

СЪВРЕМЕННИ ТЕНДЕНЦИИ НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТА



Направления:

1. *Физическото възпитание, спортът и рекреацията в образователната система*
2. *Рекреацията, анимацията и спортът в свободното време – превенция за здраве*
3. *Теория и методика на физическото възпитание и спорта*
4. *Връзка на физическото възпитание и спорта с други дейности и научни области*
5. *Онлайн обучението по физическо възпитание и спорт*

ДВАНАДЕСЕТА
МЕЖДУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЯ

СЪВРЕМЕННИ ТЕНДЕНЦИИ
НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ
И СПОРТА

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Традиционната международна научна конференция **„Съвременни тенденции на физическото възпитание и спорта“**, организирана и провеждана от Департамента по спорт при Софийски университет „Св. Климент Охридски“, се провежда за дванадесети път. В началото (2009–2011) се провежда с името **„Оптимизация и иновации в учебно-тренировъчния процес“**, а през 2011 г. наименованието на конференцията се променя на **„Съвременни тенденции на физическото възпитание и спорта“** с три направления, разкриващи същността, характера и смисъла на Физическото възпитание и спорта.

През 2016 г., в резултат на повишения интерес на учени и педагози от други научни области към физическото възпитание и спорта, се въвежда четвърто направление, което разкрива широкомащабността на феномена **„Физическо възпитание и спорт“**, а през 2020 г., провокирани от всеобхватната епидемия от **„Ковид 19“**, се взема решение за разкриване на пето направление **„Онлайн обучението по физическо възпитание и спорт“**.

През годините Конференцията се провежда с финансовата подкрепа на Софийски университет „Св. Климент Охридски“, чрез участие с проекти по Наредба № 9, за частично финансиране на научната дейност на Софийски университет „Св. Климент Охридски“.

От 2019 г. Международната научна конференция на спортна тематика в Софийския университет се провежда с подкрепата на националното издателство за образование и наука **„Азбуки“** към МОН, медиен партньор на СУ, издаващ списание **„Професионално образование“** и други специализирани списания с над 50-годишна история. Списанията публикуват текстове с научна стойност, предназначени за специалисти, докторанти, за квалификации, научни изследвания и критики на изследователи и преподаватели. Статиите на сп. **„Професионално образование“** се реферират, индексират и листват в ERIH PLUS, CEEOL, EBSCO, host Research Databases, Google Scholar, Ex Libris, ProQuest.

Част от работата на специалистите от Департамента по спорт от Софийския университет, освен масово разпространение на спорта сред студентите в сътрудничество с професорите и под контрола на компетентни спортни ръководители, е развиване на научноизследователската дейност, която не остава в затворените врати на Департамента и Университета.

Развитието на научноизследователската дейност се изразява в защитени докторски степени и повишаване в академични звания, както и подобряване на методиката на обучение и тренировка. В научноизследователската дейност се привличат и външни за Университета спортни педагози и изследователи.

В международния научен форум участват педагози по физическо възпитание и спорт от всички степени на образованието в България, както

от други страни като Албания, Беларус, Казахстан, Македония, Полша, Сърбия, Турция, Русия и др.

През настоящата 2020 г. в Международната научна конференция участват 71 автори с 63 доклада, като 5 от тях се публикуват в сп. „Професионално образование“, в кн. 5 от 2020 г., благодарение на сътрудничеството на Департамента по спорт с националното издателство „Азбуки“.

Сборникът с публикациите от конференцията се издава и предоставя преди и по време на провеждането на научния форум, а авторите представят своите доклади чрез постер или устно. През настоящата 2020 г. конференцията се проведе онлайн.

Редакционният колектив благодари на всички участници и гости за възможността ежегодно да се разменят научни и професионални идеи и да се правят планове за бъдещето в социален, научен, изследователски, методичен и проектен план.

