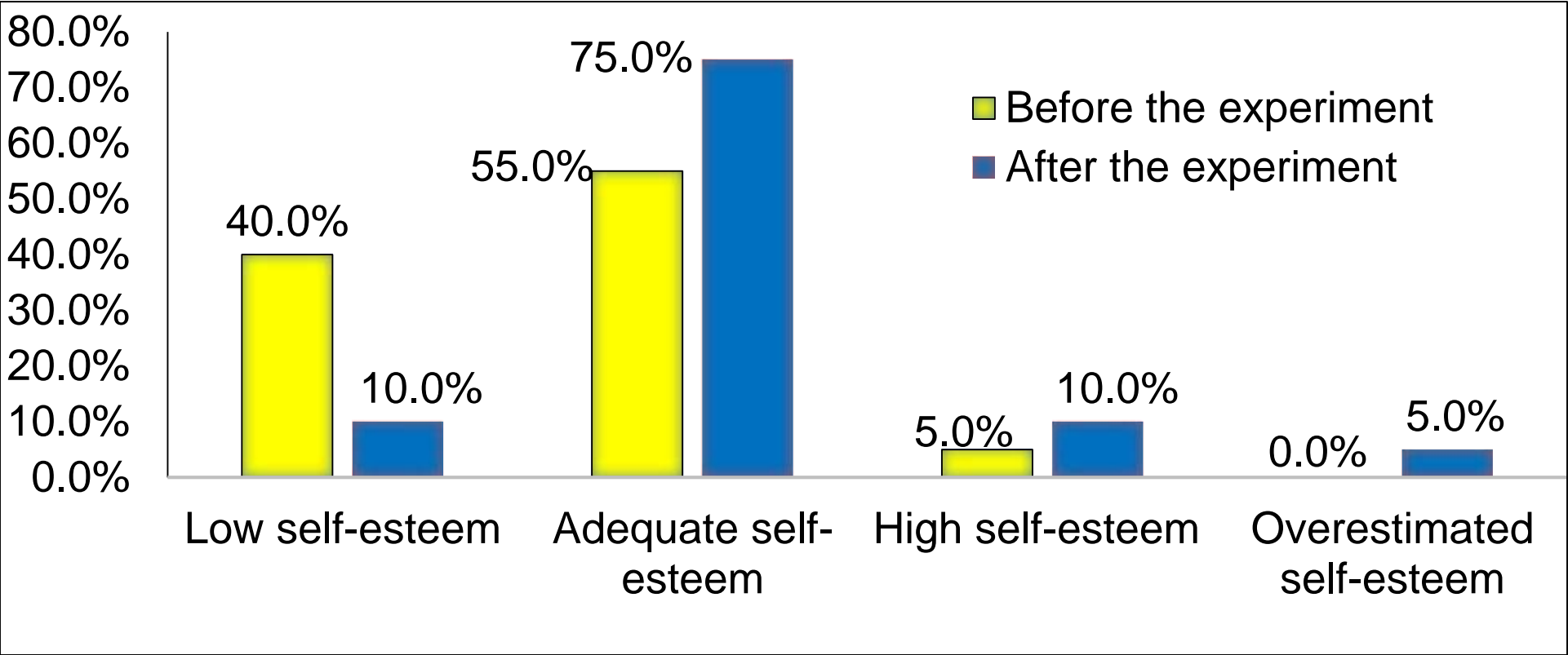
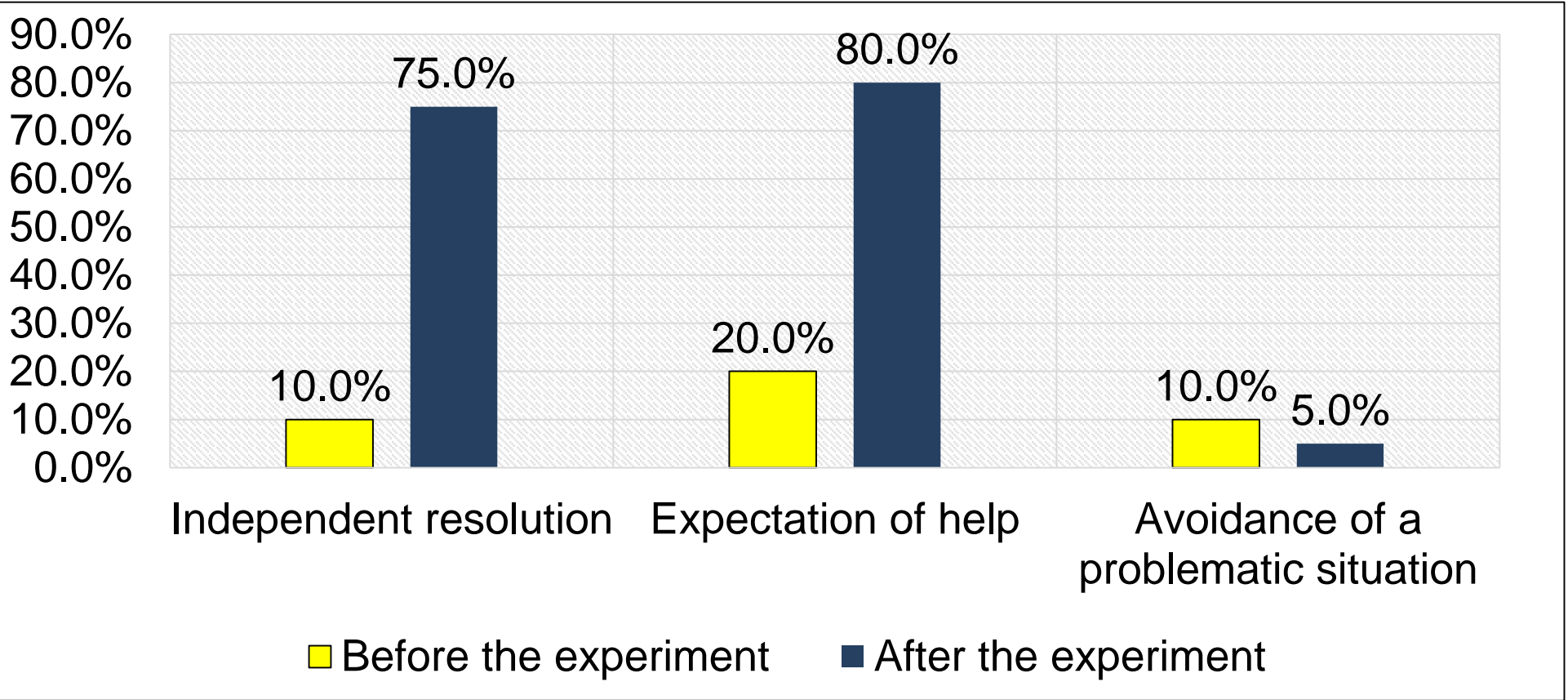


