



*Interreg – IPA CBC Bulgaria – Serbia Programme
CCI Number 2014TC1615CB007*

**Interreg - IPA CBC
Bulgaria - Serbia**

JOINT STRATEGY FOR DEVELOPMENT, NETWORKING AND MULTIPLICATION OF THE “WellBeCome” CONCEPT

Project:CB007.2.22.112, "WellBeCome"

The Interreg-IPA Bulgaria-Serbia Cross-border Cooperation Program 2014-2020

Expert : Prof. Dr. Vessela Metodieva Gyurova

1. Principles of education policy in the EU and countries for educational exchange in border areas

The Sustainable Development Goals (SDGs; also the Global Goals; en: Sustainable development Goals; Global Goals) are related to the future international development for the period 2016 - 2030. They were issued by the United Nations and are popularized as

Global goals for sustainable development. They replace the Millennium Development Goals, whose term expires at the end of 2015. 17 goals with 169 specific sub-goals have been identified.

In August 2015, 193 countries agreed to cooperate to achieve the following

17 goals. On September 25, 2015, 193 countries of the UN General Assembly adopted a daily allowance line titled Transforming our world.

1. Eradication of poverty everywhere and in all its forms.
2. Eliminate hunger, achieve food security and better nutrition and promoting sustainable agriculture.

The project is co-funded by EU through the Interreg-IPA CBC Bulgaria - Serbia Programme.

This document has been made with the support of the European Union through the Interreg-IPA Bulgaria-Serbia Cross-border Cooperation Program 2014-2020, CCI No2014TC1615CB007. The contents of this documents are the sole responsibility of beneficiary and should in no way be interpreted as a standpoint of the European Union or the Managing Authority of the Program.



3. Ensuring a healthy lifestyle and promoting well-being for everyone of all ages.
4. Ensuring inclusive and equal quality education and stimulating lifelong learning opportunities for all.
5. Achieving gender equality and empowering all women and girls
6. Ensuring accessibility and sustainable management of water supply and sewerage for all.
7. Ensuring access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustainable, inclusive and sustainable economic growth, complete and productive employment and decent work for all.
9. Build flexible infrastructure, promote inclusive and sustainable industrialization and stimulating innovation.
10. Reducing inequalities within and between countries.
11. Transforming cities and towns into inclusive, safe, stable and sustainable centers.
12. Ensuring sustainable consumption and production patterns.
13. Take urgent action to combat climate change and their impact.
14. Conservation and sustainable use of the oceans, seas and marine resources for

Sustainable Development.

15. Preservation, restoration and promotion of sustainable use of terrestrial ecosystems, sustainable forest management, combating desertification and stopping the degradation of the soil and starting its regeneration, as well as and halting biodiversity loss.
16. Promoting peaceful and inclusive societies for sustainable development, ensuring access to justice for all and building effective, accountable and inclusive institutions at all levels.
17. Strengthen the means to implement and renew the global partnership for sustainable development.

The project is co-funded by EU through the Interreg-IPA CBC Bulgaria - Serbia Programme.



In the opinion of the Committee on Culture and Education of 25.06.2018 on the stimulation on growth and cohesion in the EU's border regions, the rapporteur, Theodoros Zagorakis makes suggestions such as:

✚ recognizes the challenges facing border regions, and

emphasizes that socio-economic differences, including cultural and linguistic ones between different border regions can be difficult integration, limit synergies and reduce opportunities for people and businesses on both sides of the border;

✚ emphasizes that the EU has made a positive contribution to the development of border crossings regions and that future funding programs should continue at the most an effective and efficient way to target areas with particularly large European added value and to ensure that the difficulties of these regions are at the heart of cross-border cooperation programs; ✚ points out that cohesion policy should continue to support

of vulnerable people, paying attention to growing inequalities and building solidarity through investment in education, training and culture, paying particular attention to cross-border programs cooperation;

✚ Stresses the importance of cross-border cooperation programs, including in the financing of educational, cultural, creative, sports, artistic and other activities whose European added value brings citizens together, creates cross-border useful educational institutional interactions, promotes mutual trust and understanding



between internal and external actors and contributes to

overcoming the various forms of prejudices and stereotypes in the border regions;

✚ in this regard, emphasizes the EC's strong desire to invest in development of modern creative projects for innovation in education through

interactive and multimedia technologies;

✚ welcomes in this regard the simplification measures proposed for the period after 2020, and considers them an important step towards simplifying and improving the implementation and accessibility of cross-border cooperation programs;

✚ calls for a new information strategy on cross-border and regional cooperation to get closer to the people of the border regions, yes increase their awareness of the opportunities they offer

cross - border programs, and thus contribute to a change in attitudes towards

more open regional and cross-border consciousness;

✚ Stresses the importance of sport for the economic and social development of cross-border regions, as shown by the numerous projects for territorial cooperation, which have used sport as a tool for

social and cultural integration through education;

✚ encourages young people to act and participate in all aspects of

the development of regional and cross-border societies; supports cross-border ideas and activities related to youth, such as the creation of

platforms for exchanging ideas and good practices, raising awareness and the exchange of information on cross - border cooperation and

the dissemination of information through social and other media for the purpose increasing the participation and opportunities for young people in cross-border areas projects;

✚ strongly supports the role of cross - border projects and programs in improving youth education, employability,

the inclusion and participation of adolescents and young people in society through

dealing with the social problems they face at the border

regions, calls for more systematic cooperation between border regions with in order to improve opportunities for young people in the fields of education,



education, culture, sports and other areas of social policies for individuals with SOP;

✚ notes that language is an important factor that increases trust and helps to reduction of socio-cultural difficulties; considers the more targeted increased funding for language technologies in education can

improve communication and thus support the systematic promotion of education and training in the border regions - from early education children onwards, also through the organization of sports and health-oriented activities;

✚ points out that NGOs and small associations, in cooperation with partners, can contribute to the sustainable development of young people, and to promote innovation; also believes that this cooperation will help to build

relationships between adolescents, to increase mutual understanding, to overcome common challenges, strengthen personal and European identity through joint initiatives on projects related to education or partnerships between educational institutions.

