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THE IMPACT OF SOMATIC MOVEMENT CLASSES ON THE QUALITY OF LIFE OF FUTURE ENGLISH TEACHERS

Voloshchenko Yurii[ABCDEF], **Tsykoza Yevheniia**[AB]

Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine

Author's contribution:
A – Study design; B – Data collection;
C – Statistical analysis; D – Manuscript preparation;
E – Manuscript editing; F – Final approval of manuscript

Abstract

Introduction. As part of the health and recreational physical activity, we have been incorporating somatic movement classes into the physical education curriculum at Borys Grinchenko Kyiv Metropolitan University for 7 years. Initially, we trained 1st-year special medical group students, then transferred this expertise to 1st-year core group students who expressed interest in this program.

The aim of the study is to investigate the impact of somatic movement classes on the quality of life of students enrolled in the 1st-year of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University, with changes effective as of 2024.

Material and methods. This article highlights the influence of somatic movement classes on the quality of life of forty-five females aged 17-18, 1st-year Borys Grinchenko Kyiv Metropolitan University students during 17 weeks of the 2nd semester of the 2024-25 academic year, i.e., compare the results obtained on the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire at the verification and control stages on the pedagogical experiment of the 2nd semester of the 2024/2025 academic year.

Results. The Wilcoxon Signed Ranks Test revealed that none of the significance level (Sig.) values exceeded the established level of $p = 0.05$, indicating no significant differences between the pre- and post-intervention scores.

Conclusions. The absolute values of the total score for the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire (the scale WHOQOL-BREF^{ukr}), as well as the subscale scores for the "Physical domain," "Social Relationships domain," and "Environment domain," decreased. At the same time, the absolute value of the subscale "Psychological domain" increased.

Keywords: Borys Grinchenko Kyiv Metropolitan University, higher education, university students, quality of life, somatic movement classes, somatic movements, Ukraine, World Health Organization Quality of Life-BREF Questionnaire, WHOQOL-BREF, WHOQOL-BREF^{ukr}.

ВПЛИВ ЗАНЯТЬ З СОМАТИЧНИХ РУХІВ НА ЯКІСТЬ ЖИТТЯ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

Волощенко Юрій[ABCDEF], **Цикоза Євгенія**[AB]

Київський столичний університет імені Бориса Грінченка, Київ, Україна

Внесок автора:

A — концепція та дизайн дослідження; B — збір даних;
C — аналіз та інтерпретація даних; D — написання статті;
E — редагування статті; F — остаточне затвердження статті

Анотація

Актуальність. В рамках оздоровчо-рекреаційної рухової активності ми вже 7 років включаємо заняття з соматичних рухів до навчальної програми з фізичного виховання в Київському столичному університеті імені Бориса Грінченка. Спочатку ми навчали студентів 1-го курсу спеціальної медичної групи, а потім передали цей досвід студентам 1-го курсу основної групи, які виявили зацікавленість у цій програмі.

Мета дослідження – вивчити вплив занять з соматичних рухів на якість життя студентів, зарахованих на 1-й курс освітньо-професійної програми «Мова та література (англійська) (зі змінами 2024 року)» в Київському столичному університеті імені Бориса Грінченка, зі змінами, що набули чинності з 2024 року.

Матеріал і методи: У цій статті висвітлено вплив занять з соматичних рухів на якість життя сорока п'яти дівчат віком 17-18 років, студенток 1-го курсу Київського столичного університету імені Бориса Грінченка протягом 17 тижнів 2-го семестру 2024-2025 навчального року, тобто порівняно результати, отримані за українською версією Короткого опитувальника якості життя Всесвітньої організації охорони здоров'я (WHOQOL-BREF^{ukr}) на етапах верифікації та контролю в педагогічному експерименті 2-го семестру 2024/2025 навчального року.

Результати. Критерій знакових рангів Вілкоксона показав, що жодне зі значень рівня значущості (Sig.) не перевищувало встановленого рівня p = 0.05, що свідчить про відсутність суттєвих відмінностей між показниками до та після втручання.