Fig. 4. Dynamics of changes in students' behavior strategy during the emergence of a problematic situation according to the D. Amirkhan method



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Fig. 5. Dynamics of changes in the level of cooperation in the children's group according to D.B. Elkonin

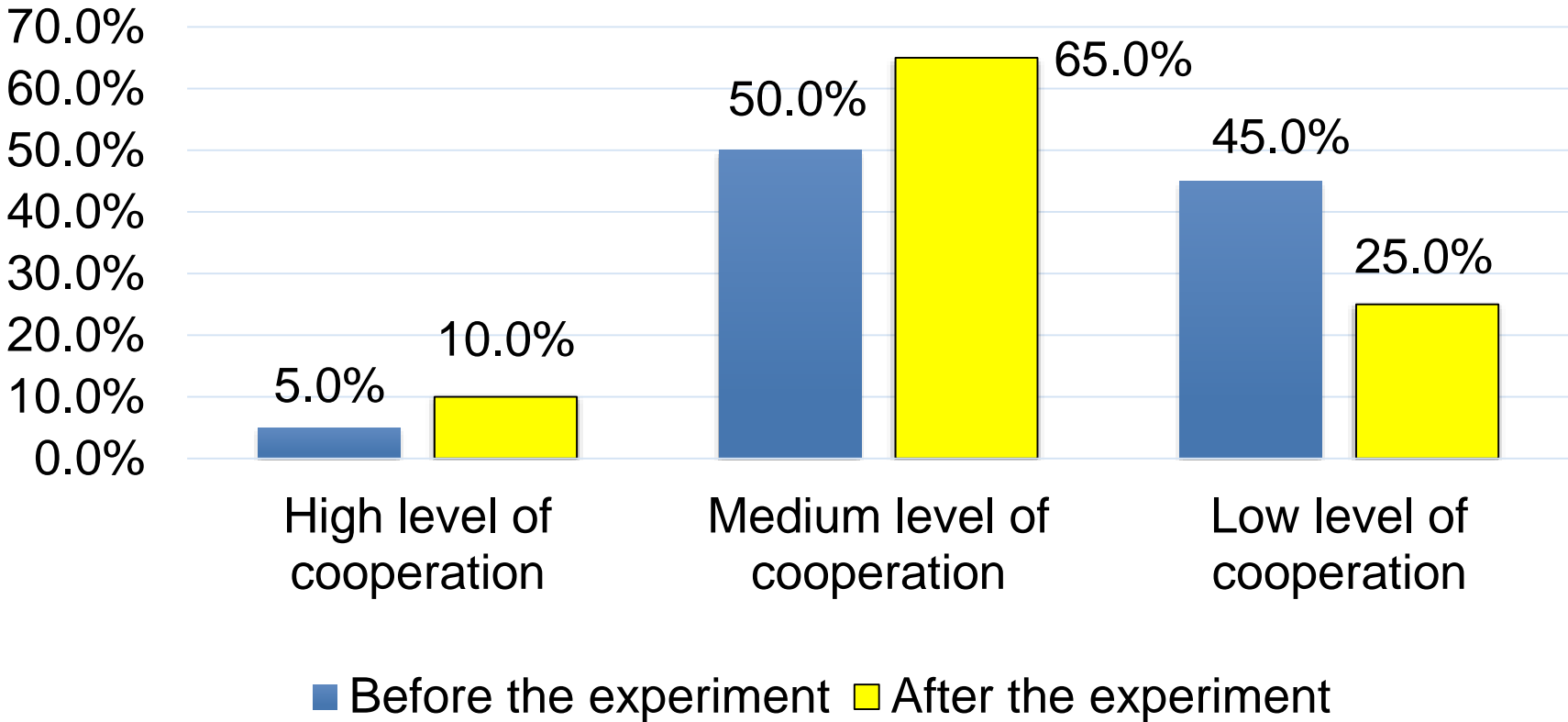
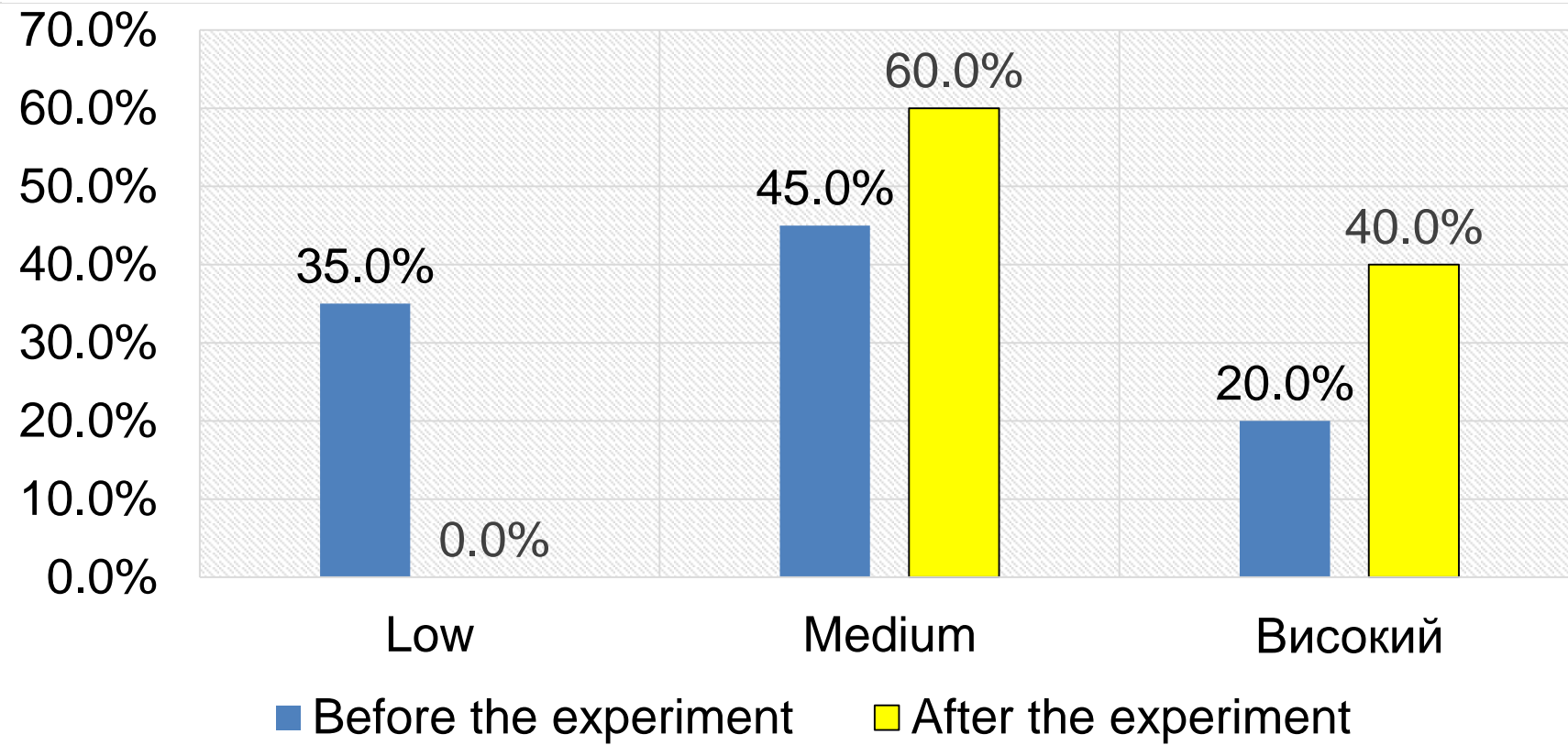


