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***Kostrikova Kateryna***
*ORCID iD: https://orcid.org/0000-0002-1388-3311*
*Web of Science Researcher ID AAP-6713-2020*
*Candidate of Pedagogical Sciences, Lecturer*
*Kherson State University,*
*Kherson*

## INNOVATIVE APPROACHES TO IMPLEMENTING OLYMPIC VALUES IN PRIMARY SCHOOL

*The article explores the integration of Olympic values into primary education as a means of fostering a healthy lifestyle, moral and social qualities in students. The research focuses on the organizational and pedagogical conditions necessary for the effective implementation of Olympic principles in the primary school curriculum. The study analyzes modern educational technologies, including gamification, augmented and virtual reality, STEAM methods, and digital resources, which contribute to a deeper understanding of Olympic ideals.*

*The findings indicate that the incorporation of these technologies enhances students' engagement, promotes physical activity, and strengthens social interaction. The study also highlights the role of blended learning models, particularly the rotational model, in ensuring a balanced combination of online and offline activities in Olympic education.*

*The experimental study results confirm the effectiveness of the proposed methodology. Implementing Olympic values in primary education not only enriches the learning process but also cultivates a personality oriented towards self-improvement, ethical behavior, and lifelong commitment to a healthy lifestyle. The integration of Olympic education into primary schooling is a promising direction for shaping socially responsible individuals who appreciate teamwork, perseverance, and fair play.*

*The study contributes to the theoretical and practical development of Olympic education, emphasizing its role in modernizing physical education curricula and promoting sustainable educational practices. The conclusions suggest that Olympic values, when properly integrated, provide a holistic approach to personal development, reinforcing both cognitive and socio-emotional skills.*

***Key words:*** *Olympic values, primary education, healthy lifestyle, educational technologies, gamification, digital resources, STEAM methods.*

***Кострікова Катерина. Інноваційні підходи до впровадження олімпійських цінностей у початковій школі.*** *У статті розглядається інтеграція олімпійських цінностей у початкову освіту як засіб формування здорового способу життя, моральних та соціальних якостей учнів. Дослідження акцентує увагу на організаційно-педагогічних умовах ефективного впровадження олімпійських принципів у навчальний процес початкової школи. Здійснено аналіз сучасних освітніх технологій, зокрема гейміфікації, доповненої та віртуальної реальності, STEAM-методів, цифрових ресурсів, що сприяють глибшому розумінню олімпійських ідей. Виявлено, що впровадження цих технологій позитивно впливає на залученість учнів, розвиток їхньої фізичної активності та соціальної взаємодії. Представлені результати експериментального дослідження підтверджують ефективність запропонованої методики. Олімпійська освіта в початковій школі сприяє вихованню особистості, орієнтованої на здоровий спосіб життя, саморозвиток і дотримання морально-етичних норм.*

***Ключові слова:*** *олімпійські цінності, початкова освіта, здоровий спосіб життя, освітні технології, гейміфікація, цифрові ресурси, STEAM-методи.*

**Relevance.** Olympic education is an important component of the modern educational process, as it contributes to the formation of a healthy lifestyle and, the development of physical, moral, and social qualities of students. Ukraine is one of the active global participants in promoting Olympic education, introducing it into the educational process of different age categories - from primary school to the training of physical education specialists in higher education institutions.

A comprehensive analysis of the evolution of the Olympic movement, historical aspects of its development, the formation of educational programs, and the activities of the National Olympic Committee of Ukraine confirms the significant attention to this area [6].

An important aspect is also the integration of Olympic principles into the educational process of general secondary education institutions and the development of effective methods for the formation of Olympic values in younger students.

At the same time, despite numerous studies in physical education and sports, the issue of integrating Olympic values into primary school remains insufficiently studied. Modern realities, in particular the deterioration of children's health due to the COVID-19 pandemic and the consequences of military operations, require new approaches to motivating students to a healthy lifestyle and physical activity [7].

Thus, the development of effective organizational and pedagogical conditions for the formation of Olympic values in primary school is an **urgent scientific and methodological task** that will contribute to the comprehensive education of children, increase their physical activity, form moral and ethical norms and socially responsible behavior through the introduction of Olympic principles and values in the educational process of general secondary education [8-10].

**Statement of the problem.** The development of the psyche during the preschool years serves as a fundamental basis for the intellectual formation of the individual in later age periods. The Constitution of Ukraine, the National Doctrine of Education Development of Ukraine of the XXI century and the Law of Ukraine “On Preschool Education”, the Concept of the “New Ukrainian School” jointly stipulate that the main components of primary school education in Ukraine do not force specialists to use alternative methods of promoting the intellectual development of preschoolers, thereby consciously and autonomously revealing the mechanisms of their cognitive abilities by their developing abilities - skills, and application of acquired knowledge, competence, competence, and ability in real life.

