

# 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

Софийски университет „Св. Климент Охридски“  
Департамент по спорт  
Университетско издателство „Св. Климент Охридски“  
София, 2020

Сборникът се издава  
по Проект с частно финансиране на научни изследвания  
в Софийския университет „Св. Климент Охридски“ –  
80-10-49/13.04.2020 г.

*проф. Анжелина Янева, д-р, съставител и редактор*  
*Елица Стоянова, д-р, коректор*

**Научен комитет**

*проф. Анжелина Янева, д-р – председател*  
*проф. Емилия Рангелова, дпн – ФП – член*  
*проф. Росица Пенкова, д-р – ДИУУ – член*  
*проф. Лариса Митина, дпсн – ПФ – Тула – Русия – член*  
*проф. Ина Феготенко, дпн – ТППУ – Тула – Русия – член*  
*проф. Тамара Захарук, хаб. – ПФ – Седльце – Полша – член*  
*доц. Билияна Попеска, д-р – ПФ – УД – Македония – член*  
*Елица Стоянова, д-р – ДС – технически сътрудник*

**Редакционна колегия (Редакционен съвет)**

*проф. Анжелина Янева, д-р,*  
*доц. Антон Хиджов, д-р, доц. Боряна Туманова, д-р, доц. Георги Игнатов, д-р,*  
*доц. Евгени Йорданов, д-р, доц. Ирен Пелтекова, д-р, гл. ас. Иванка Кърпарова, д-р*

**Съставител**

*проф. Анжелина Янева, д-р,*

**Коректор**

*Елица Стоянова, д-р,*

**Рецензенти:**

*проф. Анжелина Янева, д-р, доц. Антон Хиджов, д-р, доц. Боряна Туманова, д-р,*  
*доц. Георги Игнатов, д-р, доц. Евгени Йорданов, д-р, доц. Ирен Пелтекова, д-р*

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 взима 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 специализанти, 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.

*проф. Анжелина Янева,*

Председател на организационния,  
научния и редакторския съвет на Конференцията

# **ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ, СПОРТЪТ И РЕКРЕАЦИЯТА В ОБРАЗОВАТЕЛНАТА СИСТЕМА**

# 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“ Шип. 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, личностно 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 questionnaire as instrument, designed intentionally for study purposes. The questionnaire was administered online in period May/June 2020. Besides 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 Delchev 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*

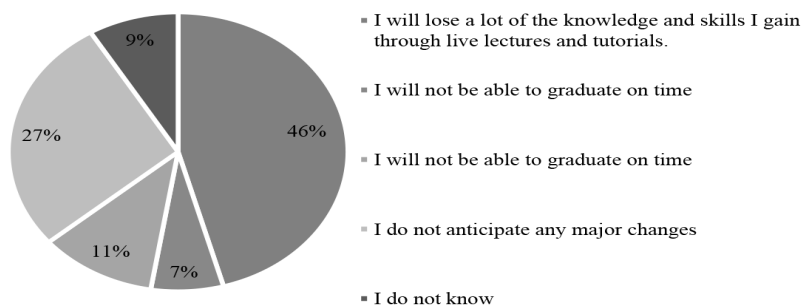
isolation, 20% of them answered that they *did it much more time*, and 32% that they spent *the same time*.

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.

## REFERENCES

1. Baloran, E.T. (2020) Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic, *Journal of Loss and Trauma*, 25:8, 635-642, DOI: 10.1080/15325024.2020.1769300
2. Bas, D., Martin, M., Pollack, C., & Venne, R. (2020) The impact of COVID-19 on sport, physical activity and well-being and its effects on social development, United Nations Department of Economic and Social Affairs, [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/05/PB\\_73.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/05/PB_73.pdf)
3. Brkljačić, T., Lipovčan, K., & Tadić, M. (2012) Povezanost između osećaja sreće i nekih aspekata provođenja slobodnog vremena. [Relations between feeling of happiness and some aspects of spending leisure time. In Croatian.] *Napredak*, 153(3-4), 355 – 371.
4. Chen, P., Mao, L., Nassis, G.P., Harmer, P., Ainsworth, B.E., & Li, F. (2020) Coronavirus disease (COVID -19): The need to maintain regular physical activity while taking precautions. *Journal of Sport and Health Science*, 9(2020), 103 – 104.
5. Csikszentmihalyi, M., & Hunter, J. (2003). Happiness in everyday life: the uses of experience sampling. *Journal of Happiness Studies*, 4(2), 185 – 199.
6. Hammami, A., Harrabi, B., Mohr, M., & Krstrup, P. (2020). Physical activity and coronavirus disease 2019 (COVID-19): Specific recommendations for home-based physical training, *Managing Sport and Leisure*, DOI: 10.1080/23750472.2020.1757494