2. The implementation of the project CB007.2.22.112 "WellBeCome" under the Program

Interreg-IPA for cross-border cooperation Bulgaria - Serbia 2014-2020 and functions of the author's team of trainers

It is known that mutual trust, political will and a flexible approach between stakeholders at different levels, from local to national, in this

number of civil society, in this case represented by a partnership of educational institutions (Sofia University "St. Kliment Ohridski") and NGOs ("Alphabets") - are vital for overcoming challenges and permanent obstacles in education. that's why

the current Well Be Come project team has for *aims to implement functions such as:*

1.the benefits of cohesion policy for border regions based on

the goals of the active personal and social presence of adolescents, regime, education in sustainable development to build attitudes

2. promoting their competencies in health and health care



to consumption in satisfying one's own physical and spiritual needs.

3. better coordination and dialogue, for more efficient exchange of information and for further exchange of best practices between actors in penetration, in particular in the implementation of European-oriented

policies and good practices, and the team will support the implementation of the project at the local level in educational institutions.

4. the team will be guided by focusing on positive meaning of education and culture, and in particular the opportunities for accelerating efforts to promote cultural dialogue in borderline institutions in Bulgaria and Serbia.

5. support in extracurricular activities and activities of interest to the potential of schools and local authorities in these efforts and encourages teaching of the languages of neighboring countries in their initial curricula for

junior high school and for the first high school stage of secondary education.

6. conducting training for trainers on the project the team will be involved in facilitation activities and rather promoting mutual recognition and better understanding of specific interactive and multimedia skills in the curricula for extracurricular activities and interest-based activities increase opportunities for cross - border learning mobility through equipped future "virtual classrooms", including the acquisition of

skills on current civic, health and environmental goals education.

7. interoperability of existing educational policies, for

the use of electronic and technological support systems locally educational level, will create interoperability of electronic

school systems and measures to facilitate access, including language tools for potential users from neighboring areas will be

stimulate cross - border educational initiatives to increase

efforts in connection with the projects for **e-based education**, which will have a positive impact on life and activity at the border

regions;



The team will also provide additional support for cross-border projects between regions at the EU's external borders and the border regions of neighboring countries, especially with the regions of third countries involved in the European integration process in terms of educational-synchronized challenges, somewhat similar but

and at the same time requiring differentiation in the application of oriented approach in the outermost regions of the EU's external borders.

Content and organization of the team members as authors will improve the mutual complementing health education in the border regions of students and

their families will guarantee *genuine cooperation in the field of the provision of technologies to improve mental health, the*

the emotional intelligence, on respect on rights on

individuality, cooperation in the field of active recreation improving factors for sport and sporting achievement such as success and sustainability of satisfaction with the strengths of the personality.

This one coherence of experiences in the institutions brings together the subjects in them and in this way to discover new potential for local development and a sense of partnership.

They are conceptually differentiated *additional benefits from team implementation* on the teacher training project:

- ✓ Strengthening cross - border cooperation between the institutions for education and training by facilitating cross-border schooling

visits and extracurricular activities for children from a very early age,

- ✓ Provide a unique opportunity that goes beyond the classroom to have direct connection and first-hand experience with the diversity of social, the communicative, civic, health and sporting manifestations of their

neighbours;

- ✓ Sharing educational priorities in Bulgarian, Serbian and

English and the promotion of less used cross-border languages for strengthening cooperation, increasing mobility across borders

and for the enrichment of the cultural diversity and heritage of these areas;

- ✓ The convergence of key players in research and academia

community NGOs, businesses, public institutions and civil society, which is of significant importance;



✓ Facilitating cross - border partnerships between institutions for education and training and between them and regions with a view to promoting mobility of learners, teachers, trainers and administrative staff, as well as doctoral students and researchers, including with regard to of pedagogical education and training;

✓ Facilitating educational activities aimed at raising adolescents' awareness of improving cooperation between universities, cultural and educational institutions.

3. Content educational accents

3.1. *Emotional intelligence and mental health.*

Emotional intelligence (EI) means the ability or ability to

perceive, evaluate and manage their own emotions, to distinguish between different ones emotions and to name and define correctly, as well as to use the emotional information to guide thinking and behavior (Coleman,

Andrew (2008). A Dictionary of Psychology (3 ed.). Oxford University Press). It is a relatively new field of study in psychology.

Mental health is a medical [term that describes the](#) emotional and mental health, health of reactions as well as perception, and lack of

[mental disorders. Emotionally unstable personality - there are two types:](#)

oImpulsive - there is no control over the inclinations.

oBorder - unstable relationships, emotional crises, inability to adapt to the social environment, a constant sense of

failure and hopelessness.

Mental health it can also be the result of quality of life or social

[class](#), with different social classes experiencing different manifestations of problems with mental health, or various disorders.

It is the foundation of mental health **emotional health** ([the term is usually](#) often used as a supplement in emotional and mental health, in English and as

emotional and mental health, in English emotional mental health) and is a term that is used to denote the link to emotional state with general mental health



balance, able to cope with difficulties and challenges, build strong and healthy [relationships and](#) recover from setbacks and temporary setbacks.

In management structures to know 19 actions and habits that help people of the individual. People who have good emotional health have a good inner

with a high EQ to use their emotions to their advantage instead of to their detriment. According to Justin Barriso, founder and director of INSIGHT (<https://www.manager.bg/tehniki-za-success/trayna-16-signs-for-high-emotional-intelligence/>):

1. To pay attention to both one's own and other people's feelings

Emotionally intelligent people have the ability to realize and control

their emotions and recognize the impact they have on the thoughts and actions of people. They do this by observing themselves and others and reflecting

changes in people's behavior and reactions to their feelings. This allows them a kind to peek "below the surface" and identify the causes of the human [behavior](#).

Human behavior. Acts of kindness can spread surprisingly

easily between people - just by observing the generosity of the people around us. They activate parts of the brain that are involved in motivation for action and social engagement, discovers a new study. In turn, we are more likely to “yes

pass it on. " Scientists call this the "moral elevation effect." The first

laboratory evidence of this effect was discovered in 2010. Scientists from the University

of California in San Diego demonstrate the effect by letting people play one simple game. As part of the game, they found that when people give complicity

cooperatively selflessly to others, this act of kindness is passed from person to person. ***One an act of kindness*** eventually ***tripled*** from the people who subsequently gave more and more. Dr. James Fowler, one of the study's authors, says: "Although

that this indicator may be higher or lower than in the laboratory, than personal point of view it's very exciting to learn ***that kindness spreads to people,***

which you do not know and have never met. We have a direct experience of giving and giving

we see people's immediate reactions, but we don't usually see our generosity rushes on through our social network to affect dozens and maybe even

hundreds of other people. " Here are some techniques for recognizing character traits and temperament. We all know how important a good impression is - as for ours personal life and our professional relationships. However, they do exist

a number of small factors that build our image and over which we have no control (for



difference from our words and [behavior](#)).