Fig. 6. Dynamics of changes in the level of communicativeness in students according to V.F. Ryakhovskyi



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Scientific publications

Two scientific articles indexed in the Web of Science citation database

1. Moskalenko N, Bodnar I, Sorokolit N, Rymar O, Solovey A. Analysis of Attitudes to educational reforms in Ukraine of Physical Education teachers and primary education teachers. In: Society. Integration. Education: proceedings of the International Scientific Conference. Rēzekne; 2020;2, p. 119–29.

<http://dx.doi.org/10.17770/sie2020vol2.4846>.

2. Sorokolit N, Lukjanchenko M, Turchyk I, Chopyk R. New Ukarinian School Educational Reforms and Proffessional Mastership of the Physical Education Teacher. In: Society. Integration. Education: proceedings of the International Scientific Conference. Rēzekne; 2021;4, p. 179–89.

DOI: <https://doi.org/10.17770/sie2021vol4.6138>.

SOCIETY. INTEGRATION. EDUCATION
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ANALYSIS OF ATTITUDES TO EDUCATIONAL REFORMS IN UKRAINE OF PHYSICAL EDUCATION TEACHERS AND PRIMARY EDUCATION TEACHERS

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Abstract. Questions, connected with conduction educational reforms on the modern stage in Ukraine, are discovered in this article. Those changes are connected with desire of Ukrainian society to join European society and to sigh Association with European Union. The educational reform is implemented in primary school. The goal is to find out and analyze physical education teachers' and primary school teachers' opinion about implementation educational changes on the present stage in Ukraine.