7. Hyseni, D. Z., & Hoxha, L. (2020). The impact of COVID-19 on higher education: A study of interaction among students' mental health, attitudes toward online learning, study skills, and changes in students' life. <https://www.researchgate.net/publication/341599684>
8. Jakobsson, J., Malm, C., Furberg, M., Ekelund, U., & Svensson, M. (2020). Physical Activity During The Coronavirus (COVID-19) Pandemic: Prevention of a Decline in Metabolic and Immunological Functions. *Front. Sports Act. Living*, <https://doi.org/10.3389/fspor.2020.00057>
9. King, A.J., Burke, L.M., Halson, S.L., & Hawley, J.A. (2020) The Challenge of Maintaining Metabolic Health During a Global Pandemic. *Sports Medicine*, <https://doi.org/10.1007/s40279-020-01295-8>
10. Koch, S., Litt, J., Daher, C., & Nieuwenhuijsen, M. (2020) Should We Allow Physical Activity During The Coronavirus Disease Pandemic? COVID-19 & Response Strategy, IS-Global, Institute for Global Health, Barcelona, 1-5, [https://issuu.com/isglobal/docs/4\\_is-global\\_covid-19\\_y\\_actividad\\_fisica\\_en](https://issuu.com/isglobal/docs/4_is-global_covid-19_y_actividad_fisica_en)
11. Kvesic, M., Popeska, B., Sivevska, D., Ignatov, G. & Gregorc, J. (2018) Differences in leisure-time activities among students from four different countries. *Revija Sport* (3-4), 142-148. ISSN 0353-7455.
12. Lippi, G., Henry, B.M., & Sanchis-Gomar, F. (2020) Physical inactivity and cardiovascular disease at the time of coronavirus disease 2019 (COVID-19). *European Journal of Preventive Cardiology*, 1–3, *The European Society of Cardiology* 2020 DOI: 10.1177/2047487320916823 [journals.sagepub.com/home/cpr](https://journals.sagepub.com/home/cpr)
13. Lu, L., & Hu, C. (2005) Personality, leisure experiences and happiness. *Journal of Happiness Studies*, 6, 325 – 342.
14. Popeska B., Ignatov, G., & Sivevska, D. (2015) Comparison of leisure time between students of teaching faculties in Macedonia and Bulgaria with emphasis on sport activities. In: International academic conference– Researching Paradigms of Childhood and Education, 13–15 Apr 2015, (pp. 50 – 63) Zagreb: University of Zagreb, Croatia.
15. Sipler, B.A., Cert, M. (2006) Personal Development: The Power of Teachers in a Young Person's World The Rationale for Teaching Personal Development in Post Primary schools in Northern Ireland.
16. UNESCO (2020) COVID-19 and higher education: Today and tomorrow: Impact analysis, policy responses and recommendations <http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf>
17. Wei, X., Huang, S., Stodloska, M., & Yu, Y. (2015) Leisure time, leisure activities and happiness in China. *Journal of leisure research*, 47(5), 556 – 576.
18. WHO (2020) <https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome/healthyathome---physical-activity>
19. WHO (2020) Mental health and psychosocial considerations during the COVID-19 outbreak <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>.
20. <https://ukcpd.net/personal-development/>
21. <https://dictionary.cambridge.org/english/personal-development>
22. [http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/areas\\_of\\_learning/personal\\_development/ks3\\_pd\\_powerofteachers.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/personal_development/ks3_pd_powerofteachers.pdf)

#### **About the author (s)**

Popeska Biljana  
Faculty of educational sciences,  
Associate Professor, Ph.D,  
E – mail: biljana.popeska@ugd.edu.mk  
ORCID ID: 0000-0002-3063-8449

Sivevska Despina  
Faculty of educational sciences  
Associate Professor, Ph.D,  
E – mail: despina.sivevska@ugd.edu.mk  
ORCID ID: 0000-0003-3557-8059