✚ **Our greeting:** A healthy handshake betrays that the person is against you extrovert. He likes to express his emotions clearly. If someone puts a hand

on your shoulder when he meets you, you probably genuinely like him (or he is manipulator). If he grabs your hand with both hands, this person is going to ask something from you or send you a message.

✚ **Selfies.** People who hold the camera from below have a positive view for the world. Those who are too serious or responsible rarely allow

others to know what they are doing through social media. In addition, they often do they shoot in such a way that others cannot understand where they are actually find.

✚ **How often do we dig into our phone.** If you dig into your phone too often, then it is quite possible that you are depressed and looking for external stimulation.

2. Know when to slow down

They are aware of the fact that emotions are fleeting and that they often lead to impulsive and ill-considered decisions that we later regret. That's why they try *to think well any situation before taking a decision or taking action*, especially

when it comes to situations filled with high emotional charge. Their goal is never make long-term decisions based on temporary emotions.

3. To control the way of thinking

Most emotions are instinctive, which means they can't control where, how and when to test. However, emotionally intelligent people are aware of the fact that they can *to control the way they react to these emotions*, as focus on your thoughts. So they focus on rational reactions and not become slaves to their emotions.

1. Demonstrate humility

Many people today view humility as a weakness. Those who have a high EQ, however appreciate modesty. They quickly accept criticism and use it to cultivate.



self-confidence and that you never defend your opinion and principles. Emotionally intelligent people understand that basically *of humility is the ability to*

acknowledge that we do not know everything, and the willingness to learn from others.

4. Willingness to learn from others is illustrated by companies in the interactive technologies (Netflix, Amazon, Google), which if they had completed their activities at the first setbacks today would all be just names from the recent past that

most people have already forgotten. Instead of lying on old laurels, these companies recognize the need to rediscover themselves and adapt to change

in the industry. Each of these companies accepts *continuous learning and self-improvement for an integral part of their company culture and Development strategy*. As a result, they do not just survive, but theirs today business is booming.

In this sense, it is necessary to create an organization whose philosophy is based on Lifelong learning does not just mean following new trends and technologies.

Sometimes it is enough to look at it from a different angle and ask, “Can you imagine...?”.

5. Failure is seen as an opportunity for growth. Too often people are afraid to take great risks in the workplace. They prefer to bet safely,

because they believe they will be reprimanded or even lose their jobs if they don't succeed. Here we find the main difference that distinguishes the organizations that encourage learning, of all others: they *encourage risk-taking and*

support experimentation, regardless of the result. It's about creation

in a safe environment in which failures are considered a natural part of development of the company. The leaders of this type of companies realize that the benefits of the lessons learned will far exceed the potential losses. Eventually,

we must not forget that failure is not eternal, but just another obstacle that must be overcome. If you look at mistakes as possibilities, instead of as disasters, the right direction will be found.

6. To learn from the experience. Encouraging experimentation and thinking outside frameworks is a powerful tool for stimulating learning change. However, if not analyze, discuss and use what has been learned from the results, the most

the essential. It is said that those who do not remember the past are doomed to it



repeat. Adolescents need to learn from their experiences so that they do not repeat their mistakes. It is also worth paying attention to the experience of others who have previously tried to achieve what is wanted but have failed. ***Other people's experience can give good an idea of how things can be done differently and better.***

He compares what he learns from his own experiences with the progress of competitors in order to build criteria for future success to be pursued.

Promoting growth through clear definition and dynamic vision.

Building a culture of learning depends largely on the existence of the clear

a vision of the direction in which the learner is going. Keep in mind, however, that organizations

who always learn are characterized mainly by their ability to transform. Goals and strategies need to be constantly redrawn to encourage progressive thinking and a culture of change. The inability to think in long-term can have serious consequences.

✓ **Creating not waiting, but knowing people.** Companies like AT&T and Pixar create their own "universities" to accelerate the development of employees and prepare them for their future careers. They encourage teams to pursue and adopt new ideas, offering them a variety training and practice opportunities. When you provide ***opportunity for learning and the growth of your students, you create the future leaders of society.***

✓ **To help the team to imagine the impossible.** Can you regularly we ask the partners "***Can you imagine?***" and to comment on the most interesting and bold wishes in a dream tree. This is a simple exercise turns into a catalyst for some of the greatest successes. While presenting and pursue goals that seem unattainable, succeed in turning them from dreams come true. It takes a lot of passion to build a culture of learning, communication and teamwork, but ultimately when one strives to achieve the impossible, then great things happen.

7. Demonstrate sincerity

Emotionally intelligent people are not afraid to say what they really say

they think. They avoid half-truths and seek to present information in a way that which will not be misinterpreted. Realize that the search for loopholes in



the law and technical details may win them a lawsuit, but not *the sympathy and trust of others.*

8. To show authenticity

People with high emotional intelligence realize that being authentic is not it means sharing everything about yourself with everyone you meet, at any time. Authenticity is the ability to show *adherence to one's own values and principles and not to cheats on your own views to please someone else.*

9. To show empathy

Instead of labeling others, the emotionally intelligent try to put in their place and *to look at things through their eyes.* Listen to others, not to judge their actions and thoughts, but to understand them better.

10. Use effective feedback

Critics have the potential to hurt the feelings of others. Realizing this fact, the emotionally intelligent try to present their critiques in the form of

constructive feedback so that the person to whom it is addressed, *to accept it as useful advice instead of as a negative assessment.* Negative feedback

it often comes unexpectedly, seemingly out of nowhere. The natural first reaction is to tell the other person is wrong. Why? Because if he was right, you probably would have heard this news earlier than many other people.

However, the truth is that this is not always the case, which means that it is better not to rush with the conclusions. What to say: "I don't see things that way. You can can you give me an example so that I can understand the situation better? "

Don't be alarmed if your understanding of the situation is completely different from that of the rest. Sometimes one needs to listen to the reasoning of others in order to find out where he went wrong or gain better clarity and knowledge about the problem. Either way, your approach should be from the position of someone who understands that may have made a mistake.