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ВЪЗДЕЙСТВИЕТО НА ПАНДЕМИЯТА COVID-19 ВЪРХУ ДЕЙНОСТТА НА ВРЕМЕТО И ЛИЧНОТО РАЗВИТИЕ НА СТУДЕНТИТЕ ОТ ФАКУЛТЕТА ПО ОБРАЗОВАТЕЛНИ НАУКИ

БИЛЈАНА ПОПЕСКА, ДЕСПИНА СИВЕВСКА

BIJANA POPESKA, DESPINA SIVEVSKA. THE IMPACT OF THE COVID 19 PANDEMIC ON THE LAISURE TIME ACTIVITY AND PERSONAL DEVELOPMENT OF THE STUDENTS OF FACULTY OF EDUCATIONAL SCIENCES

Абстракт: Пандемията Covid 19 промени всички сегменти от живота ни, включително физическото и психическото здраве, социалното взаимодействие, ежедневието, свободното време и заниманията в свободното време. Представеното проучване е предназначено да определи как ученикът се справя с пандемията на Covid 19 и може ли да се използва в отрицателна или положителна перспектива по отношение на личностното развитие. Конкретната цел е да се определи дали съществуват разлики в нагласите и мненията на учениците според местоживеенето и годината на обучение по отношение на пандемичните ефекти на Covid 19 и аспекти, които пряко или косвено са повлияли на тяхното лично развитие. Проучването е реализирано на извадка от 119 студенти във Факултета по образователни науки в Университета „Гоце Делчев“ Штип. Специално разработеният въпросник беше приложен онлайн. За анализ на данните е използвана описателна и непараметрична статистика. Резултатите показват, че изолацията, причинена от пандемията, е имала положителни ефекти за личностното развитие на учениците, но учениците не са били сигурни в ефектите върху тяхното образование. Различията в мненията бяха определени между студентите в началото на обучението и тези в последната година. Бъдещите действия трябва да бъдат насочени към по-голяма подкрепа от университетския и преподавателския персонал, както и помощ за поддържане на психичното здраве и социалното взаимодействие по време на онлайн обучението.

Ключови думи: *пандемия, студенти, свободно време, лично развитие.*

Abstract: Covid 19 pandemic changed all segments of our life including physical and mental health, social interaction, everyday routine, leisure life and activities in leisure. The presented study is design to determine how student cope with Covid 19 pandemic and can it be used in negative or positive perspective regarded personal development. The particular aim is to determine whether differences exists in attitudes and opinions of students according to place of residence and year of study upon Covid 19 pandemic effects and aspects that directly or indirectly affected their personal development. The study was realized on sample of 119 students at the Faculty of Educational Sciences, at Goce Delcev University Stip. Specially designed questioner was applied online. Descriptive and non-parametric statistics was used for data analyses. Results suggest that isolation caused from the pandemic had positive effects for personal development of the students, but students were not sure in effects on their education. Differences in opinions were determined between students at the beginning of the study and those in the final year. Future actions should be pointed on greater support from university and faculty staff as well as assistance in maintain mental health and social interaction during online teaching.

Key words: *pandemic, students, leisure time, personal development.*

Introduction

The COVID-19 pandemic changed our reality. It affected not only on the health but also all other segments of life including work, socialization, education etc. Restricted movement, social distancing, wearing masks, online education, protocols for all businesses, closed borders become our new reality. It was and still is required from all of us to adjust to this „new normal“. All these combined with fears for personal and collective health, insecurity, restrictions affected people physical, mental and emotional health and well-being, social interaction and plans for life. The pandemic changed our everyday life habits, the routine of the day, working routine. Leisure time was also changed. These was especially notable during quarantines and lockdowns that happened in nearly all countries worldwide during the first half of the year. In the period of lockdown schools, business, sport clubs, fitness centers were locked, and sport and social events were canceled or postponed. These affected human's physical activity level, movement habits and social life. Reductions in daily energy expended, uncompensated energy intake, altered sleep were reported [9]. This resulted with reduces level of physical activity, longer screen time, weight gain and decrease of physical fitness [2, 10], reported for significant decrees of physical activity level of Spanish population during lockdown period using recorded data from FitBit and also huge decrease of visit of outdoor spaces in Spain in April using Google data. Particularly, they reported 92% decrease of visit of recreational places and 85% of visit of parks [10]. We assume that situation was similar all-around Europe during lockdown period. Mental health was also affected. Anger, frustration, sadness, irritation was often experienced by many people during lockdown [12]. For population of students, lockdown period also causes many negative effects. Study reports for moderate level of perceived stress positively correlated with students' skills, time management, and changes in student's life [7] but are aware of pandemic and cope effectively with pandemic issues [1].

