



Protocol for Monitoring the Effectiveness of Mastering the Combined Method “Movement – Coordination – Learning”

№	Questions	Rating Scale				
		1	2	3	4	5
1.	What is the essence of the innovative method “Movement – Coordination – Learning”?					
2.	What key components does the method encompass, and how are they interconnected?					
3.	How does the “Smart Ball” component integrate the development of children’s motor, cognitive, and communicative abilities?					
4.	Provide examples of ball games or exercises that promote a child’s integrated development					
5.	How can physical exercises be integrated with competency-based tasks within the educational reform “New Ukrainian School” (NUS)?					
6.	How does physical activity contribute to the development of creativity, imagination, and vocabulary enrichment in children?					
7.	Why does the “Movement – Coordination – Learning” method align with the requirements for developing the 11 key competencies of the New Ukrainian School (NUS)?					
8.	What is the significance of using specific physical exercises to stimulate different parts of the central nervous system?					
9.	How do ball-throwing tasks aimed at accuracy and varying movement trajectory influence the development of coordination abilities?					
10.	What is the innovative aspect of the “Movement – Coordination – Learning” method, and how can it be compared with traditional approaches in physical education for preschool and primary school children?					

Note:

The 5-point scale involves self-assessment or assessment by the physical education teacher of the quality of mastering the basic principles of the combined method “Movement–Coordination–Learning”, where:

1 – The student has fragmentary and superficial understanding of the method; does not understand the relationship between movement, coordination, and learning; performs tasks only with substantial teacher assistance; cannot explain or apply elements of the method.

2 – The student understands the basic concepts of the method; reproduces individual elements of “Movement–Coordination–Learning”; performs simple tasks by example; explanations are incomplete and requires prompts.

3 – The student understands the essence of the combined method; can partially apply its elements independently; performs tasks with minor errors; explains the relationship between movement, coordination, and learning in general terms.

4 – The student confidently understands and applies the method; independently performs tasks using all components; demonstrates developed motor and coordination skills; provides logical explanations and can give examples of application.

5 – The student has a deep understanding of the principles of the “Movement–Coordination–Learning” method; applies it creatively and effectively in various situations; demonstrates a high level of coordination, motor culture, and self-control; is able to teach others and provides well-argued explanations of their actions and decisions.