In due to realize such goal we applied literature sources analysis and questionnaire. The questions were answered by 100 physical education teachers and 104 primary school teachers from Lviv region. We have discovered opinion of physical education teachers and primary school teachers is common. The highest level of support got: opportunity to choose and create educational program in terms of educational standards (82% of physical education teachers, 78,9% of primary education teachers), providing different forms of elementary education (76% and 73,1% respectively), applying game methods in studying in elementary school (72% and 69,23% respectively). We have noticed difference in teachers' attitude towards verbal evaluation of pupils during physical education lessons, progressive forms of retraining and teachers' independent attestation. Teachers do not support 12-years studying period and implementing the inclusion.

Keywords: educational reform, "New Ukrainian School", physical education teachers, primary education teachers, Ukraine.

SOCIETY. INTEGRATION. EDUCATION
Proceedings of the International Scientific Conference. Volume IV, May 28th-29th, 2021. 179-189

NEW UKARINIAN SCHOOL EDUCATIONAL REFORMS AND PROFFESIONAL MASTERSHIP OF THE PHYSICAL EDUCATION TEACHER

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Abstract. The physical education teachers' attitude towards reforming of education in Ukraine in terms of reform "New Ukrainian School" was analyzed in the article. The physical education specialists' thoughts according these reforms' impact on forming of professional mastership of teachers were analyzed in the article. The goal of the research is to provide comparable analysis of the support level of New Ukrainian School reforms that have impact on building professional improvement of physical education teachers.

In order to reach the goal such methods were applied as analysis and generalization of literature sources, teachers' survey, based on questionnaire, its mathematic processing and comparative analysis. There were questioned 341 teachers from 7 Ukrainian regions with different qualification levels and pedagogical experience. All the respondents have given their permission in participation in the research.

The different levels of support of educational reforms among physical education teachers were found out. Innovations, in general, have higher than average and lower than average levels of support. The highest level of support has such innovation as freedom to choose or create educational program – 77,4%. However, even with high level of support, 41,9% of teachers think that they should teach pupils according to the only studying program, that is submitted by profile ministry. Only 6,5% of respondents are ready to create their own studying programs. However, 33,8% of teachers think the studying program should be adapted according to conditions of educational establishments. In order to build professional mastership, it is essential to imply different forms of qualification improvements (71,3%), distance studying during course retraining (59,7%), teachers' certification (53,6%). The lowest level of support has decentralization in management of educational establishment (39,1%).