National organizations like Institutes for public health, Ministries of Education and Healthy and international organization like WHO, UN, UNESCO IOC and others, landed their support on different ways suggesting guidelines, recommendations charts how to overcome different issues during pandemic, protect from spreading the virus and maintain good physical, mental and emotional health for all age groups. WHO started a champagne Be Active suggesting at least 150 minutes of moderate-intensity physical activity throughout the week, or at least 75 minutes of vigorous-intensity physical activity throughout the week, muscle – strength activities involving major muscle groups 2 or more days a week massive. Beside this, short active breaks from sitting, by doing 3–4 minutes of light intensity movements were also recommended [18]. Different forms of movements were recommended: climbing stairs, dancing,

stretching, yoga, rope YouTube videos, online classes, active video games, stare climbing, rope skipping, dance, short activity breaks, walking, homebased activities [18, 2, 10, 12, 6] joga, Tai Ji Quan, [4]. Use of mobile application and self – monitoring training apps were suggested as effective way to improve motivation during pandemic [8, 4]. Different forms of outdoor physical activities such as walking, cycling, hiking, running etc were also recommended. They were recommended not only because of the movement, but also because of benefits related with boosting of immune system, exposure of sun and use of vitamin D which is found important for recovery patients. It has also positive benefits for respiratory, metabolic, cardiovascular and bone health as well as mental health [10]. Recommendations for maintaining good mental health and positive attitude were also given by WHO. In their chart for Mental health and psychosocial considerations during the COVID-19 outbreak [19] they address several issues related to mental health of all age and working groups, including health care workers, medical workers, Covid patients, underlining the compassion, kindness, positive attitude, maintaining regular daily routine, give support, encouragement to keep socialization restricting social contacts, following correct information, reduce stigma etc. [19]. UNESCO landed their support related to educational institutions and uprising issues related to pandemic. In their chart „COVID-19 and higher education: Today and tomorrow” [16] is underlined that ensuring the right of higher education for all, following the policy of equal opportunities and non – discrimination, leave no student behind should be the first and main priority of all high educational institutions. Furthermore, they give recommendation for delivery of educational process, involvement of educational institutions in social recovery after pandemic underlining the importance of redesign of teaching and learning process, design of new pedagogical measures and approaches etc.

The support and recommendations are here but still, the final effect depends from each person individually. The main question is: How to follow and implement all recommendations, face with personal issues and struggles and get the best from ourselves and learn a positive lesson from pandemic? This address personal ability of everyone to organize his/her personal time, follow personal routine and make the best point from it. And these lead us to the segment of organization of our time, including leisure time. In normal circumstances, structured and organized leisure time was determined to have positive effect on personal happiness, satisfaction of life, self – control, psychological well – being [being 17, 5, 3]. Students with organized leisure time and more hours daily to fill it with activities that they prefer, reported to be with high self-control, positive mood, improved social interaction and better physical fitness [13, 3]. They also participated more in activities that improve their well-being, personality and are in line with their personal interests, in-

cluding interest for sport activity [14, 11]. Such activities also affect positively on personal development.

Personal Development is recognized as conscious pursuit of personal growth by expanding self-awareness and knowledge and improving personal skills [20]. The Cambridge dictionary defines personal development as „Process of improving personal skills and increasing the amount of experience that you have in your job” [21]. Working on personal development means „encouraging young people to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; To become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives” [15, pp: 10]. Personal development includes aspects like improving self-awareness, self-knowledge, improving skills and/or learning new one, building or renewing identity and self-esteem, developing strengths or talents, improving a career, identifying or improving potential, improving health, wealth or social status, improving social relations or emotional intelligence. Many of these elements are improved during leisure time activities. Yet, the aspect of leisure changed as well during pandemic. Considering its effects on personal development during „normal circumstances”, we were interested what will happened during pandemic. For this aim, we design this study in order to determine how student cope with Covid 19 pandemic and can they use it in negative or positive perspective regarded their personal development.