Висновки. Абсолютні значення загального балу за українською версією Короткого опитувальника якості життя Всесвітньої організації охорони здоров'я (шкала WHOQOL-BREF^{ukr}), а також бали за підшкалами «Фізична сфера», «Соціальні стосунки» та «Навколишнє середовище» знизилися. Водночас абсолютне значення підшкали «Психологічна сфера» зросло.

Ключові слова: вища освіта, заняття з соматичних рухів, Київський столичний університет імені Бориса Грінченка, Короткий опитувальник якості життя Всесвітньої організації охорони здоров'я, соматичні рухи, студенти університету, Україна, якість життя, WHOQOL-BREF, WHOQOL-BREF^{ukr}.

Introduction

The study of the influence of somatic movement in the modern higher education system is a relatively new field of research in Ukraine. At the same time, the synchronization of world scientific thought on this issue requires constant correction. To avoid misunderstandings, we have introduced the concepts of "somatic movement education and therapy," "somatic movement education," and "somatic movements" (author, 2024) into the Ukrainian scientific discourse.

Somatic movements counteract the effects of stress (Patwari & Vajpayee, 2023; Saumaa, 2024c), reduce physical tension (Leikert, 2021; Lowen, 2024; Saumaa, 2021), create mental images (Saumaa, 2022b; Weber, 2022), and increase awareness of the body as a whole, its individual parts (Meehan & Carter, 2021; Kampe et al., 2021; Lara et al., 2025; Saumaa, 2024b), breathing (Kindred, 2021; Paparo, 2022; Saumaa, 2025b), sensory-motor integration (Dawn, 2025; O'Gorman, 2024; Saumaa, 2025a; Williamson, 2021), and emotional well-being (Saumaa, 2022a; Walman-Jones et al., 2023).

Available for analysis and generalization, scientific and methodological literature, as well as Internet sources, indicate that somatic movements have been studied among student communities engaged in dancing (Choinière & Germain, 2025; James, 2021; Haney & Forcier, 2023; Hayashi et al., 2025; Magalhães, 2023; Saumaa, 2025c; Saumaa, 2024a), singing (Molins-Macau, 2025; Paparo, 2023; Saumaa, 2024d), and playing musical instruments (Détári & Nilssen, 2022; Evans et al., 2024; Mera et al., 2023).

For our part, we have been using somatic movement classes in training future teachers, journalists, lawyers, and IT specialists for 7 years, and we have integrated this concept into the physical education curriculum at Borys Grinchenko Kyiv Metropolitan University. Our previous research has shown that such courses (e.g., lessons based on the Feldenkrais method) develop predominantly interoceptive awareness. At the same time, in the short term, the somatic movement classes also improved university students' quality of life. Therefore, the relevance of conducting such studies is beyond doubt.

Improving the quality of life of university students requires a scientific approach. It is being studied worldwide, for example, in South Korea (Achangwa et al., 2022), Egypt (Ali et al., 2025), Poland (Trzcionka et al., 2022), and the USA (Archuleta et al., 2023). Most of the research focused on the quality of life of medical university students (Carli et al., 2022; Galgam et al., 2025; Hamad et al., 2025; Miguel et al., 2021; Navarro-Flores et al., 2022), particularly dental (Bashir et al., 2023; Yap et al., 2021; Uzun et al., 2025) and nursing students (Emamjomeh et al., 2021).

Some researchers have investigated other aspects, namely: the relationship between the quality of life of university students and their academic performance (Bermúdez et al., 2024), the quality of life of university students and their mental health (Vantarakis, 2022), the quality of life of female university students (Barwais, 2025), as well as the "psychometric properties of the World Health Organization Quality of Life Questionnaire-BREF in college students" (Hall et al., 2024), and the quality of life of college students and its impact on stress levels (Karimah et al., 2025). In these and other measurements (Mahin et al., 2025;

Vu et al., 2022), the World Health Organization Quality of Life Questionnaire-BREF (WHOQOL-BREF) was used as an instrument.

Aim of the study

The study aimed to enhance the quality of life for students enrolled in the 1st-year of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University through somatic movement classes.