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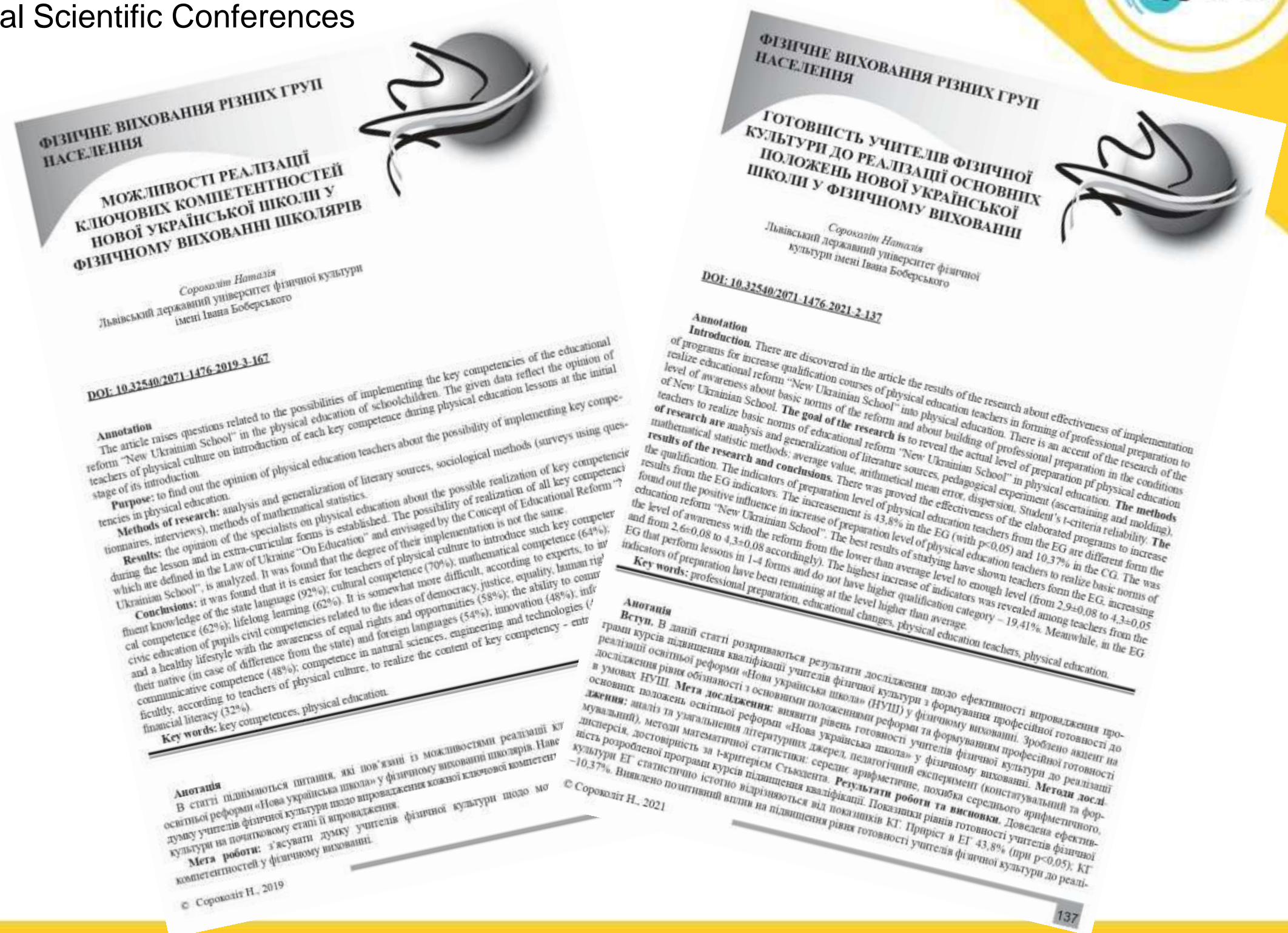
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Scientific publications in specialized journals of Ukraine

Thirteen scientific articles and three abstracts of International Scientific Conferences

1. Moskalenko NV, Sorokolit NS, Turchyk IH. Key competencies in physical education of schoolchildren within the framework of the "New Ukrainian School" reform. In: Scientific Journal of the National Pedagogical University of M.P. Drahomanov. Series 15, Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports). Collection of Scientific Works. Kyiv; 2019; 5(113)19, pp. 223–228.
2. Sorokolit N. Teachers' readiness for the implementation of the main provisions of the New Ukrainian School in physical education. Sports Bulletin of the Dnipro Region. 2021; 2:137–146. <https://doi.org/10.32540/2071-1515-2021-2-137>.
3. Sorokolit N. Opportunities for the implementation of key competencies of the New Ukrainian School in the physical education of schoolchildren. Sports Bulletin of the Dnipro Region. 2019; 3:186–174. DOI: [10.32540/2071-1476-2019-3-167](https://doi.org/10.32540/2071-1476-2019-3-167)



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6. Sorokolit NS. Comparative analysis of the opinions of physical education teachers and primary school teachers regarding the implementation of key competencies of the New Ukrainian School in physical education. Innovative Pedagogy. 2020;22;4:69–73. DOI: <https://doi.org/10.32843/2663-6085/2020/22-4.14>