11. To apologize

"I'm sorry" is one of the most difficult words to say



12. To forgive and forget

Hiding hatred for a person or an event from the past is like leaving a knife stuck in wound. When the emotionally intelligent forgive and forget, they overcome those obstacles and do not allow others to use their emotions against them.

13. Keep promises

It is realized that it is important to make, be it for small or big promises, because this builds the reputation of a reliable and responsible person to whom the rest can count.

14. To know how to tell stories

Everyone loves interesting stories. Given this fact, emotionally intelligent people know how to use anecdotes and examples to breathe life into numbers, facts and ideas.

15. To help others

One of the best ways to inspire someone is to help them. Emotionally intelligent people reach out to those who need it to help them to become your best [self](#).

16. To know when to relax

People with high emotional intelligence know that it is not necessary to analyze in depth any feeling that is experienced, and to place the significance of events that in fact they are not so important. Instead, they seek a deeper understanding, only when it is useful to them. Other times they just enjoy the moment.

17. Protect yourself from emotional manipulation

Emotional intelligence also has a dark side that allows people to manipulate others in pursuit of their own selfish goals. This is one of the reasons why emotionally intelligent people should always be vigilant and develop their abilities to be able to protect themselves and others from emotional manipulation.

18. To know the power of emotions

Our emotions affect virtually every aspect of life. They help to choose the career to be followed and the places to apply for a job.



our decision where to live and for how long. They help to choose with whom to we spend our time and who to fall in love with.

Emotions can make us make a decision in a few seconds, which will change our whole life. Sometimes they make us feel hopeless, even when in the eyes

to others we are an example of a man who has everything. However, they can also be light at the end of the tunnel, which makes even the most difficult moments more bearable. That's it a variety of feelings and emotions makes emotional intelligence so valuable

and useful in our daily lives

3.2. Eating behavior as a project priority

Behavior is the set of actions and inactions of the body, especially in connection with [environment](#). Reflects the body's ability to change its actions under

influence of external or internal factors. It has a huge adaptive importance, allowing to avoid the negative factors of the external environment.

Behavior can be conscious or unconscious, overt or covert,

voluntarily or compulsorily. The complexity of the behavioral reactions of the living creatures is related to the complexity of their nervous system. In general, organisms with more complex system have a greater capacity to learn [new](#) reactions and on this

way to adjust their behavior to the environment.

Human behavior (and that of other organisms and mechanisms) may be common, unusual, acceptable or unacceptable. People evaluate the acceptability of a particular type of behavior based on social norms that regulate behavior,

thus exercising social control. Because of the many [meanings](#) of the term behavior, it is impossible to give a description without clarifying the context in which has been used. One such context could be psychology, which [over time](#)

is called the [science](#) or doctrine of behavior.

They exist **four categories of human behavior**, as some of them overlap, and could be considered as a continuation of animal behavior - **food, reproductive, parental, research**.

Food are substances consumed by living organisms to sustain [life](#) processes in themselves and get the energy they need. Food includes food



substances and drinking water. Its main purpose is to supply the body with chemically bound energy. Foods most often have a natural (vegetable or animal) origin. They contain carbohydrates, fats, proteins,

vitamins or minerals. Food is processed by the body, then processed species are absorbed by the body's cells to produce energy, sustain life and promote growth.

One *definition of food* is given by the Regulation of the European Union: “REGULATION

(EC) No 178/2002 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 28 January 2002

year for establishing the general principles and requirements of the legislation in in the field of food, establishing a European Food Safety Authority and

laying down procedures for food safety ", namely Article 2 states: 'For the purposes of this Regulation,' food '(or' foodstuffs') means

any substance or product, whether processed or not, partially processed

or unprocessed, which is intended for or reasonably expected to be accepted

from people. The term "food" includes beverages, chewing gum and all kinds of substances, including water intentionally used in food during their production,

preparation or processing. It includes the water after the point of conformity, according to definition in Article 6 of Directive 98/83 / EC and without prejudice to the requirements of Directives 80/778 / EEC and 98/83 / EC.

The term "food" does not include: feed; live animals, unless prepared for placing on the market for human consumption; plants before harvest;

medical devices within the meaning of Council Directives 65/65 / EEC and 92/73 / EEC (2); cosmetics within the meaning of Council Directive 76/768 / EEC (3); tobacco and tobacco products within the meaning of Council Directive 89/622 / EEC (4); narcotic or psychotropic substances within the meaning of the United Nations Single Convention on drugs of 1961 and the United Nations Convention on

psychotropic substances from 1971; residues and contaminants.

During its development, mankind has been supplied with food in two ways: by hunting

and / or breeding of animals; through agriculture (plant collection

products such as fruits, nuts, roots, and planting, growing and extraction of plant production).



Today, most of the food needed by the ever-growing population is procured through agricultural activity and the food industry. ***The right***

of food is a human right deriving from the International Covenant on Economic, social and cultural rights (art. 11, para. 1 and 2). The pact recognizes ***the right to adequate quality of life, including adequate nutrition.*** And also

the fundamental right to freedom from hunger (UN, 16-12-1966). ***Healthy diet*** is associated with regular daily meals, in approx equidistant time intervals. Healthy eating should include

moderate but varied in content and amounts of food, in accordance with individual needs.

3.2.1. Food and cultural community

The main food groups are of plant origin. The most valuable are the fruits and vegetables. Dishes prepared only from vegetables in traditional Bulgarian cuisine are called light or lean. Globally, these are all included in

vegetarian foods.

The second group of foods are those of animal origin, which are the source of proteins - eggs, milk and dairy products. There is no clear

concept on the inclusion of products of this group in vegetarian foods.

The third food group (as food products) are fats. They are divided into such of animal origin and fats of vegetable origin. When talking about

unprocessed species they are called lard (animal fat) or vegetable oil or dairy origin). Not all vegetable oils are food products.

A non-basic food group is that of meat obtained from the flesh of killed animals. There are many concepts that postulate that these foods

can be completely excluded from the diet of humans and many individuals and

societies adhere to these principles. Bulgarian traditions over the centuries have imposed periods in which ***meats are excluded from the diet for certain short or longer periods. long seasonal periods,*** the custom is called "fasting" or "fasting." These customs are



a consequence of combined rituals of pagan and Orthodox canons. They exist claims that such a regime has a healthy effect on the body.