Material and methods

Research method

- Analysis and synthesis of special scientific and methodological literature, as well as Internet sources. This article examined modern perspectives and classical concepts of "somatic movement classes" and "quality of life," focusing on technologies that integrate these definitions.
- Generalization. The generalization method systematized information describing "somatic movement classes" and "quality of life."
- Modelling. To organize a special stage of physical education for students studying in the 1st year of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University, the modelling method was applied.
- Comparison. To assess the dynamics of quality of life indicators of 1st-year female students enrolled in the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University, a comparison was used during the pedagogical experiment of the 2nd semester of the 2024/2025 academic year.
- Sociological Methods. To gather information from participants that was not readily available through direct observation, the survey method (note: using Google Forms) was employed.
- Pedagogical observation. Pedagogical observation was conducted on the process of physical education of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University, on the use of methodological approaches and means of physical education; on the individual reaction to the load; on the quality of the exercises and the ability to perform them in whole or in part; on the attentiveness, interest, desire and mood of the participants in the physical education process.
- Pedagogical Experiment. The pedagogical experiment consisted of one stage, conducted during the 2nd semester of the 2024/2025 academic year. The author independently evaluated the measurements after the 2024/2025 academic year.

Research design

This study employed an intervention study in the 2nd semester of the 2024/2025 academic year, utilizing a one-group pretest-posttest design. All students were surveyed before and after a separate series of in-person somatic movement classes (n = 45). Online outcome assessments were conducted once before and once after the intervention to

evaluate normality and test-retest reliability.

Data collection tools

Self-completed questionnaire.

The World Health Organization Quality of Life-BREF Questionnaire scale required participants to rate themselves on 26 items, including two individual questions (Q-1, Q-2) that measured overall quality of life and general health status. Others were grouped into four separate subscales that illustrated participants' self-perceptions of physical health (7 items, i.e. Q-3, Q-4, Q-10, Q-15, Q-16, Q-17, Q-18), psychological health (6 items, i.e. Q-5, Q-6, Q-7, Q-11, Q-19, Q-26), social relationships (3 items, i.e. Q-20, Q-21, Q-22), and the environment (8 items, i.e. Q-8, Q-9, Q-12, Q-13, Q-14, Q-23, Q-24, Q-25). Items on a 5-point Likert scale were rated.

Sampling

The study involved forty-five female students, aged 17-18, who were 1st-year students of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University.

Research procedures

Participants were informed about the study and asked to consent to the processing of personal data.

Pre- and post-intervention data were collected via a self-administered online questionnaire using Google Forms.

Seventeen 70-minute somatic movement classes were conducted according to the curriculum, each held once a week for 17 weeks of the 2nd semester.

The somatic movement classes were developed to improve the interoceptive awareness of higher education students, thereby affecting their quality of life. These somatic movement classes were conducted in supine, prone, and side-lying positions. Each session was divided into the following parts: 10 minutes for conscious observation of one's own body in a supine position; 40 minutes for movement exploration to become aware of specific body parts or tissues, creating mental images; 10 minutes for body and breath awareness, sensorimotor and emotional integration; and 10 minutes for student reflection.

Validity and reliability measures

We analyzed the data using SPSS (version 30.0.0, IBM Corp., Armonk, NY). Mean values and SD for the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire (the scale WHOQOL-BREF^{ukr}), and its subscales were estimated. The pre- and post-intervention measures, including skewness, kurtosis, and the Shapiro-Wilk Test, were used to assess normality. Cronbach's Alpha was used to evaluate the reliability. The Wilcoxon Signed Ranks Test was used to determine differences between pre- and post-intervention measures.

Results and Discussion

The conceptual framework of this study was proposed by the author in 2024. As a part of the long-term, one-year pedagogical experiment conducted at Borys Grinchenko Kyiv Metropolitan University during the 2024/2025 academic year, the impact of the somatic movement classes on the quality of life of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" was investigated as well.

We implemented the somatic movement classes into the physical education process according to the schedule. The impact was assessed at the beginning and end of the 2nd semester

using the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire (the scale WHOQOL-BREF^{ukr}), adapted by the author in 2022.

A simple statistical analysis was employed to compare self-rated quality of life, and the Wilcoxon Signed Ranks Test was used to assess the presence or absence of significant differences before and after the intervention.