## **СЪДЪРЖАНИЕ**

### **ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ, СПОРТЪТ И РЕКРЕАЦИЯТА В ОБРАЗОВАТЕЛНАТА СИСТЕМА**

ИЗСЛЕДВАНЕ НИВАТА НА АГРЕСИВНАТА РЕАКЦИЯ „ОБИДА“ НА СТУДЕНТИ,  
ЗАНИМАВАЩИ СЕ СЪС СПОРТОВЕТЕ: ДЖУДО, БАСКЕТБОЛ,  
ФИТНЕС И ТЕНИС

**АНЖЕЛИНА ЯНЕВА, ЕЛИЦА СТОЯНОВА / 9**

ВЪЗДЕЙСТВИЕ НА ЗАНИМАНИЯТА С НАРОДНИ ТАНЦИ ВЪРХУ  
ФИЗИЧЕСКАТА ДЕЕСПОСОБНОСТ ПРИ СТУДЕНТИ

**ДАНАИЛА МАНИКАТОВА / 17**

ИЗСЛЕДВАНЕ НА ФИЗИЧЕСКАТА КОНДИЦИЯ НА УЧЕНИЦИ ОТ  
ГИМНАЗИАЛНИЯ ЕТАП НА ОСНОВНАТА ОБРАЗОВАТЕЛНА СТЕПЕН

**ДАНИЕЛ ДИМОВ / 23**

ПРОУЧВАНЕ НА НЯКОИ ПРОБЛЕМИ ОТНОСНО СИСТЕМНОТО  
СПОРТУВАНЕ НА СТУДЕНТИ ОТ ПЪРВИ КУРС

ВЪВ ВВМУ „НИКОЛА ЙОНКОВ ВАПЦАРОВ“

**ДИНКО ТЕНЕВ, ЗЛАТКО ЗЛАТЕВ, ВЕНЦИСЛАВ МЛАДЕНОВ / 32**

ИЗСЛЕДВАНЕ НИВАТА НА АГРЕСИВНАТА РЕАКЦИЯ „ПОДОЗРИТЕЛНОСТ“  
НА СТУДЕНТИ, ЗАНИМАВАЩИ СЕ СЪС СПОРТОВЕТЕ: ДЖУДО, БАСКЕТБОЛ,  
ФИТНЕС И ТЕНИС

**ЕЛИЦА СТОЯНОВА, РАДОСЛАВ КОСТАДИНОВ, ЕВГЕНИ ЙОРДАНОВ / 43**

ДИСТАНЦИОННОЕ ОБУЧЕНИЕ НАЦИОНАЛЬНЫХ ИГР НА УРОКАХ  
ФИЗИЧЕСКОЙ КУЛЬТУРЫ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ

**ЕРГАЛИ МУХИДДИНОВ, ЕРЛАН КЕНЖЕБАЕВИЧ СЕЙСЕНБЕКОВ,**

**ВИКТОРИЯ ВИКТОРОВНА ГОРБАЧЕВА / 51**

УЧЕТ ГЕНДЕРНЫХ ОСОБЕННОСТЕЙ АГРЕССИВНОГО ПОВЕДЕНИЯ  
ПОДРОСТКОВ В РАБОТЕ УЧИТЕЛЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ КАК ОДНО ИЗ  
УСЛОВИЙ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕВЕНТИВНЫХ МЕР

**ИННА ФЕДОТЕНКО, КСЕНИЯ ШАЛАГИНОВА / 62**

ВЛИЯНИЕТО НА ЛЕКОАТЛЕТИЧЕСКИТЕ УПРАЖНЕНИЯ ВЪРХУ РАЗВИТИЕТО  
НА ФИЗИЧЕСКИТЕ КАЧЕСТВА ПРИ УЧЕНИЦИ ОТ ТРЕТИ КЛАС

**КАМЕН СИМЕОНОВ / 69**

СЪСТОЯНИЕ НА ФИЗИЧЕСКАТА ДЕЕСПОСОБНОСТ НА УЧЕНИЦИ  
ОТ 5 ДО 8 КЛАС

**КРУМ ЛОВКОВ / 78**

ПРОУЧВАНЕ НА ПРОЯВИТЕ НА АГРЕСИЯ СРЕД СТУДЕНТИТЕ  
НА МК „Й. ФИЛАРЕТОВА“ И СУ „СВ. КЛИМЕНТ ОХРИДСКИ“  
**МАРИАНА АЛБЕРТ, АНЖЕЛИНА ЯНЕВА, ЕЛИЦА СТОЯНОВА / 85**