Historically determined, in different cultures different views and traditions are observed

and ways (methods) for preparing, serving and consuming food. These views build and shape the notions of the cuisines of different peoples, as well as of culinary traditions in a broader sense.

The nutritional value characterizes the beneficial qualities of each food. Determines the content and quantity of the different types of nutrients,

their availability and digestibility. The nutritional value is:

- **Biological value** Is determined by the content and quantity of essential nutrients and their degree of digestibility.
- **Energy value** - this is the amount of energy that is released in the body in the biological oxidation of carbohydrates, fats, proteins, organic acids and alcohols.



Cereals constitute the staple food, providing more of the nutritional energy than all other cultures worldwide. Wheat, corn and rice - with all their

forms - make up 87% of all cereals in the world.

There are other types of foods that are not from **vegetable or animal**

origin. Such are, for example, fungi, as well as many different microorganisms used in the cooking process. Yeast and various types of bacteria

are used for the production of a wide variety of fermented products - bread,



alcoholic beverages, cheese, yogurt, pickles and a number of other uncommon in Bulgaria feeds. Another interesting example is the blue-green algae Spirulina. In the food some inorganic substances such as baking soda and tartar cream are also used.

Many plants or plant parts are used as food. There are over 2000 plant species that are grown for food, many of which have several

different varieties, and some such as the apple even hundreds of cultivars designed for different tastes and uses.

Plant seeds are an excellent food source for both animals and

man. They contain many necessary for the initial growth of the plant, substances extremely necessary and useful as omega-3 fatty acids.

The predominant part of the food consumed by humans is derived from seeds.

Edible seeds include cereals (corn, wheat, rice, etc.), legumes, beans, peas, lentils, etc.) and nuts.

Oilseeds are often grown for production

of vegetable oil - sunflower, flax, canola, sesame and others.

The seeds are rich in unsaturated fatty acids, which is why they are often determined as healthy and useful, given that not all seeds are edible. Some

seeds, such as those of the lemon, pose a choking hazard, while others, such as those of

apple and cherry contain poisonous cyanide in small quantities.



The fruits represent the "ovaries" of the plants in which the seeds develop.

Many plants have evolved to produce fruit that attracts animals

as food, and they in turn, after eating them, spread the seeds of the plants of long distance. Fruits are a big part of most people's diets

human cultures. Some, from a botanical point of view, fruits such as tomatoes, peppers,

eggplant and zucchini and others, **are perceived and consumed as vegetables. Vegetables are a second type of plant biomaterial**, widely used as food. These include root vegetables (carrots), leafy vegetables (spinach and lettuce),

stem vegetables (bamboo and asparagus), as well as those whose consumable part is the color (artichokes and broccoli).

The animals are used as a food source directly or indirectly through various products. **Meat is an example of direct use** of animals for

food. It is obtained from the muscles of animals. Internal organs (offal) and skin they are also a food source. Animal products used by humans for food

include **milk produced by the mammary glands, which is used in many cultures directly for drinking or for the production of various products** (cheese, butter, cottage cheese and others). In addition, birds and other animals lay eggs used for eating, and honey produced by bees, is used as a sweetener and food for many places around the world. In many cultures, including in Bulgaria for consumption is enjoyed and animal blood. In our country it is prepared from it **hemorrhoids, worldwide used for thickening of sauces, as a remedy, in times of famine, as well as for making of special blood-like sausages.**

The word comes from the Old Bulgarian **food**, which is from the All-Slavic **xorna**, for which is supposed to be borrowed from the Iranian languages. Derxen linked it to the Avestan word **xarəna**, meaning "food".

The Bulgarian view is part of the pan-European order that in the modern

society are part of the globalizing norms adopted in the systematization of the concepts of "World Cuisine".

Regarding the daily diet - **Bulgarians traditionally and carried away**

to average statistical families adopt three types of nutrition - breakfast (breakfast), lunch (lunch, lunch) and dinner (evening meal). Breakfasts

there can be several, the main one being the morning (early or first breakfast).



Lunch consists of three dishes - appetizer, dish and dessert. Appetizer is the first dish, which is served. It is usually something light (soup, salad). After it comes basically. And finally is dessert. It is usually a pastry, fruit or sweetened product (such as

fruit yogurt or sweet cottage cheese). Liquids are not usually served at dinner appetizers, except when they are prepared as a main dinner

(usually in winter: chicken, pasta soup, etc.). From

the evening menu often excludes dessert. It is important to have these food traditions be analyzed, compared and oriented to the practices of the ecological

educating adolescents in the new priorities of healthy eating.

In this sense, the presented model uses game trainings with students and adults (teachers and parents in training meetings or during holidays and

school entertainment dedicated to the symbolic nature). For example in built teams training trainings through a quiz to guess the processing time of foods associated with the feeling of satiety. The accompanying materials are

offer similar, methodologically consistent with the stages and degrees of education materials.

Nutritional supplements are substances that are added to food to improve its taste, durability or appearance.

Flavorings that are not actually plant-based are also accepted as a dietary supplement

spices, such as cooking salt, sugar, vinegar, but are traditionally called spices.

Nutritional supplements include many chemical compounds, part of them of artificial origin. These additives usually improve durability (preservatives) or the taste of food, or used as artificial colorants or flavors



Food products and taste characteristics

Food products are foods obtained from the processing of basic foodstuffs sources. For processing see below. These include all species **sweets, including confectionery, meals, pastries, including all pasta products, stews, dishes, creams, mousses, etc.**

People can recognize **five different flavors which are: sweet, salty, sour, bitterly and minds.**

With the evolution of animals and humans, the tastes of the foods that give the most Energy (jam and fat) are the most enjoyable to eat. Others, such as the bitter ones, do not are so pleasant to eat and it is also used to prevent the consumption of

some harmful foods.

Sweet

Considered the most pleasant taste, the sweetness, almost always, comes from a type of simple sugar -

glucose or fructose or from disaccharides such as sucrose, the molecule of which is a combination of those of glucose and fructose. Complex carbohydrates have long chains, so no are sweet. Artificial sweeteners such as sucralose are used to mimic

the sugar molecule, creating a sweet, calorie-free taste. Another type of sugar is brown (or raw) sugar. It is known for its light brown color because it is untreated.

The stevia plant contains a substance known as steviol. Stevia extract is 300 times sweeter than sugar, but has minimal effect on blood sugar.