Method of work

The conditions in which we found ourselves with the outbreak of the pandemic forced us to change the whole life and work of everyone, including students. The new conditions required new ways of studying, new approaches in terms of investing in their personal and professional development in order to adequately and qualitatively respond to the challenges that exist in modern social life and action. With this in mind, we design this study that as a subject of research has the students from the Faculty of Educational Sciences at Goce Delcev University and their opinions regarding the impact of Covid-19 pandemic on their personal development.

The aim of the study is to determine whether differences exists in attitudes and opinions of students according to place of residence (village / city) and year of study upon Covid 19 pandemic effects and aspects that directly or indirectly affected their personal development.

The study sample was comprised from 119 students at the Faculty of Educational Sciences, at Goce Delcev University Stip, students in different year of their studies. The presented results are part of a larger study that examines students' attitudes and experiences for leisure time activities during Covid 19

pandemic and its effects on movement habits, personal and professional development. The study was conducted using questioner as instrument, designed intentionally for study purposes. The questioner was administrated online in period May/June 2020. Beside general data (gender, place of residence faculty, study group and year of study, employment during the pandemic), it also contains closed-ended questions – a scale of assessment where students determine the degree of agreement and satisfaction in the offered claims.

The obtained results are analyzed and presented using descriptive statistics: frequencies (f), percentages (%). Non-parametric procedure: t-test and F-test (ANOVA) were applied to determine differences between groups. The data obtained from the research were processed using the statistical package SPSS 19.

Results and discussion

The research included students from all four years of study at the Faculty of Educational Sciences at Goce Delcev University – Stip. From total number of 119 students, 25% were from the first year of studies, 20% from second year, 28% from third and 27% in fourth year of study. Regarding the study programs, 33% are students from the department of primary education, 37% from the department of preschool education and 30% of the department of pedagogy. In terms of gender, 71% are female and the remaining 29% are male. The dominance of female students is expected due to the general inclination and acceptance of the teaching profession by members of the female gender. According to the place of residence, 76% of them answered that they live in a city, and the remaining 24% live in a village. From all students in the sample, the major number of students (70%) were *not engaged* in work or as volunteers outside the home during the pandemic, 16% were *engaged*, and 14% were *occasional engaged* (1-3 hours during day/certain days). The presented study analyses selected questions related to students' opinions on their personal development in the period of isolation due to the pandemic.

To the question *Compared to the last three months of 2019 with the period from the beginning of isolation, how much time did you spend on your personal development per week?* the major number of students included in the study (41%) answered that they *spent more time in personal development in the period of isolation*, 25.5% *spent much more time in personal development in the period of isolation*, 29% answered that they *spent the same time*, and the rest answered that they devoted less time to their personal development during that period. Similar responses we received to the question *Compared to the last three months of 2019 with the period from the beginning of isolation, how much time did you spend on professional development per week?* Most of the respondents 39% answered that they *spent more time on professional development in the period of*

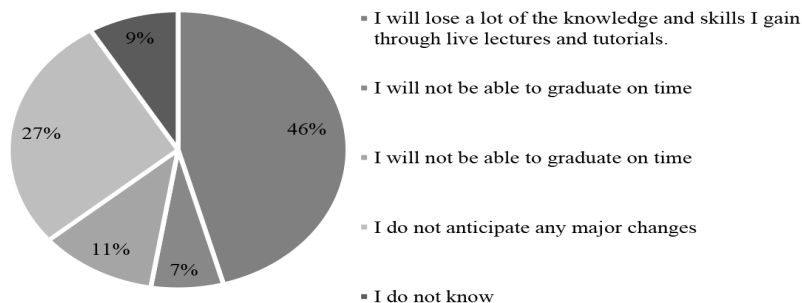
isolation, 20% of them answered that they *did it much more time*, and 32% that they spent *the same time*.

The answers we received suggested that the specific situation imposed by the pandemic and the long periods of quarantine and isolation encouraged students to think and act more in terms of improving and enhancing their personal and professional development, compared to the period before the pandemic. This suggest that period of isolation in certain point was used on positive manner from students. We were interested in student's opinion regarded effects of pandemic on the quality of perceived education and their studies in future (*Consequence of the coronavirus pandemic, what do you predict will most affect your studies in the next 12 months?*). From total number of students, 44.5% answered that they will lose a lot of the knowledge and skills I gain through live lectures and exercises, 7% of them that they will not be able to graduate on time, 11% answered that they will be able to progress faster in their studies, while 27% of respondents answered that they do not foresee any major changes. These answers suggest on certain worry for the quality of perceived online education, insecurity in personal achievements and support from teaching staff. Similar results were obtained in similar studies realized on sample of university students included in online teaching 7, 1. In line of giving support to students during online teaching are number of recommendations suggested by [16].

