



The use of integrated activities in physical education classes

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Introduction. Under the Federal State Educational Standards (FSES), school education is aimed not only at physical development but also at fostering cross-curricular, universal learning skills – the ability to apply knowledge in various situations. Fifth grade is an important transitional stage when the foundations of independence and logical thinking are laid [1]. At this age, the role of group activities increases, making basketball an effective teaching tool. Game-based activities contribute to the development of communicative, regulatory, and cognitive skills.

Modern educational requirements call for the development of cross-curricular concepts. In this regard, the 'Basketball' module can serve as a foundation for implementing integrated tasks that combine physical education content with other disciplines and expand its educational potential.

Objective of the study is to theoretically justify and experimentally verify the effectiveness of using integrated tasks in the subject of 'Physical Culture' during integrated lessons in fifth grade as a means of fostering meta-disciplinary universal learning activities.

Methods and structure of the study. The experiment was conducted at Secondary School No. 47 in Perm (January-March 2026) with two groups participating: the experimental group (EG, n=25) and the control group (CG, n=25). The experimental group was given integrated assignments, while the control group followed the traditional curriculum.

The study was designed in accordance with the requirements of the Federal State Educational Standards and was based on interdisciplinary interaction among academic disciplines. The experimental teaching process was planned in collaboration with teachers of Russian, mathematics, and English, during which 'points of contact' in the content of the academic disciplines were identified, allowing for the integration of the 'Basketball' module's content with other subjects.

On this basis, integrated tasks (practice-oriented case studies) were developed to facilitate the transfer of knowledge across disciplines. Interaction was

implemented through the following teaching methods: 'from theory to practice' (applying mathematical knowledge to analyze performance in physical education classes), 'comprehending theory' (working with instructions and terminology – Russian language classes), and 'understanding through communication' (use of English sports vocabulary during exercises).

The development of meta-disciplinary universal learning activities was assessed through testing. The results showed that the integration of academic disciplines based on the 'Basketball' module and the application of the developed methodological techniques contribute to the development of meta-disciplinary universal learning activities and also increase students' awareness of their motor activities.

Results of the study and discussion. The initial level of development of meta-disciplinary universal learning activities in the control and experimental groups was comparable, amounting to 2.32 ± 0.4 points in the CG and 2.2 ± 0.43 points in the EG (on a five-point scale). At the end of the experiment, the average score in the control group increased to 2.8 ± 0.32 points, while in the experimental group it reached 3.76 ± 0.48 points. The significance of the differences was assessed using the Mann-Whitney U test and was $p < 0.01$.

Conclusions. The integration of the 'Physical Culture' course (the 'Basketball' module) with the subjects 'Russian Language,' 'Mathematics,' and 'English' in the elementary school curriculum promotes the development of meta-disciplinary universal learning activities among students. This approach ensures a more interconnected mastery of the curriculum. As a result, students become more aware of their learning activities, and the connection between theoretical knowledge and practical experience is strengthened.

References

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