Salty

Salinity is the taste of alkali metal ions such as sodium and potassium. Salt is contained in almost all foods in small to medium amounts to improve their taste. There are many different types of salt - sea salt, flower of salt (from the French fleur de sel - pronounced "Fleur de cel"), beehive salt, mining salt and gray salt, each of which is salted in Varying degrees. In addition to improving the taste, salt plays an important role in

the human body to maintain electrolyte balance, which is a function of the kidneys.



The salt can be iodinated, which is obtained by adding the iodine needed for proper thyroid function. Some cans like soups and broths have

high salt content, which helps to store them longer. History shows

that salt is used to preserve meat because it extracts the content contained in its water thus preserving it.

Sour

Acidity is caused by acids, the most common being vinegar and citrus

fruits. Sour is of evolutionary importance because it is a sign that food is rotting due to the presence of bacteria. Many foods are slightly acidic, which stimulates the taste receptors in the mouth.

Bitter

Bitterness is often considered unpleasant. Pure dark chocolate, coffee, lemon peel and some fruits are considered bitter.

My mind

Umami, the Japanese word for ***delicious*** is little known in European culture, but there is a large one tradition in Asian cuisine. Umami is the taste of glutamate, especially monosodium glutamate. It is characterized as a fragrant, dense, and rich in flavors product. [17] Salmon and mushrooms are foods with a high value of umami. [18] It is necessary to

noted that some research has criticized the use of monosodium

glutamate (known as Chinese salt) for flavoring due to a number of potential dangers.

Spicy

The spiciness that is actually felt is not a taste sensation of impact on taste buds, and is a sensation of pain on the tongue caused by certain substances usually capsaicins (contained in hot red pepper).

This effect is exerted on pain and heat receptors. Creates a feeling

for heating or burning. The same receptors also react at temperatures above 43 ° C, ie at

hot dishes, in which you burn your tongue.

At first it seems pointless to use spicy foods, which in practice act on pain receptors. One reason is that this way

increases the sensitivity of taste buds and makes them feel better tastes sweet, sour, bitter, salty and umami



Another reason is that spicy food opens the pores of the body and causes sweating through which reduces body temperature. This is one of the reasons to eat spicy food in countries with hot climates. In addition, spicy foods delay the development of bacteria. It is assumed, without being scientifically proven, that such foods are used in countries that are subject to the development of bacteria due to climatic conditions and thus reduce their impact on people.

Storage of food products

Historically, humanity faces an eternal problem storage of the acquired food for a long period, which is solved [19] by different storage methods depending on the type of raw materials and products. Such are:

- Salting;
- Canning in different types of containers such as jars or metal (tinned) vessels;
- Drying;
- Smoking;
- Lyophilization - also used to prepare space food;
- Freezing;
- Pasteurization.

Preparation of food for consumption and food processing

Depending on folk customs, quality of products and personal preferences food can be consumed raw (such as fruits and vegetables) or subjected to heat, mechanical and / or chemical treatment.

According to the degree of processing and readiness for immediate consumption of food divided into: raw materials, semi-finished and finished products.

Heat treatment of the food can be made by:



- o Drying, other than processing of raw materials to enable immediate consumption, it is also a way of storing food for prolonged period (see above).
- o Baking
- o Blanching
- o Frying
- o Steam cooking
- o Choking
- o Cooking
- o Spreading is a type of cooking in which cooking takes place at

temperature of about 80 degrees, at which the water does not boil.

Mechanical food processing. Trouble. Drink (from the English word smoothie, from the adjective smooth, which used for food means “smooth, soft, pleasant to

tongue contact ') obtained from whole fruit, making it thicker than fruit juice, obtained by squeezing the fruit.

Chemical processing of food

Examples of such treatment are the addition of leavening agents in the preparation of pastries, mixing with water to prepare the dough, salting fish.

3.2.2. Diets

Depending on different health, religious, cultural, aesthetic and others reasons people use food under certain conditions:

- ***Mediterranean diet:*** in this way of eating is recommended consumption of natural foods only. Protein accounts for 10% of food, fats (vegetable oil, olive oil and olives) - 30%, unrefined carbohydrates (whole grains and cereals) - 60%. Vegetables should be consumed

daily and they should be fresh. As a rule, from the root to the table of the consumer no more than 72 hours should have elapsed. This diet is considered to be the most healthy and minimizes the risk of cardiovascular disease,



- **Religious and cultural diets:** many communities connect their food eating habits with different taboos.
- **Healthy diets.**
- **Diets for weight loss.**

3.2.5. Types of human nutrition

- **Rational nutrition** - this is the scientifically based nutrition of a healthy person.

Rational nutrition should not be confused with regular (or prophylactic) nutrition, which is a variant of rational nutrition, but with a certain imbalance (increase, or reducing the intake of a certain group of nutrients) as used by humans

with specific professions (athletes, mannequins, aviators and astronauts, etc.)

- **Balanced diet** - similar to a balanced diet, but associated with more great freedom of personal choice, observing individual views on proportions and ratios to moderate intake of a variety of foods. The most common way

of traditional nutrition is precisely in this direction, referring mostly to cultural habits, taste preferences, social status and other determining factors individual habits and diets.

- **Dietary nutrition** - also called curative, is a type of diet under the regime on which it is subjected to a sick person. An example of such a diet is a separate diet, where no mix carbohydrates with proteins and sour fruits during the same meal.

- **Prophylactic nutrition** - is applied to preserve the health of working people in an environment with occupational hazards.

- **Unbalanced diet** - when an excessive amount of one or more foods present in the diet at the expense of other nutrients.

3.2.6. Specific eating habits and regimes

- **Vegetarianism** Only fruits, vegetables and products from plant nature. Although mushrooms are not plants, vegetarians take them for granted such and include them in food.