ОПИТ ЗА ПРЕВЕНЦИЯ НА КОНФЛИКТНОТО ПОВЕДЕНИЕ НА УЧЕНИЦИ  
ОТ СРЕДНА ОБРАЗОВАТЕЛНА СТЕПЕН С ПОМОЩТА НА МОДУЛНОТО  
ОБУЧЕНИЕ ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ  
**МЛАДЕН МИХАЙЛОВ / 95**

СЪВРЕМЕННИ АСПЕКТИ НА ПРЕДУЧИЛИЩНОТО ФИЗИЧЕСКО  
ВЪЗПИТАНИЕ (ТЕОРЕТИЧЕН АНАЛИЗ)  
**НЕВЯНА ДОКОВА / 99**

ИЗСЛЕДВАНЕ ЕФЕКТА НА ФУНКЦИОНАЛНАТА ТРЕНИРОВКА  
КАТО СРЕДСТВО ЗА КОРЕКЦИЯ НА ТЕЛЕСНАТА МАСА ПРИ СТУДЕНТКИ,  
ЗАНИМАВАЩИ СЕ С ФИТНЕС В СОФИЙСКИЯ УНИВЕРСИТЕТ  
„СВ. КЛ. ОХРИДСКИ“  
**ИВАЙЛО ПРОКОПОВ / 107**

АНАЛИЗИЗИРАНЕ НА VIII НАЦИОНАЛЕН УНИВЕРСИТЕТСКИ ШАМПИОНАТ  
ПО БАСКЕТБОЛ 3Х3 ПЛОВДИВ,  
**СПАС СТАВРЕВ / 113**

МОТИВИРАНЕ НА УЧЕНИЦИТЕ ОТ ОСНОВНОТО УЧИЛИЩЕ В ЧАСОВЕТЕ  
ПО ФИЗИЧЕСКА КУЛТУРА  
**ФИЛИП ШАБАНСКИ, АНТОН ХИДЖОВ / 122**

ДВИГАТЕЛНИТЕ КАЧЕСТВА И ВЛИЯНИЕТО ИМ ВЪРХУ РАЗВИТИЕТО  
НА ДЕТЕТО В ПРЕДУЧИЛИЩНА ВЪЗРАСТ  
**ДАРИНКА ИГНАТОВА / 129**

ФИЗИЧЕСКА ДЕЕСПОСОБНОСТ НА МОМИЧЕТА ОТ 4. КЛАС,  
В ЗАВИСИМОСТ ОТ ОБУЧЕНИЕТО ПО НАРОДНИ ХОРА И ТАНЦИ  
**ТЕОДОРА СИМЕОНОВА / 135**

ПРОУЧВАНЕ МНЕНИЕТО СРЕД РОДИТЕЛИТЕ НА УЧАСТВАЩИ ДЕЦА  
В ЗАНИМАНИЯ ПО ТЕНИС НА МАСА В ДЕТСКАТА ГРАДИНА  
**ВЕНЕЛИНА ЦВЕТКОВА / 144**

СОЦИАЛИЗАЦИЯ НА СТУДЕНТИТЕ ОТ ПЪРВИ КУРС СЪС СРЕДСТВА  
ЗА ФИЗИЧЕСКО ВЪЗПИТАНИЕ  
**ХОХЛОВА ОЛЪГА АЛЕКСЕЕВНА / 152**

ВЛИЯНИЕ НА МЕТОДИКА ЗА НАЧАЛНО ОБУЧЕНИЕ ПО ОРИЕНТИРАНЕ  
ВЪРХУ НЯКОИ ПСИХИЧЕСКИ КАЧЕСТВА ПРИ УЧЕНИЦИ  
**СТЕФАНИЯ БЕЛОМЪЖЕВА-ДИМИТРОВА / 157**

**РЕКРЕАЦИЯТА, АНИМАЦИЯТА И СПОРТЪТ В СВОБОДНОТО ВРЕМЕ –  
ПРЕВЕНЦИЯ ЗА ЗДРАВЕ**

ПРОБЛЕМИ И ТЕНДЕНЦИИ В ПРЕДЛАГАНЕТО НА СПОРТНО-  
АНИМАЦИОННИЯ ПРОДУКТ В ЗИМНИТЕ КУРОРТИ НА БЪЛГАРИЯ  
**АНТОН ХИДЖОВ / 169**