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ТЕОРИЯ ТА МЕТОДИКА НАВЧАННЯ ІЗ ФІЗИЧНОГО ВИХОВАННЯ
ПОРІВНЯЛЬНИЙ АНАЛІЗ ДУМКИ ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ
І УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ ЩОДО ВПРОВАДЖЕННЯ
У ФІЗИЧНЕ ВИХОВАННЯ
THE COMPARABLE ANALYSIS OF PHYSICAL EDUCATION TEACHERS'
AND PRIMARY EDUCATION TEACHERS' ATTITUDE TOWARDS
IMPLEMENTATION OF NEW UKRAINIAN SCHOOL KEY COMPETENCES
INTO PHYSICAL EDUCATION

Статтю присвячено аналізу думки вчителів фізичної культури та вчителів початкових класів щодо впровадження ключових компетентностей Нової української школи у фізичне виховання. Проаналізовано результати опитування вчителів фізичної культури та вчителів початкових класів щодо впровадження ключових компетентностей Нової української школи у фізичне виховання. Мета дослідження – з'ясувати, чи є впровадження ключових компетентностей Нової української школи у фізичне виховання актуальним завданням для вчителів фізичної культури та вчителів початкових класів. Результати дослідження свідчать про те, що впровадження ключових компетентностей Нової української школи у фізичне виховання є актуальним завданням для вчителів фізичної культури та вчителів початкових класів. Висновки дослідження свідчать про те, що впровадження ключових компетентностей Нової української школи у фізичне виховання є актуальним завданням для вчителів фізичної культури та вчителів початкових класів.

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ПРОФЕСІЙНІ КОМПЕТЕНТНОСТІ УЧИТЕЛІВ ФІЗИЧНОЇ
КУЛЬТУРИ

Статтю присвячено аналізу думки вчителів фізичної культури щодо впровадження професійних компетентностей Нової української школи. Проаналізовано результати опитування вчителів фізичної культури щодо впровадження професійних компетентностей Нової української школи. Мета дослідження – з'ясувати, чи є впровадження професійних компетентностей Нової української школи актуальним завданням для вчителів фізичної культури. Результати дослідження свідчать про те, що впровадження професійних компетентностей Нової української школи є актуальним завданням для вчителів фізичної культури.

of professional competencies of physical education
teachers, justification of elaboration and characterizing of special
visions of New Ukrainian School in order to increase
tunity for physical education specialists to develop
lengthening, group work in conditions of standards of
the lessons, based on competence approach; to form
What is more, there were highlighted pre-conditions
ication teachers from seven Ukrainian regions: Lviv,
e was determined that the main factors that prove
ical education teachers' though that courses of
ovations (80.4%); the need in additional studying
the modern stage (22.3%); lack of professional
paration in distance format (59.7%);
teachers; the reform of New Ukrainian School.

влада загальної середньої освіти вимагає
вності. Це обумовлено тим, що в рамках
ів освіти для учнів 1–4 та 5–9 класів, нові
асяк, планування навчального матеріалу
тностей та компетентного підходу у

ам управління процесом становлення
вистості, здатної найповнішим чином
ок світового, зокрема, європейського
і реформування відповідно до
ровідних країнах світу. Загальною
ї його сутність полягає у тому, що
ї та навчиск, а й оформувати її

фізичної культури присвячено чимало досліджень
ї зосереджено увагу на обґрунтуванні складових професійної

ВІСНИК ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ УЧИТЕЛІВ
ФІЗИЧНОЇ КУЛЬТУРИ В УМОВАХ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ
Паталія Сороколіт
Львівський державний університет фізичної культури імені Івана Боберського, Львів

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Competencies of Physical Education Teachers in Terms
of the Implementation of the New Ukrainian School
The article is dedicated to the analysis of the opinions of physical education teachers regarding the implementation of professional competencies of the New Ukrainian School. The results of the survey of physical education teachers are analyzed. The purpose of the study is to determine whether the implementation of professional competencies of the New Ukrainian School is a relevant task for physical education teachers. The results of the study show that the implementation of professional competencies of the New Ukrainian School is a relevant task for physical education teachers.