Table 1 shows the pre-intervention measures of the 2nd semester of the 2024/2025 academic year: Mean, SD, Skewness, Kurtosis, Shapiro-Wilk Test, and Cronbach's Alpha. Most of the skewness and kurtosis indicators for the somatic movements sample, except for the kurtosis of the scale WHOQOL-BREF^{ukr}_2_soma, the kurtosis of the individual question Q-1_2_soma, and the kurtosis of the subscales PhyD_2_soma (Physical domain), PsyD_2_soma (Psychological domain), and EnvD_2_soma (Environment domain), were within the interval of -1 to 1.

However, not all significance level values (Sig.) were higher than the established level of p = 0.05 (the Shapiro-Wilk Test results, which met the criterion of p > 0.05, for the somatic movements sample are in the figures below Table 1).

Regarding reliability statistics coefficients, Cronbach's Alpha measures the internal consistency between items and must be above 0.7.

The scores of the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire for the somatic movements sample, specifically of the total score of the scale WHOQOL-BREF^{ukr}_2_soma, of the subscale scores PsyD_2_soma (Psychological domain), and EnvD_2_soma (Environment domain), met this criterion. In contrast, the subscale scores PhyD_2_soma (Physical domain) and SocD_2_soma (Social Relationships domain) were not reliable.

Table 1 – **The results on the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year on the WHOQOL-BREF^{ukr}_2_scale of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" of the Borys Grinchenko Kyiv Metropolitan University who attended a series of in-person somatic movement classes** (n = 45)

	Mean	**SD**	**Skewness**	**Kurtosis**	**Sig.**	**Alpha**
WHOQOL-BREF^{ukr}_2_soma	**88.84**	11.279	-0.798	4.273	.004	.859
Q-1_2_soma	3.62	0.777	-0.732	1.888	<0.001	—
Q-2_2_soma	3.51	0.695	-0.254	-0.092	<0.001	—
PhyD_2_soma	23.18	3.762	-0.963	1.544	.017	.635
PsyD_2_soma	20.64	3.638	-0.637	1.013	.092	.807
SocD_2_soma	10.69	1.952	-0.058	-0.087	.486	.394
EnvD_2_soma	27.20	4.516	-0.803	2.519	.010	.724

Note.

WHOQOL-BREF^{ukr}_2_soma — the World Health Organization Quality of Life-BREF^{ukr} Questionnaire/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample/the total score; Q-1_2_soma — the individual question/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; Q-2_2_soma — the individual question/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025

academic year/the somatic movements sample; PhyD_2_soma — Physical domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PsyD_2_soma — Psychological domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; SocD_2_soma — Social Relationships domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; EnvD_2_soma — Environment domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample

Sig. — significance level of the Shapiro-Wilk (Test of Normality)

Cronbach's Alpha — Reliability Statistics coefficient

Figures 1-2 below illustrate that the Shapiro-Wilk Test results on the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year allowed us to accept the null hypothesis on the subscale scores Psychological health_2_soma (Psychological domain), and Environment_2_soma (Environment domain), and argue that the obtained data had a normal distribution and can be generalized to the entire population.

Meanwhile, the data obtained on the total score of the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire for the somatic movements sample (scale WHOQOL-BREFukr_2_soma), and on the subscale scores Physical health_2_soma (Physical domain), and Social relationships_2_soma (Social Relationships domain) cannot be.

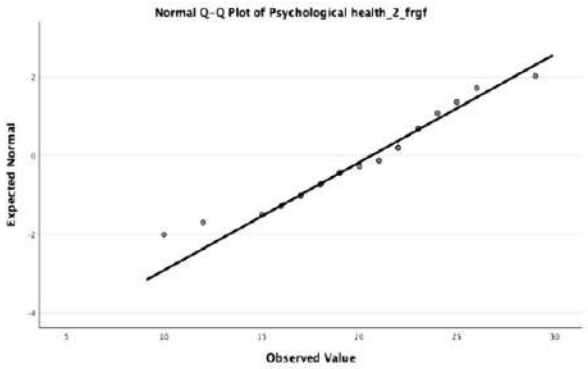

Figure 1 – **The Normal Q-Q Plot of the Psychological health subscale of the WHOQOL-BREF^{ukr}_2_soma scale (n = 45)**