ОРГАНИЗИРАНЕ И ПРОВЕЖДАНЕ НА ТУРИСТИЧЕСКИ ПРОЯВИ В  
ПЛАНИНСКИ УСЛОВИЯ  
**АНТОН ХИДЖОВ / 175**

ПРОУЧВАНЕ СУБЕКТИВНАТА ОЦЕНКА НА СТУДЕНТИТЕ ЗА ФИЗИЧЕСКАТА  
ИМ АКТИВНОСТ – СРЕДСТВО ЗА ПРЕВЕНЦИЯ НА ЗАТЛЪСТЯВАНЕТО  
**ГЕРГАНА ДЕСПОТОВА / 180**

ОТЧИТАНЕ ЕФЕКТА ОТ ПРИЛАГАНА КИНЕЗИТЕРАПИЯ С РАЗЛИЧНА  
ЧЕСТОТА ПРИ ЛИЦА С НАДНОРМЕНО ТЕГЛО И ЗАТЛЪСТЯВАНЕ  
**ГЕРГАНА ДЕСПОТОВА / 188**

ПРИЛОЖНИ АСПЕКТИ НА СПОРТНАТА АНИМАЦИЯ В ОБРАЗОВАТЕЛНА  
СРЕДА  
**ДОНКА ЖЕЛЕВА-ТЕРЗИЕВА / 196**

ФУТБОЛЪТ КАТО ФАКТОР ЗА СОЦИАЛИЗАЦИЯ ПРИ ДЕЦА И МЛАДЕЖИ  
СЪС СПЕЦИАЛНИ ВЪЗМОЖНОСТИ  
**СТОЯН ДЕНЕВ / 202**

ФИЗИЧЕСКИ УПРАЖНЕНИЯ, ИГРИ И СПОРТ В ДЕТСКА АКАДЕМИЯ  
„ЖИВЕЙ С ЛЮБОВ“ В СЕЛО СМОЛИЧАНО, КЮСТЕНДИЛСКА ОБЛАСТ  
**СИМЕОН ЙОРДАНОВ, ЕВГЕНИ ЙОРДАНОВ / 210**

**ТЕОРИЯ И МЕТОДИКА НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТА**

ПРОУЧВАНЕ ЕФЕКТА ОТ АДАПТИРАН МОДЕЛ ЗА ПРИДВИЖВАНЕ  
ВЪВ ВОДНА СРЕДА ПРИ ДЕЦА НА 3-ГОДИШНА ВЪЗРАСТ  
**БИЛЯНА РАНГЕЛОВА / 219**

ФАКТОРИ, ОБУСЛАВЯЩИ СТЕПЕНТА НА УВЕРЕНОСТ В УСПЕХА ПРИ ЛИЦА,  
ПРАКТИКУВАЩИ СПОРТНИ ТАНЦИ  
**МИГЛЕНА БАХЧЕВАНОВА / 224**

АНАЛИЗ НА ИГРОВАТА ЕФЕКТИВНОСТ НА БЪЛГАРСКИЯ БАСКЕТБОЛЕН  
ОТБОР НА КОЛИЧКИ  
**МИРОСЛАВА ПЕТКОВА, МИЛЕНА АЛЕКСИЕВА / 232**

РАЗВИТИЕ И КЛАСИФИКАЦИЯ НА ФИТНЕС ГИМНАСТИЧЕСКИТЕ  
ДИСЦИПЛИНИ  
**НИКОЛЕТА БОЧЕВА / 241**

КУЛТУРАТА КАЛИСТЕНИКА  
**ПЕТЯ ХРИСТОВА / 251**

РЕЗУЛТАТИ ОТ ПРАКТИКО-ПРИЛОЖНИ ТЕСТОВЕ ПО ФУТБОЛ ПРИ ДЕЦА  
И МЛАДЕЖИ СЪС СОП  
**СТОЯН ДЕНЕВ / 259**

ВЛИЯНИЕ НА ВТОРОТО ПОДАВАНЕ ВЪРХУ ПОСТИЖЕНИЯТА  
В СТУДЕНТСКИЯ ВОЛЕЙБОЛ  
**ПЕТЪР КОЛЕВ / 269**

ВАРИАЦИОННИ ПАРАМЕТРИ НА РЕЗУЛТАТИТЕ ЗА ТЕХНИКО-ТАКТИЧЕСКА  
ПОДГОТОВКА ПО ТЕНИС НА МАСА ПРИ 7-9-ГОДИШНИ ДЕЦА  
**ВЕНЕЛИНА ЦВЕТКОВА / 275**