The current cohort of primary school children is ready to make up a significant part of Ukraine's potential in the first decades of the twenty-first century. Therefore, training, education, and upbringing of the younger generation in our country is one of the most important responsibilities of the state. It has been established that primary school age is characterized by the most vigorous processes of growth and development within the body, along with the establishment of a child's personality. It is at this stage of development that the basis for future health, physical fitness, and language proficiency is established [4].

The modern educational framework is designed to educate individuals who prioritize their health and well-being and strive to maintain a healthy lifestyle. At the same time, in recent years, there has been a noticeable deterioration in children's health as a result of the global coronavirus infection COVID-19 and the impact of military operations in Ukraine on the somatic, psycho-emotional, and cognitive health of children. The percentage of children classified as healthy has decreased significantly, falling from 24 percent to 11 percent, while there has been an increase in the population of children with chronic diseases. Approximately 25-31 percent of children are classified as frequently ill. Post-traumatic stress disorder (PTSD) is also a serious problem among Ukrainian children affected by the war. According to the Future Index study conducted by the Kyiv School of Economics at the initiative of the Olena Zelenska Foundation and with the support of UNICEF, 44% of Ukrainian children have signs of PTSD [7].

In addition to the issues mentioned above, the main contributing factors to this situation are the deteriorating environmental conditions, economic challenges facing the nation, declining living standards, reduced medical care, accelerated pace of life, and the growing burden imposed on children, among other issues. A notable aspect concerns factors related to the reform of the educational process and the lack of awareness among children of the importance of maintaining a healthy lifestyle.

The active spread of the Olympic movement is one of the progressive phenomena that characterize modern society. Olympism, which is recognized as a socio-cultural educational basis for the sports movement, embodies humanistic values such as goodwill among people, commitment to peace, cooperation, and mutual understanding. The humanistic essence of this movement fundamentally emphasizes its goal of serving humanity, the individual, and society [12].

According to Article 31 of the Olympic Charter, the promotion of the Basic Principles of Olympism, their integration into school and university curricula, and the creation of institutions dedicated to Olympic education are priority areas of involvement for both the International Olympic Committee (IOC) and the National Olympic Committee (NOC) [6].

**Analysis of literary sources.** Modern educational technologies open up new opportunities for the integration of Olympic values into the educational process of primary school students. An important role in this aspect is played by the research of such scientists as O.M. Vatseba, V.M. Yermolova, N.V. Moskalenko, S.F. Matveeva, O.A. Tomenko, who analyze pedagogical methods of introducing the ideas of Olympism into primary school [9].

Particular attention should be paid to the works of O.V. Dubohai and Y.I. Kulish, who consider the possibilities of using information and communication technologies, interactive methods, and gamification in the formation of the Olympic culture of junior schoolchildren. Also worth noting are the works of L. V. Lisogor and O.P. Savchuk, who study the impact of innovative approaches, in particular STEAM education and project-based methods, on the development of physical activity and moral and ethical qualities of students in the context of Olympic values [8].

**Discussion of the research results.** The modern world is undergoing unprecedented transformations that cover all spheres of life. Education, physical and mental health, economic development, intercultural interaction, tolerance, respect for human rights, environmental awareness, and the ability to adapt to new challenges are all becoming priority issues for the global community.

Globalization processes are radically changing approaches to learning, forcing us to revise traditional educational models. In such conditions, there is a growing need to introduce innovative methods and strategies that not only increase the effectiveness of learning, but also form a system of values that is the basis of a successful educational process [7].

The primary education system operates based on certain organizational and pedagogical prerequisites that determine the effectiveness of the educational process. Before analyzing their role, it is worth noting that the concept of "condition" is a philosophical category that expresses the relationship between an object and the environment necessary for its development. In this context, pedagogical conditions are divided into "necessary" conditions that arise every time during the educational process, and "sufficient" conditions that directly determine a certain educational effect [8].

Education based on Olympic values can be defined as a multi-level system of education that combines educational, professional, and social environments. It functions through a set of innovative technologies that ensure the quality of education at all stages of its implementation. The main goal of this approach is to form competencies related to solving current problems of health, physical activity, and harmonious personality development of primary schoolchildren [6; 13].