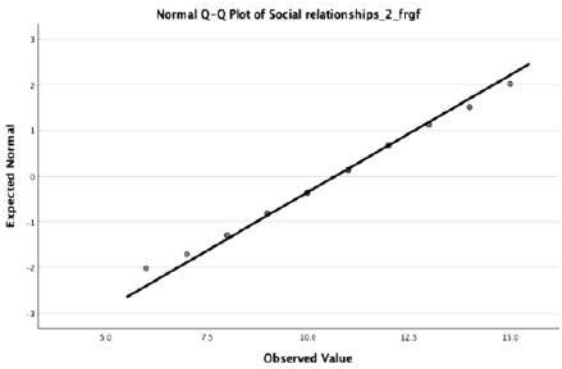

Figure 2 – **The Normal Q-Q Plot of the Social Relationships subscale of the WHOQOL-BREF^{ukr}_2_soma scale (n = 45)**

Table 2 shows the post-intervention measures of the 2nd semester of the 2024/2025 academic year: Mean, SD, Skewness, Kurtosis, Shapiro-Wilk Test, and Cronbach's Alpha.

Most of the skewness and kurtosis indicators for the somatic movements sample, except for the skewness and kurtosis of individual question Q-2_3_soma, and the skewness and kurtosis of the subscale SocD_3_soma (Social Relationships domain), were within the interval from -1 to 1.

However, not all significance level values (Sig.) were higher than the established level of p = 0.05 (the Shapiro-Wilk Test results, which met the criterion of p > 0.05, for the somatic movements sample are in the figures below Table 2).

Regarding reliability statistics coefficients, Cronbach's Alpha for the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire for the somatic movements sample, specifically for the total score of the scale WHOQOL-BREF^{ukr}_3_soma, of the subscale scores PhyD_3_soma (Physical domain) and PsyD_3_soma (Psychological domain), met this criterion. In contrast, the subscale scores SocD_3_soma (Social Relationships domain) and EnvD_3_soma (Environment domain) were not reliable.

Table 2 – **The results on the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year on the WHOQOL-BREF^{ukr}_3_scale of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" of the Borys Grinchenko Kyiv Metropolitan University who attended a series of in-person somatic movement classes** (n = 45)

	Mean	**SD**	**Skewness**	**Kurtosis**	**Sig.**	**Alpha**
WHOQOL-BREF^{ukr}_3_soma	**87.93**	12.361	-0.318	0.026	.741	.888
Q-1_3_soma	3.58	0.657	-0.300	0.037	<0.001	—
Q-2_3_soma	3.47	0.786	-1.060	1.129	<0.001	—
PhyD_3_soma	23.00	4.101	-0.348	-0.796	.121	.713
PsyD_3_soma	21.02	3.609	-0.286	-0.499	.248	.738
SocD_3_soma	10.64	1.967	-1.331	2.966	<0.001	.604
EnvD_3_soma	26.22	4.247	-0.517	0.541	.379	.670

Note.

WHOQOL-BREF^{ukr}_3_soma — the World Health Organization Quality of Life-BREF^{ukr} Questionnaire/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample/the total score; Q-1_3_soma — the individual question/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; Q-2_3_soma — the individual question/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PhyD_3_soma — Physical domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PsyD_3_soma — Psychological domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; SocD_3_soma — Social Relationships domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; EnvD_3_soma — Environment domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample

Sig. — significance level of the Shapiro-Wilk (Test of Normality)

Cronbach's Alpha — Reliability Statistics coefficient

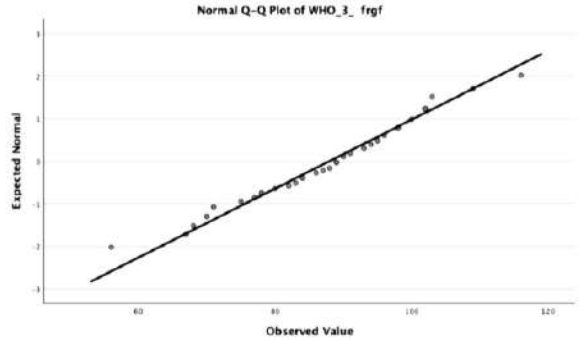

Figure 3 – **The Normal Q-Q Plot of the total score of the WHOQOL-BREF^{ukr}_3_soma scale (n = 45)**