To the question What impact do you predict that the corona virus pandemic will have on the different aspects of your personal development (learning new skills, master old skills, new knowledge etc.)? the students were suggested several statements from which they needed to give their agreement on a scale from 1 to 5, where 1 is no impact and change and 5 is huge impact and change. Analyzed bt statements, following answers were obtained: For the 31% anticipate *moderate impact*, and 30% have a *strong impact* for the statement **learning new skills**, Regarded the statement **Improving and mastering the old skills**, 32% said that they predict *moderately*, and 27% that it will *have a great impact* on their personal development. Next statement was **provision of new information and knowledge about segments of personal development that interest me (motivation, self-discipline, healthy eating, health, mental health)** for which 35% of students agree that this situation will have a *very big impact* and 27% a *big impact*. A high 39% of participants consider the pandemic situation will have a *very big*, and 27% a *big impact* and changes in terms of **connecting with friends, relatives and acquaintances**. The analyses of student's responses to the answers to the last question, lead to conclusion that the situation with the covid-19 pandemic still has some positive effects on the personal development of the individual. In conditions of reduced movement and requests for limited direct communication and companionship with friends and loved ones imposed to have more time for themselves, for their

desires, dreams and opportunities, increased awareness of the importance of family, family values, the need to communicate more often with loved ones, etc., and accordingly think about how to invest in various aspects of personal development (learning new and improving old skills, connecting with friends and relatives, taking better care of health, etc.)

Overall, as a result of the coronavirus pandemic, what do you predict will most affect your studies in the next 12 months?



Graphic 1: Student's prediction on impact of corona virus on their studies

Differences in students' opinions for changes that occurs in the segment of their personal development during COVID 19 pandemic were determined using t-test. Differences were analyzed from the aspect of place of residence (city/village) and year of study. The obtained results did not show statistically significant differences in the analyzed answers, which leads to the conclusion that the place of residence of the students participants in the study, does not play an important role in terms of their views and opinions on the impact of the Covid-19 pandemic and their personal development. Differences regarded the year of study were tested using F-test (ANOVA). Based on obtained results, statistically significant differences were not noted for most of the questions, except in two of offered statements. They are statement related to impact of pandemic on future education and success in it and the statement related to connection with friends, relatives and acquaintances.

In the statement related to effects of corona virus pandemic on students learning and effect of the studies in the next 12 months, statistically significant differences were determined at level of 0.05. Differences were observed in responses between students of the second year of studies that consider/predict that this situation will contribute to *discontinue studies* and students from the fourth year of study which think that they *will succeed faster progress in their studies*. Statistically significant differences at the level of 0.01 were also determined in the question where students were asked to predict what impact the pandemic

situation would have on certain aspects of their personal lives, particularly the statement-*connecting with friends, relatives and acquaintances*. The biggest differences were observed in the answers between the first year students who think that the situation with the pandemic has a *great impact* on the possibility of connecting with friends and loved ones, unlike the students who are in the fourth year of studies and who think that such a situation would have a *moderate impact* the opportunity for socialization and socializing with friends and loved ones.