The educational process in primary school functions based on certain organizational and pedagogical conditions that determine the effectiveness of learning. In modern realities, these conditions are transformed through the use of such technologies:

*Gamification of the educational process [7]:*

*- Use of interactive platforms (Kahoot!, Quizizz, Classtime) to consolidate material in the format of competitive games.*

*- Implementation of educational mobile applications, such as Brighterly, which help to learn knowledge through gaming activities.*

*1. Augmented and virtual reality (AR/VR) [9]:*

*- Using VR tours of the history of the Olympic Games (Google Expeditions, ClassVR).*

*- AR applications, such as QuiverVision or Merge Cube, that allow you to bring educational materials to life and simulate sports situations.*

*2. Digital educational resources and interactive textbooks [10]:*

*- Using interactive learning materials (LearningApps, Padlet, Nearpod) to visualize the history of the Olympic Games.*

*- Integration of online courses on physical education and healthy lifestyles (Edmodo, Coursera for Kids. Mozabook).*

*- Creation of electronic portfolios of students where they can record their achievements in physical education and mastery of Olympic principles.*

*3. Project and research activities and STEAM education [11]:*

*- Development of mini-projects dedicated to the analysis of sports achievements and healthy eating.*

Scientists define organizational and pedagogical conditions as a set of factors that contribute to the effective solution of educational tasks.

V. Belikova and B. Chyzhevskyi expand on this definition, considering organizational and pedagogical conditions as a set of specific characteristics of the content, methods, and forms of education that form a holistic educational process aimed at achieving the planned results [8].

Understanding organizational and pedagogical conditions in a complex aspect allows to formation of a methodological basis for the development of effective approaches to the implementation of Olympic values in the educational process of primary school students. The integration of these conditions into the Olympic education system will contribute to the harmonious upbringing of schoolchildren, and the development of their physical, moral, and social competencies.

Education based on Olympic values integrates educational, professional, and social environments, using interconnected technologies to ensure a stable quality of education. The main goal of this model is to develop the key competencies of junior schoolchildren by addressing topical issues related to health, physical activity, and the ethics of sports competition.

In our study, organizational and pedagogical conditions are considered as a set of organizational measures and pedagogical technologies that contribute to the formation of key competencies of students. In particular, they ensure the development of the following components: communication, thinking, personal and social, and health [10-12].

To achieve this goal, the main component is the creation of a comfortable educational environment based on a combination of three key components: physical space, human factor, and curriculum. Based on an analysis of scientific and pedagogical sources, the Concept of the New Ukrainian School [12], the Law of Ukraine "On Education" [2], the Law of Ukraine "On Complete General Secondary Education" [3], the Law of Ukraine "On Promoting Social Formation and Development of Youth in Ukraine" [4], and the State National Program "Education" ("Ukraine of the 21st Century") [5], it can be argued that the central approach to building a favorable learning environment is partnership pedagogy.

The implementation of pedagogical conditions in the context of the curriculum was carried out using the blended learning model developed by Heizer Staker and Michael Horn (2012) [12].

Taking into account the psychophysiological characteristics of junior schoolchildren, the rotational model was chosen among various approaches to blended learning to implement the OlympicFUN program.

The features of the rotational model are: a combination of online learning and traditional classes according to the schedule or teacher's recommendations; work in small groups, individual consultations, group projects, and written assignments; transition from one type of activity to another according to a clearly defined structure [12].

Descriptive methods of mathematical statistics were used to choose a statistical method for comparing the initial assessment results of the experimental and control groups after the implementation of the program based on Olympic values. In particular, measures of variation, such as standard deviation (σ) and variance (D), as well as the main characteristics of the central tendency: arithmetic mean (M), median (Me), and mode (Mo) were calculated (see Table 1) [12].

*Table 1*

**Comparison of the distribution of the initial level of components of the experimental and control groups**

| Source / Descriptive statistics | Motivational and value-based | | Cognitive and informative | | Creative and active | |
|---|---|---|---|---|---|---|
| | ЕГ | КГ | ЕГ | КГ | ЕГ | КГ |
| M | 8,3 | 5,81 | 7,81 | 6,33 | 8,01 | 6,07 |
| Me | 8 | 6 | 8 | 6 | 8 | 6 |
| Mo | 8 | 5 | 7 | 8 | 10 | 6 |
| σ | 1,86 | 1,84 | 1,86 | 1,84 | 2,11 | 1,86 |
| D | 2,80 | 2,71 | 2,80 | 2,31 | 3,83 | 2,80 |

The comparative analysis of indicators of the levels of formation of Olympic values in the educational process of primary school pupils according to the results of the ascertaining (CA) and formative (FE) experiment is presented in Table 2 [12].