- **Elbows-ovo-vegetarianism** - the broadest view of vegetarianism, in which the consumption of eggs, milk and dairy products is allowed
- **Lacto-vegetarianism** - vegetarianism, without food with eggs, but with milk and dairy products
- **Ovo-vegetarianism** - milk and milk products are not allowed, but are allowed eggs.
- **Strict vegetarianism** Eggs, milk and milk products are not accepted with fruit and vegetable products.
- **Veganism** - like strict vegetarianism, but with different concepts: None hot food intake; food without frying or baking; without taking any fat (even vegetable) and others. Sometimes different views are not supported in different societies, and new or unpopular ones are created
- **Raw food**
 - Vegan (vegetarian) raw food - eating only raw or dried fruits and vegetables.
 - Non-vegetarian raw food - eating minced raw meat; raw fish and so called



Nature, varieties and functions of physical culture

Physical culture is seen as part of the general human culture. Accompanies all civilizations - from Mesopotamia, Egyptian civilization,

civilizations in ancient India and China, in the world during the classical era and the rest time to the present day.

Today under *physical culture*, as a general concept, the totality is understood from scientific and practical achievements, as a result of the diverse complex human activities aimed at achieving physical perfection and its manifestation in social practice and everyday life.

The most important indicators and criteria by which to judge the condition of physical culture are: the level of health of the people; the state of the physical development; the physical capacity and physical education of the population, as well as the massiveness of the sport.

In recent decades, targeted efforts have been made to address the problem of the overall scientific elucidation of physical culture as multifaceted phenomenon.

Physical culture is considered as one of the basic concepts of the theory of physical education. In many places it is emphasized that the latter studies

physical culture and sports and the laws that govern the process of the physical perfection of man (see Popov, 1976, p. 7; Shterev, 1977, pp. 7 - 10; Rachev, 1991, pp. 10 and 1988, pp. 17; Malchev et al., 1998, pp. 5 - 7).

The functions of physical culture are considered in two large groups. *To the first - specific functions*, relate to specific educational functions,

specific application functions, sports functions and specific recreational and healing and rehabilitation functions. *The second group, in principle, covers*

all common functions, inherent in culture as a whole. These include, in particular, aesthetic, normative and information functions.

According to LP Matveev, the specific functions of physical culture in general are contained, above all, in its properties, allowing to be satisfied

the natural human needs for physical activity. This creates conditions for optimization of the physical condition and development of the organism, combined with continuous strengthening of health and provision of physical capacity,



necessary in life (see Matveev, 1983, pp. 57 - 61). They are carried out in this direction a number of studies on the negative impact of progressive mechanization, automation and cybernetics on human viability. Immobilization (hypokinesia) leads to a corresponding degree of exhaustion (hypodynamics) and reducing the potential of functional systems. This condition of the body, known as the "disease of the century" is reversible and is primarily influenced by systemic physical exercises, sports and tourism. It is not in vain that it stands out the importance of motor activity, and in this regard since ancient times Aristotle is said that “nothing so exhausts and destroys the human body as prolonged physical inactivity! ”

The specific educational functions of physical culture are expressed in the general system of education for the permanent formation of vital motor skills, habits and related knowledge (ie as a factor of the physical education).

Specific application functions are expressed primarily in the capacity of factor of physical culture for professional-applied physical training for work activity.

Sports features. They are most pronounced in the field of elite sports, where high achievements are pursued. Physical culture here is a factor in achieving maximum results directly related to human capabilities.

Today the predominant use of physical culture in the field of organization of leisure time and in the system of social rehabilitation measures expresses **the specific recreational and rehabilitation functions.**

It is used as an effective factor in combating fatigue to satisfy emotional needs and recovery of temporarily lost functional capabilities of the organis



Common functions of physical culture are classified as aesthetic, normative and informational.

Aesthetic functions of physical culture are directly related to its properties that allow people to meet their needs

in efforts to achieve physical perfection and health.

The aesthetic value of the beauty of the physique, the harmony of physical and spiritual development, perfection of movements and many others qualitative characteristics refer to physical culture. LP Matveev points out

that it is no accident "... it is widely reflected in various types of art and on its own acquires a number of features of art (especially in the field of sports) ”.

Normative functions of physical culture are closely related to

practice. Various norms are being developed and introduced for public use. They have a regulatory and evaluative function in relation to state (national)

standards for physical capacity (fitness), criteria for standardization of physical activity, normative indicators for sports achievements and much more others.

The informative function of physical culture consists in the accumulation, the dissemination and transmission of valuable information about man and his people opportunities, as well as the forms, means and methods for their increase. In



physical culture, and above all, in sports for excellence, many sciences discover new facts and regularities.

Conditionally, physical culture can be classified into several major sections (components). By their peculiarities they correspond to different directions and spheres, used in society. Each section includes types and varieties of physical

culture of a certain type, but ***the largest are basic physical culture and sports, professional-applied, rehabilitation-rehabilitation and "background"***

physical culture. In fact, the components are not only interconnected, but also partially coincide. Along with this, they have completely different differences in both functions and by structure.

Basic physical culture is a major component. It is subdivided into

"School" and "Prolonged" (in the sense of acting after high school)

education - in universities, in the army, specialized schools, in professional activities etc.

Procedural characteristics of school physical education is determined from basic (basic) physical education. In this long and complex process

provide mainly physical education, basic level of general physical readiness, development and improvement of motor skills, etc.

Within ***healing and rehabilitation physical culture*** se

organize activities that contribute to the treatment of diseases and recovery of body functions impaired or lost due to disease, injury and

other reasons. Basically, this is achieved through therapeutic physical culture (kinesitherapy), through the systematic application of physical exercises with healing orientation, organized in the form of individual procedures, lessons from the teacher or extracurricular type and other forms.

Background physical culture is subdivided into hygienic (within daily regimen) and health-recreational. The first contributes to operational optimization of the current functional state of the body, and healing recreational physical culture provides healthy recreation, promotes

satisfying emotional needs, usually associated with meaningful entertainment.



As a purposeful pedagogical process, physical education in the broadest sense meaning aims to achieve good health, physical performance and creative longevity. Together, these three components build the idea of

"The physical perfection of man" (see Rachev, 1991, pp. 5 and 1998, p. 9). The physical perfection is a historically changing concept. During the individual public economic periods, the idea of it is determined by the political system and by social and economic living conditions. In modern education it is necessary modern model of physical education, the essence of which lies in the trinity: **attitude + shaping (modeling) + educational freedom**. When this approach the human body is a subjective category and is sometimes treated as an element of the common value system.

The importance of physical education today is also assessed through the prism of "Valeology". This concept has become widespread in the lexicon of educators and physicians in recent years and is identified as **"Health science"**, "Educational prophylactic foundations of medicine", etc. (see Brehman, 1990, p. 14; Zholdak, 1997, p. 2 - 7).