Table no. 1: Differences between students with different years of study regarding the impact of the pandemic on their personal development (ANOVA)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Time spend in personal development during isolation compared to 2019	Between Groups	1,271	3	,424	,607	,612
	Within Groups	74,639	107	,698		
	Total	75,910	110			
Time spend in professional development during isolation compared to 2019	Between Groups	1,173	3	,391	,445	,721
	Within Groups	93,045	106	,878		
	Total	94,218	109			
Overall effect of pandemic on studies in the next 12 months	Between Groups	58,175	3	19,392	3,426	,020*
	Within Groups	605,555	107	5,659		
	Total	663,730	110			
What impact do you foresee the coronavirus pandemic will have on the following aspects of your PERSONAL development?						
Learning new skills	Between Groups	3,365	3	1,122	,819	,486
	Within Groups	143,700	105	1,369		
	Total	147,064	108			
Improving and perfecting old skills	Between Groups	4,510	3	1,503	1,166	,326
	Within Groups	134,037	104	1,289		
	Total	138,546	107			
Providing new information and knowledge about segments of personal development that interest me (motivation, self-discipline, healthy eating, health, mental health)	Between Groups	2,485	3	,828	,564	,640
	Within Groups	154,231	105	1,469		
	Total	156,716	108			
Connecting with friends, relatives and acquaintances	Between Groups	24,432	3	8,144	5,416	,002**
	Within Groups	157,898	105	1,504		
	Total	182,330	108			

* $p < 0.05$

** $p < 0.01$

Conclusion

Covid 19 pandemic change all segments of our life's indication changes in our life habits, learning experiences and everyday routines. It also affected movement, social life, mental health, leisure time activities. Leisure time was also changed especially from the aspect of restricted access to facilities, places, contacts with people. The aim of presented study is to determine the differences that occurs in attitudes and opinions of students according to place of residence and year of study upon as results of Covid 19 pandemic and the effects that it has on student's personal development. The obtained results suggested that most of the students effectively used the period of lockdown and isolation and spend more time in improving personal abilities, learning and having time for activities at home that could not do it previously. Yet students were a bit concerned regarded effects of pandemic on quality of their education and intensity of their studies. In this regard, differences occurred between students in the second and fourth year. Students from second year considered that they will lose a lot of knowledge during lockdown period while fourth year students consider that the situation with pandemic will not significantly impact their education progress. Differences between students were also noted in opinion for effects of isolation on social connections and interactions. First year students considered that pandemic will have great impact on social connection compared with fourth year students for whom this impact is moderate and mild. Overall results suggest that greater amount of available time not always is a burden but if is organized and planed well and if dedicated to issues that are important for the person, could be a platform for personal development, increased knowledge and improve things that could not be changed if normal obligations were ongoing.

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ДИНАМИКА НА СПОРТНИЯ РЕЗУЛТАТ В КЛАСИРАНЕТО В ДИСЦИПЛИНАТА "DUET"

ИРИНА НЕШЕВА

IRINA NESHEVA. DYNAMICS OF SPORTS RESULT OF STANDING IN THE DISCIPLINE "DUET"

Абстракт: Интересът към мажоретните спортове нараства след 2000 година, те постепенно започват да навлизат и във висшите учебни заведения. Забелязва се, че от парадни и танцувални фестивали мажоретните танци преминават и в спортно-акробатични. Бързото и динамично развитие на мажоретните дисциплини изисква организирането на състезания със спортен характер, които се усъвършенстват с времето и водят до провеждане на по-отговорни състезания като Европейски и Световни първенства, а в близко бъдеще се очаква те да бъдат и на олимпийската сцена.

Ключови думи: мажоретни спортове, дисциплината „дует“, спортен резултат, динамика

Abstract: Interest in cheerleading has grown since 2000, and they are gradually entering higher education. It is noticeable that from parade and dance festivals cheerleading dances pass into sports-acrobatic ones. The rapid and dynamic development of cheerleading requires the organization of competitions of a sporting nature, which improve over time and lead to more responsible competitions such as European and World Championships, and in the near future they are expected to be on the Olympic stage.

Key words: cheerleading sports, the discipline "duet", sports result, dynamics

Introduction

In Cheerleading Sports is especially pronounced close relationship between sport results and integrated development of the motor skills of the competitors (Nesheva, I., 2016). To pass the composition with high speed of the synchronization all physical skills occurs simultaneously (Trendafilov, D. and B. Dimitrova, 2013). Therefore a high level of physical preparation of athletes will always be necessary to achieve. Their recreation is an important factor to eliminate the fatigue of the training stress (Trendafilov, D. and B. Dimitrova, 2013) "... improve the quality of life when implemented in everyday life..."

The authenticity of the cheerleaders sports associated with brass bands in the 19th century and particularly with the Head American band Drum Major, who orchestrated a stick-like rod. "In this respect it is interesting to note that the history of cheerleading goes back to 1869" (Nesheva. I., 2008).