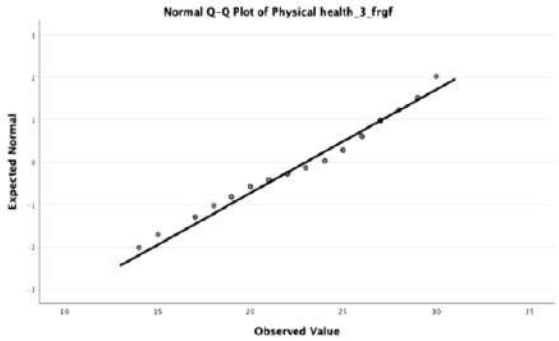

Figure 4 – **The Normal Q-Q Plot of the Physical health subscale of the WHOQOL-BREF^{ukr}_3_soma scale (n = 45)**

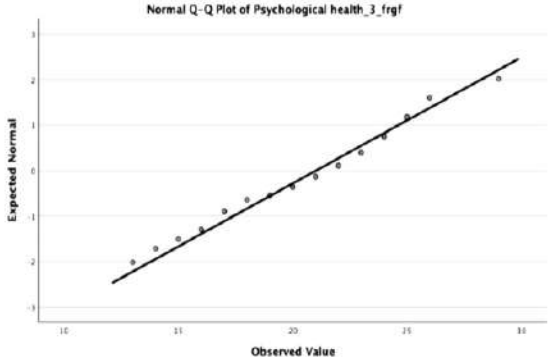

Figure 5 – **The Normal Q-Q Plot of the Psychological health subscale of the WHOQOL-BREF^{ukr}_3_soma scale (n = 45)**

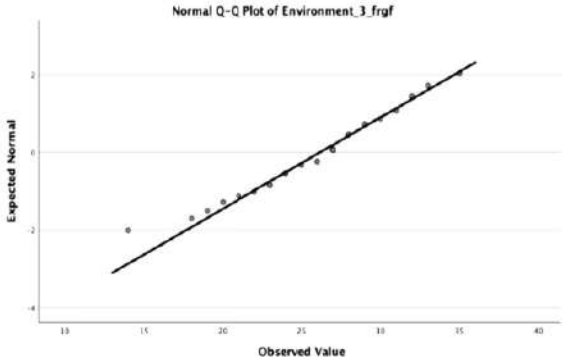

Figure 6 – **The Normal Q-Q Plot of the Environment subscale of the WHOQOL-BREF^{ukr}_3_soma scale (n = 45)**

Figures 3-6 below illustrate that the Shapiro-Wilk Test results on the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year allowed us to accept the null hypothesis on the total score of the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire for the somatic movements sample (scale WHOQOL-BREF^{ukr}_3_soma), on the subscale scores Physical health_3_soma (Physical domain), Psychological health_3_soma (Psychological domain), and Environment_3_soma (Environment domain), and argue that the obtained data had a normal distribution and can be generalized to the entire population.

Meanwhile, the data obtained on the subscale score Social relationships_3_soma (Social Relationships domain) cannot be.

Table 3 presents the Wilcoxon Signed Ranks Test results for comparing the verification and control stages of the pedagogical experiment conducted during the 2nd semester of the 2024/2025 academic year, along with the corresponding significance level (Sig.). None of the Sig. Values on the Ukrainian version of the World Health Organization Quality of Life-BREF Questionnaire for the

somatic movements sample were lower than the established level of p = 0.05, which did not allow us to reject the null hypothesis. That is, none of them differed significantly.