ИЗСЛЕДВАНЕ НЯКОИ БИОМЕХАНИЧНИ ПОКАЗАТЕЛИ НА ТЕХНИКАТА  
ПРИ БЕГАЧИ С РАЗЛИЧНА КВАЛИФИКАЦИЯ  
**ИВАНКА КЪРПАРОВА / 284**

### **ВРЪЗКА НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТА С ДРУГИ ДЕЙНОСТИ И НАУЧНИ ОБЛАСТИ**

ТРЕНЬОРСКИЯТ СТАТУС  
**АЛБЕНА ДОБРЕВА / 295**

ИЗСЛЕДВАНЕ НА ЕМОЦИОНАЛНАТА НЕСТАБИЛНОСТ НА ЛИЦА,  
ЗАНИМАВАЩИ СЕ СЪС СПОРТНИ ИГРИ И ПЛУВАНЕ  
**БОРЯНА ТУМАНОВА, ЕЛИЦА СТОЯНОВА / 307**

СПОРТЪТ КАТО ВЪЗМОЖНОСТ ЗА ЛИЧНОСТНО ИЗГРАЖДАНЕ  
НА УЧЕНИЦИ ОТ РОМСКИ ПРОИЗХОД  
**БОЯНА ИВАНОВА, НЕЛИ КАМЕНОПОЛСКА / 313**

ОТНОШЕНИЕ И НАГЛАСИ КЪМ НАРОДНИТЕ ХОРА И ТАНЦИ  
НА СТУДЕНТИТЕ ОТ ЮЗУ „НЕОФИТ РИЛСКИ”  
**ДАНАИЛА МАНИКАТОВА / 320**

НОРМИ НА РАСТЕЖ И РАЗВИТИЕ НА БЕБЕТО В НАЧАЛНИТЕ СЕДМИЦИ  
И МЕСЕЦИ ОТ ЖИВОТА

**ЙОАНА ЛУКАНОВА, ЦВЕТА ХРИСТОВА / 325**

АНАЛИЗ НА ДВИГАТЕЛНИТЕ КАЧЕСТВА В СТРУКТУРАТА  
НА ПРОФЕСИОГРАМИТЕ НА МЕДИЦИНСКА СЕСТРА И АКУШЕРКА

**КРИСТИЯН ГЕРАСИМОВ / 331**

ПРОУЧВАНЕ МЯСТОТО НА РУСКИЯ ЕЗИК В ОБЛАСТТА НА СПОРТА

**ЛЕЙЛА ДИМИТРОВА / 338**

ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТЪТ ПРЕЗ ПОГЛЕДА НА  
ЕВРОПЕЙСКИЯ СЪЮЗ