The history of cheerleading goes back "... , cheerleaders sports combines the disciplines gymnastics, rhythmic gymnastics and acrobatics. Gradually their spectacular character turns into sports (Nesheva. I, 2008; Minkovska, G., 2014)".

"Baton twirling is a sport similar to gymnastics and has established traditions in the world, and its popularity continues to grow". "... is an attractive discipline sports racing character ..." (Nesheva. I., M. Gateva, 2008; Minkovska, G.,2015).

The international references found evidence for "... *ancient Eastern practices in search of effective anti-stress influences ...*" (Dimitrova, B., 2014a) and admiration for the natural resources of mineral or spring water, which is "... *a gift from the gods ...*" and "... *today [we] perceive water as a vital and we cannot imagine existence without it...*" (Dimitrova B., 2014b), on one hand. On the other hand, she is provided the opportunity for physical activity or "...exercise which are health preventive for the clients" (Trendafilov, D. and B. Dimitrova, 2013).

The preparation of the pregnant woman for wellness health status during the process have needs to move with specific gym, to maintain a good water balance for the fetus in the womb, to consume wellness food and combats the everyday stress.

The rapid and dynamic development of sports Cheerleading requires the organization of competitions with a sporty character that process be improved over time and leads to conduct a more responsible competition.

Worldwide, the leading topics in research could be and biomechanical characteristics of sports equipment Cheerleading sports.

Methods:

The aim is analysis of the dynamics of the sports score ranking discipline "duet". The tasks is presentation of detailed tables and to establish the components of technical mastery in duet component synchronization between the two partners.

Records of performance defining synchronization component in the compositions of Croatia, England (UK) Netherlands and the Czech Republic. Introducing the official protocol analysis ranking of European Championship Cheerleading sports performances in a duet woman in Croatia in 2014 (Table 1).

Table 1. Dynamics of the sports score ranking discipline duet

Official report from the European Championship Cheerleading sports performances in a duet woman in Croatia in 2014

CHAMPIONNAT D'EUROPE NBTA DES MAJORETTES ЕВРОПЕЙСКИ ШАМПИОНАТ ПО МАЖОРЕТЕН СПОРТ						
LILLEHAMMER, NORWAY / ЛИЛИХАМЕР, НОРВЕГИЯ						
OCTOBER 2013 / 4-6 ОКТОМВРИ 2013						
DUO SENIOR/ДУЕТ ЖЕНИ						
№	Фамилия Family	Име Name	Фамилия Family	Име Name	Country Държава	Penalty score наказ. точки
1	ХОРВАТ HORVAT	ИВАНА IVANA	ВРАНЕЗИК VRANESIC	ТОМИСЛАВ TOMISLAV	HR	8
2	МАТОУСКОВА MATOUSKOVA	ЛУСИ LUCIE	ВИМРОВА VIMROVA	ТЕРЕЗА TEREZA	CZ	8
3	ЖАГЕРСМА JAGERSMA	МЕЛЪДИ АН MELODY ANN	ЖОУСМА JOUSMA	ЛАУРИЕН LAURIEN	NL	11
4	КИСИЕЛ KISIEL	КАЙЛЕЧ KAYLEIGH	МЕРИДИТ MEREDITH	КЕЛИ KEELEY	ENG	12
5	ХОГЕРВОРСТ HOGERVORST	КЕЛИ KELLY	ФЕЛДЕН ВАЛДЕР WEIJDEN VANDER	РАВЕНА RAVENNA	NL	14
6	МЕНКЛОВА MENCLOVA	МАРТИНА MARTINA	ЖИКОВСКА ZIKAVSKA	ЖАНА JANA	CZ	14
7	БОБИЕР BOOBYER	РЕЙЧЪЛ RACHEL	УАТКОМБ WHITCOMBE	СЮЗАН SUSAN	ENG	18
8	ХОСКЕНС HOSKENS	РОМИ ROMY	ВАН ДЕР ВЛОД VAN DER VLOEDT	ЕВИЛИН EVELIEN	B	22
9	ДОЛЕЗАЛОВА DOLEZALOVA	КЛАРА KLARA	СЕМЕРАДОВА SEMERADOVA	ИВА IVA	CZ	25
10	ЧАЛКЛЕЙ CHALKLEY	ЕМА EMMA	УИЛИС WILLIS	ТАРА TARA	ENG	30

The results processed by statistical variance and correlation analysis (see Table 2).