Table 3 – **The comparison of results on the WHOQOL-BREF^{ukr}_2 and the WHOQOL-BREF^{ukr}_3 scales of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" at the Borys Grinchenko Kyiv Metropolitan University who attended a series of in-person somatic movement classes between the verification and control stages of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year** (n = 45)

	Mean	SD	Differences	%	Sig.
WHOQOL-BREF^{ukr}_2_soma	**88.84**	11.279			
Q-1_2_soma	3.62	0.777			
Q-2_2_soma	3.51	0.695			
PhyD_2_soma	23.18	3.762			
PsyD_2_soma	20.64	3.638			
SocD_2_soma	10.69	1.952			
EnvD_2_soma	27.20	4.516			
WHOQOL-BREF^{ukr}_3_soma	**87.93**	12.361			
Q-1_3_soma	3.58	0.657			
Q-2_3_soma	3.47	0.786			
PhyD_3_soma	23.00	4.101			
PsyD_3_soma	21.02	3.609			
SocD_3_soma	10.64	1.967			
EnvD_3_soma	26.22	4.247			
WHOQOL-BREF^{ukr}_2-3_soma			-0.91	-1.02	.912
Q-1_2-3_soma			-0.04	-1.10	.702
Q-2_2-3_soma			-0.04	-1.14	.960
PhyD_2-3_soma			-0.18	-0.78	.990
PsyD_2-3_soma			0.38	1.84	.274
SocD_2-3_soma			-0.05	-0.47	.931
EnvD_2-3_soma			-0.98	-3.60	.156

Note.

WHOQOL-BREF^{ukr}_2_soma — the World Health Organization Quality of Life-BREF^{ukr} Questionnaire/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample/the total score; Q-1_2_soma — the individual question/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; Q-2_2_soma — the individual question/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PhyD_2_soma — Physical domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PsyD_2_soma — Psychological domain/the verification stage of the

pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; SocD_2_soma — Social Relationships domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; EnvD_2_soma — Environment domain/the verification stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample

WHOQOL-BREF^{ukr}_3_soma — the World Health Organization Quality of Life-BREF^{ukr} Questionnaire/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample/the total score; Q-1_3_soma — the individual question/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; Q-2_3_soma — the individual question/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PhyD_3_soma — Physical domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; PsyD_3_soma — Psychological domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; SocD_3_soma — Social Relationships domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample; EnvD_3_soma — Environment domain/the control stage of the pedagogical experiment of the 2nd semester of the 2024/2025 academic year/the somatic movements sample

Sig. — Asymp. Sig. of the Wilcoxon Signed Ranks Test.

Conclusions

We compared the results of the somatic movements sample between the verification and control stages of the pedagogical experiment conducted during the 2nd semester of the 2024/2025 academic year, using absolute indicators, and the Wilcoxon Signed Ranks Test to determine significance levels.

Most of the somatic movements sample's absolute indicators decreased during the 2nd semester of the pedagogical experiment of the 2024/2025 academic year. That is, the total score on the Ukrainian version of the World Health Organization Quality of Life-BREF^{ukr} Questionnaire (scale WHOQOL-BREF^{ukr}_soma) decreased from 88.84 to 87.93, as well as the subscale scores of the PhyD_soma (Physical domain) decreased from 23.18 to 23.00, of the SocD_soma (Social Relationships domain) decreased from 10.69 to 10.64, and of the EnvD_soma (Environment domain) decreased from 27.20 to 26.22.

In contrast, the PsyD_soma (Psychological domain) subscale score increased from 20.64 to 21.02.

The significance of the Wilcoxon Signed Ranks Test for the 2nd semester showed that none of the *p*-values were lower than the established level of p = 0.05. That is, there were no significant differences between the verification and control stages of the pedagogical experiment conducted during the 2nd semester of the 2024/2025 academic year at the p = 0.05 level.

In the following study, we will investigate the impact of the somatic movement classes on the quality of life of 1st-year female students of the educational and professional program "Language and Literature (English) (with changes in 2024)" at Borys Grinchenko Kyiv Metropolitan University during the 2025/2026 academic year.

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Author's information:

Voloshchenko Yurii,
Doctor of Philosophy in Physical Education and Sport, Associate Professor,
Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine
http://orcid.org/0000-0002-7180-0342
E-mail: y.voloshchenko@kubg.edu.ua

Tsykoza Yevheniia,
Senior lecturer,
Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine
http://orcid.org/0000-0001-5327-6762
E-mail: y.tsykoza@kubg.edu.ua

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