**ПЕТЯ ХРИСТОВА / 346**

ФАКТОРИ, ОБУСЛАВЯЩИ ПОЗИТИВНИТЕ НАГЛАСИ КЪМ СПОРТА ПРИ  
СПОРТУВАЩИ ЮНОШИ

**ПЛАМА ХРИСТОВА, АЛБЕНА КРУМОВА / 357**

АНАЛИЗ НА ХРАНЕНЕТО НА СЪСТЕЗАТЕЛКИ ПО АРТИСТИЧНО ПЛУВАНЕ

**ТАТЯНА ДЗИМБОВА / 367**

СЪВРЕМЕННИ АСПЕКТИ НА ВЪЖЕНИЯ ДОСТЪП

**ТОДОРОВ, ТОДОР / 374**

### **ТЕОРИЯ И МЕТОДИКА НА ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТА**

ВЛИЯНИЕ НА ПАНДЕМИЯТА ОТ COVID-19 ВЪРХУ СЪСТАВ НА ТЯЛОТО  
И СОМАТОТИП НА ГИМНАСТИЦИ

**АЛЕКСАНДЪР МАРКОВ, ТАТЯНА ДЗИМБОВА / 381**

ДВИГАТЕЛНАТА АКТИВНОСТ ПРИ ДЕЦА ОТ ПРЕДУЧИЛИЩНА ВЪЗРАСТ  
В УСЛОВИЯТА НА ИЗВЪНРЕДНО ПОЛОЖЕНИЕ

**ВИКТОРИЯ КОВЧАЗОВА / 387**

ЛИЧНОСТНО РАЗВИТИЕ И ИЗПОЛЗВАНЕ НА СВОБОДНОТО ВРЕМЕ  
НА МЛАДИ ФУТБОЛНИ СЪДИИ ОТ ГР. СОФИЯ ПО ВРЕМЕ НА ПАНДЕМИЯТА  
ОТ COVID-19

**ГЕОРГИ ИГНАТОВ / 394**

О НЕКОТОРЫХ АСПЕКТАХ АДАПТАЦИИ СТУДЕНТОВ ТГПУ  
ИМ. Л. Н. ТОЛСТОГО К ДИСТАНЦИОННОЙ ФОРМЕ ОБУЧЕНИЯ

**ЕЛЕНА ТОРИНА / 406**

ВЛИЯНИЕ НА ПРЕКЪСВАНЕТО НА УЧЕБНО-ТРЕНИРОВЪЧНИЯ ПРОЦЕС ПО СПОРТ ВЪРХУ ФИЗИЧЕСКОТО СЪСТОЯНИЕ НА СТУДЕНТИТЕ ОТ ОТБОРИТЕ ПО БАСКЕТБОЛ НА МЕДИЦИНСКИЯ УНИВЕРСИТЕТ В СОФИЯ, ВСЛЕДСТВИЕ САМОИЗОЛАЦИЯТА И ОБЯВЕНАТА ПАНДЕМИЯ ОТ COVID 19  
**ЖАСМИН ЦАНКОВА, ВЛАДИМИР ИВАНОВ / 412**

РАЗНООБРАЗНИТЕ ВЪЗДЕЙСТВИЯ НА COVID-19 ВЪРХУ СВЕТОВНАТА СПОРТНА ИНДУСТРИЯ  
**ИВАЙЛО СТАМЕНКОВ, ХРИСТО ДОКОВ / 421**

ПРОУЧВАНЕ НА ЕФЕКТА ОТ ОНЛАЙН ЗАНИМАНИЯ С АВТОРСКА МЕТОДИКА ОТ УПРАЖНЕНИЯ ЗА ВЪЗДЕЙСТВИЕ ВЪРХУ ГРЪБНАЧНИЯ СТЪЛБ  
**ИВЕЛИНА ДИМИТРОВА, КОСТАДИН КОСТОВ / 431**

ПРАКТИЧЕСКОТО ОБУЧЕНИЕ ВЪВ ВЕЛИКОТЪРНОВСКИЯ УНИВЕРСИТЕТ В УСЛОВИЯТА НА ИЗВЪНРЕДНА СИТУАЦИЯ  
**МИЛЕНА АЛЕКСИЕВА, МИРОСЛАВА ПЕТКОВА / 438**

ВЛИЯНИЕ НА ТРЕНИРОВКИТЕ ВЪРХУ СЪСТАВ НА ТЯЛО И СОМАТОТИП ПРИ ПОДРАСТВАЩИ БАСКЕТБОЛИСТИ  
**НИКОЛАЙ ХАДЖИЕВ, ТАТЯНА ДЗИМБОВА / 447**

ФИЗИЧЕСКОТО ВЪЗПИТАНИЕ И СПОРТ В УСЛОВИЯ НА ПАНДЕМИЯ  
**РАДОСТИНА ДИМИТРОВА / 453**

ВЪЗДЕЙСТВИЕТО НА ПАНДЕМИЯТА COVID 19 ВЪРХУ ДЕЙНОСТТА НА ВРЕМЕТО И ЛИЧНОТО РАЗВИТИЕ НА СТУДЕНТИТЕ ОТ ФАКУЛТЕТА ПО ОБРАЗОВАТЕЛНИ НАУКИ  
**ПОПЕСКА БИЛЈАНА, СИВЕВСКА ДЕСПИНА / 459**

ДИНАМИКА НА СПОРТНИЯ РЕЗУЛТАТ В КЛАСИРАНЕТО В ДИСЦИПЛИНАТА "DUET"  
**ИРИНА НЕШЕВА / 469**