*Table 2*

**Levels of formation of junior schoolchildren's Olympic values according to the results of the ascertaining and formative experiment (in%)**

| | Components | | | | | |
|---|---|---|---|---|---|---|
| | Motivational and value-based | | Cognitive and informative | | Creative and active | |
| **Levels** | CA | FE | CA | FE | CA | FE |
| Creative level | 15 | 42 | 7 | 22 | 12 | 61 |
| Productive level | 42 | 37 | 41 | 65 | 74 | 34 |
| Reproductive level | 43 | 21 | 52 | 13 | 17 | 5 |

The obtained data confirm the effectiveness and practical significance of methodological approaches to the formation of Olympic values in the educational process of primary school, demonstrating the positive results of the implemented project.

**Conclusions.** The study confirmed the effectiveness of integrating Olympic values into the educational space of primary school. In the context of modern challenges, such as the COVID-19 pandemic and military operations, it is especially important to form motivation for a healthy lifestyle and education through sports.

The pedagogical conditions for the implementation of Olympic values were implemented through a combination of lesson and extracurricular activities, the use of innovative educational technologies, elements of blended learning, gamification, and digital resources.

The results of the experiment showed positive dynamics in the formation of Olympic values, which confirms the feasibility and effectiveness of the applied methodology.

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***Kostrikova Kateryna***
*ORCID iD: https://orcid.org/0000-0002-1388-3311*
*Web of Science Researcher ID AAP-6713-2020*
*Candidate of Pedagogical Sciences, Lecturer*
*Kherson State University,*
*Kherson*
***Kostrikov Oleksandr***
*ORCID iD: https://orcid.org/0000-0002-6917-9363*
*Deputy head of the NGO "Street youth culture and air sports equilibrium"*
*Kherson*

## DECORATIVE PLASTER AND BAS-RELIEF PAINTING AS ELEMENTS OF NEUROFITNESS IN PSYCHO-EMOTIONAL REHABILITATION

*Modern research highlights the crucial role of neurofitness in maintaining mental and physical health. Neurofitness integrates cognitive training and physical activity, making it an effective tool for rehabilitating individuals with post-traumatic stress disorder (PTSD). In particular, biofeedback, neurofeedback techniques, and decorative and bas-relief painting, are used to reduce stress levels, enhance concentration, and improve cognitive plasticity. A literature review indicates the positive effects of neurofitness on athletes, military personnel, and individuals who have experienced psychological trauma. Despite its promising potential, questions remain regarding the standardization of techniques and their adaptation for different age and social groups.*

***Key words:*** *neurofitness, post-traumatic stress, cognitive training, neurofeedback, decorative plaster painting, bas-relief painting.*

***Кострікова Катерина, Костріков Олександр. Декоративний штукатурний і барельєфний живопис як елементи нейрофітнесу у психоемоційній реабілітації.*** *Сучасні дослідження вказують на важливу роль нейрофітнесу у збереженні ментального та фізичного здоров'я. Нейрофітнес поєднує когнітивні тренування та фізичну активність, що робить його ефективним інструментом реабілітації осіб з посттравматичним стресовим розладом (ПТСР). Зокрема, методики біологічного зворотного зв'язку, нейрофідбеку, а також декоративного та барельєфного живопису використовуються для зниження рівня стресу, покращення концентрації та когнітивної пластичності. Аналіз літератури свідчить про позитивний вплив нейрофітнесу на спортсменів, військових та осіб, які зазнали психотравматичних подій. Незважаючи на перспективність, залишаються відкритими питання щодо стандартизації методик та їх адаптації для різних вікових та соціальних груп.*

***Ключові слова:*** *нейрофітнес, посттравматичний стрес, когнітивні тренування, нейрофідбек, декоративний штукатурний живопис, барельєфний живопис.*

**Relevance.** The modern world faces significant challenges that affect the somatic and mental health of people of all ages. Increasing stress levels, sedentary lifestyles, environmental problems, the impact of pandemics, and military conflicts—all these factors lead to a deterioration in the physical and psychological state of the population. In this context, neurofitness is seen as a promising approach that combines cognitive training and physical activity to improve overall vitality, adaptability, and health recovery.

Scientific studies show that neurofitness methods can have a powerful therapeutic and preventive effect in different age and social groups. For children and adolescents, they help improve attention, self-control, and academic performance [1; 2]. For adults, especially those who work under high stress, neurofitness helps to regulate their emotional state, increase performance, and