у процесу змінювання
і парадигму фізичної
ї компетентностей у
на сучасний етап

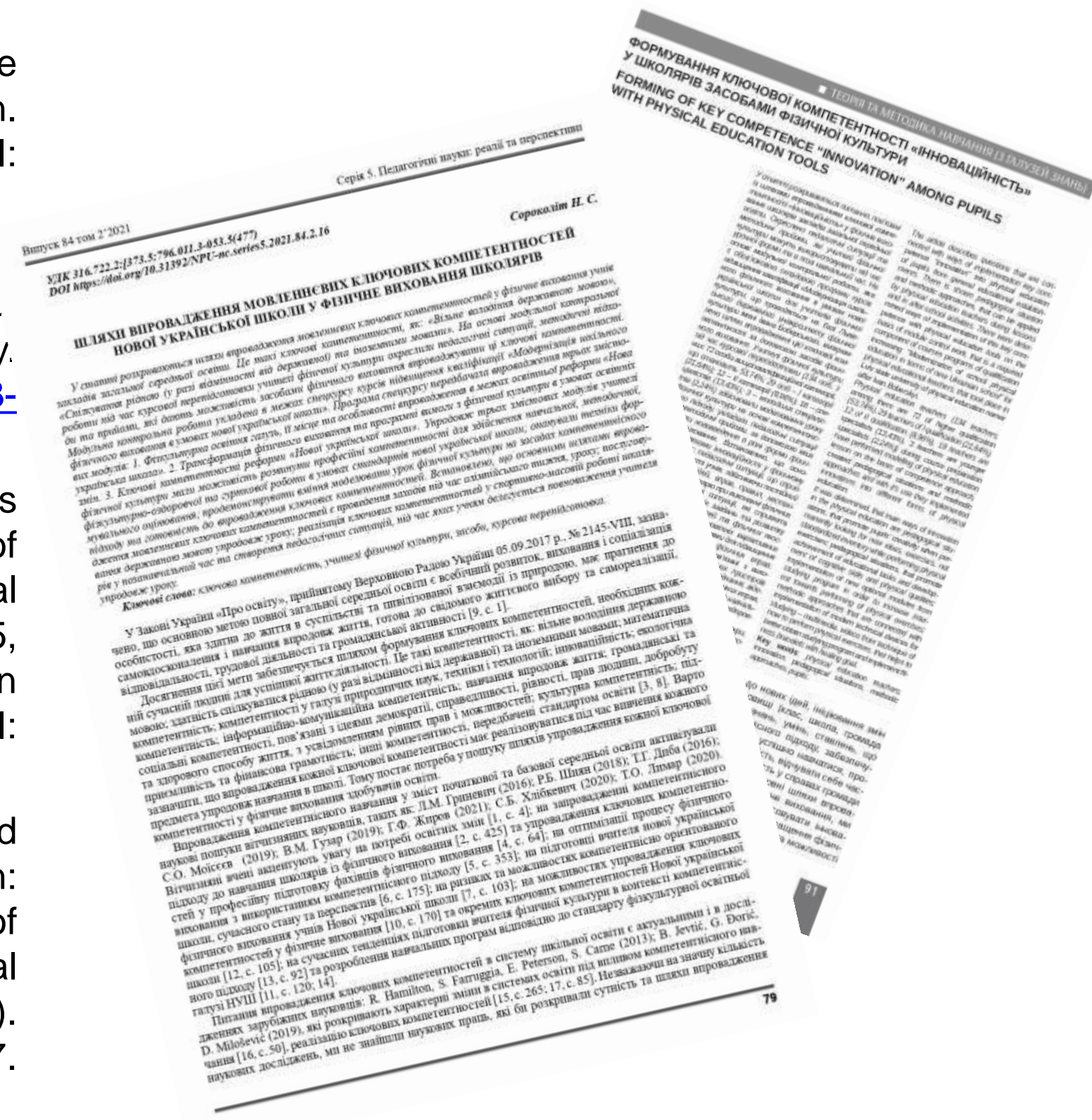
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