Table 2.

Variance and correlation analysis of registered indicators defining component sync duet compositions of Croatia, Britain, the Netherlands and the Czech Republic.

DUET	Synchrony when capturing the device (C1)	Synchrony in static forms and parts of figures (C2)	Sync with music (C3)
Croatia	37	17	44
Britain	43	24	38
Netherlands	46	16	38
Czech Republic	41	17	47
Mean	41.75	18.5	41.75
Standard Er.	1.887459	1.848423	2.25
Median	42	17	41
Standard Dev	3.774917	3.696846	4.5
Kurtosis	0.25731	3.708507	-3.90123
Skewness	-0.35786	1.900104	0.37037
Range	9	8	9
Minimum	37	16	38
Maximum	46	24	47
Sum	167	74	167
Conf. Lev95 %	6.006	5.882	7.16
	(C1)	(C2)	(C3)
(C1)	1		
(C2)	0.107	1	
(C3)	-0.691	-0.45	1

Results

The indicator in sync positioning (C1) is manifested in the highest degree in duet performance of the Netherlands (S1.H. = 46), followed by England (S1.A. = 43), Czech Republic (S1.CH = 41) and finally Croatia (S1.H. = 37). The average of variational analysis (Hsr. = 41.75) is quite close to the median values (Me = 42). To create a model feature, we need the variable that separates ranking of attributes, in two equal parts. In the video made-metric survey component synchronization, the value of the quoted variables in sync with positioning devices are in the middle of the variation order. Therefore, when creating a theoretical model, we take the value 42 elements repeated in sync with devices for optimum. Analyzed compositions, this indicator is best balanced in the body of the Czech Republic and England, with equal interval deviation of 1 unit. We found matching its values with those of the "sync with movements" (Hsr.S1 = 41.75) and "sync with musical accompaniment" (Hsr.S3 = 41.75). Median values are also approximately

equal (= 42 Me.S1 and Me.S3 = 41). Therefore, when creating a theoretical model assuming the elements expressing synchronization in "positioning in sync" and "with musical accompaniment" are pronounced balance synergies repeatability about 41-42 times in a composition "duet performance." The estimated standard error for three indicators synchronization ranged from 1.8 to 2.2 and a standard deviation of approximately between 3 and 4. We accept as satisfactory values ranging within the specified intervals, ensuring uniformity of signs. When building a model feature "Duet" it is important to respect the established ratio as of these intervals and frequencies of repetition and the internal arrangement of the 3 indicators component synchronization.

Diagnosis of the "Sync in static forms and parts of figures" (C2) has the following characteristics:

- Arithmetic mean and median overlap with values from 17 to 18.5 variational analysis on equal values 17 in the compositions of Croatia and the Czech Republic;

- Standard error C2 = 1.8, with a standard deviation C2 = 3.69. We accept their values as stable, guaranteeing uniformity of scientific indicators;

- Standard error C3 = 2.5 with a standard deviation C3 = 4.5. We accept their values as proving the homogeneity of indicators;

- Classifying the characteristics of the compositions presented by the best players in Europe is a scientific basis for the creation of model performance disciplines. Based on this fact we assume that determined by the analysis basic laws for domestic content component difficulty determining the technical mastery of cheerleaders sports. Made summaries and conclusions about trends can serve to improve the management of sports results.

Discussion and conclusion

In conclusion, we can summarize that practicing sports Cheerleading is a good European practice to create tools for social expression and / or integration regardless of ethnicity, age, religious beliefs, gender, and family background. We can say correlation coefficients expressing the relationship between the performance of the component "synchronization". Of them establish a low correlation between the index "in sync with positioning devices" with that of "synch with music" ($r = 0.1$). From the compositional point of view that interdependence is logical and is positioning as a prior action occurring to achieve formations, shapes, or hybrids thereof.

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СЪДЪРЖАНИЕ

ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ, СПОРТЪТ И РЕКРЕАЦИЯТА В ОБРАЗОВАТЕЛНАТА СИСТЕМА

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