Valeology is an information fund for activities aimed at optimal satisfying the basic vital needs of man. It's about

harmonious combination of medicine and physical culture, for a rational regime of work and active rest, recreation in the bosom of nature and complete nutrition.

Physical capacity (FD) is a categorical concept. It finds application not only in the theory and methodology of physical education and sports training. It is used in occupational medicine and physiology in almost all others areas where human motor activity is manifested.

Discovering the content of the concept of physical capacity is difficult issue. According to L. Petkova and M. Kvaritnikova (1985) there is a variety of the terms. It derives not only from translated literature, but also from hidden, internal essence, "... which determines the qualitative features of the phenomenon, and the external side, which reflects the quantitative results, i.e. the level of legal capacity. " IN

the basis of physical capacity as a prerequisite and consequence lies health and the normal functions of all organs and systems of the human body. However, this is not the case means that it is only a biological problem. There is more physical capacity



mental, intellectual and social components. The latter are determined by the social requirements for the preparation of students for realization in their future work activity.

Physical capacity is in a process of continuous development.

There are three periods that are not within strictly defined age limits.

The first period, which is characterized by a pronounced upward development is from the birth of a child up to the age of twenty. Then the body is in a state of

relative constancy of the chemical and physicochemical properties of the internal environment (so-called homeostasis) and the prerequisites for increasing physical capacity are extremely favorable. In women it lasts up to about 14-17 years, and in

men up to 17-19 years. Men are superior to women in the intensity of development,

which leads to significant differences in the capacity of the two sexes.

From 20-22 to 30 years of age is the second period known as the period of stabilization of physical capacity. Its maintenance compensates

negative environmental influences and promotes reversible reactions after various diseases affecting to one degree or another each person.

Physical capacity is determined by diagnosing

the basic physical qualities of man: speed, strength, endurance, flexibility and agility (motor coordination). Their development at a certain level and at

the presence of active health, with the normal functioning of the basic systems characterize physical capacity. Physical education reflects

the availability of a significant amount of scientific knowledge in the field of physical culture, the

mastered to some extent a variety of motor habits, as well as skills for

competent and highly effective application of physical exercises determined focus in different cases, according to the specifics

tasks.

Motor activity is the totality of all the movements it performs

man for a certain period of time (K. Kostov, 1987). Its quantitative measurement is difficult to implement due to the extreme variety and complexity of

the movements that take place in the overall activity of man. For these reasons she can be registered approximately. In the school sports and pedagogical



In practice, the most widely used method is to measure the distance traveled with placing pedometers at the feet of the subject.

Physical recreation. Recently in the specialized literature it is necessary

the concept of physical recreation. It comes from the Latin word with several meanings: recreational - reproduces, renews; recreation - invigorates, restores, supports; recreation - strengthens, rests; recreation - restores. Adding the word physical

means that in these processes motor activity predominates, they are used physically exercises, games, entertainment. They are aimed at the normal functioning of

the human body. As a means of restoring human performance

different types of physical exercises, forms of active recreation are used, nature walks, entertainment games, etc. Physical recreation is the most mass and widespread form of physical culture.

Sportology. This concept is actively making its way into the scientific space. M. Bachvarov defines sports as a new interdisciplinary science of sports.

According to him, "The main subject of sports is the processes, phenomena and facts manifesting in various spheres of sports practice ", and the object of this science is man, who engages in sports on the basis of various motives (see Bachvarov, 2003, p.

41).

Sports. Sport reflects the need for man to develop, improve and demonstrates his physical, motor and moral-volitional qualities and abilities in the limits of maximum effort. In sports, often in extreme conditions a person asserts himself, fights to defeat time, weight and the opponent.

According to the European Charter Charter (Article 2), which has been approved by the Council of Europe in Lisbon in 1995. "Sport is - any form of physical activity,

which through casual or organized participation aims to express and improve physical performance and mental well-being, formation of social relationships, or achieving results in competitions at all levels ”.

Sport for everyone. This concept is formulated in the Law of the Physical education and sports since 1996 and the changes in it since 2000. According to Art. 30 the physical education, sports and social tourism with a basis for strengthening health

the physical fitness of the nation and are encouraged and supported by the municipalities and the state.

The law provides that the creation of conditions for the practice and development of physical



education and sports of the population is an integral part of the social policy of municipalities for their constituent settlements.

Sports for excellence. This concept is also formulated in the Law on physical education and sports since 1996 and changes in it since 2000. Sports for excellence has mainly prestigious, integrative and educational functions such as factor for sports development in the activities for: discovery and support of talents in sports; training of coaches and development of the educational training process; support for sports medicine and sports science and fourth - providing disputed organizations of appropriate training and competition facilities activity.

In the practice of physical education, physical exercises are applied under the form of the following types of activities:

- **gaming activity**, which includes mobile games with their diversity;
- **gymnastics** as a type of activity represented by the main, sports auxiliary, production and therapeutic gymnastics;
- **tourist activity**, including pedestrian, auto, bicycle, water and ski tourism;
- **sports activity**, which covers different sports.

Types of motor activities of physical education





3.2.3. Nature and characteristics of the games as specific motor activity

It is known that the game, in one form or another, takes up about a quarter of the life of man, a time during which he matures for independent activity. The game is the one that introduces the child to the world of creative freedom, enriches and diversifies his personal experience, develops his inner talents and stimulates mental activity.

Historically, games have changed depending on the refinement of the tools of labor, the emergence of new industries, the development of mental abilities of people, etc.

The more versatile and at the same time closely specialized the human becomes labor, the more numerous in form and content become games. In addition to those with purely imitative character appear and those who symbolically recreate no

not only the labor activity of man, but also his new needs.

Games are a motor activity saturated with a variety of motor content and high emotionality, with ample opportunities to practice in a constantly changing is the setting in all seasons. This makes them a convenient tool for physical and mental development, to harden the child's body in a natural way to improve

of motor-coordination capabilities (see Yordanova, 1996, p. 17). For physical education is important mobile games.

More characteristic features of the games as a specific motor activity are:

- **Great variety and freedom of movement.** Depending on the complexity of mobile games they are more elementary or with a more complex biomechanical structure, but in based on the marks of naturally applied movements: walking, running, jumping, throwing, catching, drilling, etc.

When practicing games with more complex rules and requirements is necessary prior training of the basic elements of the game as well as the study of some tactical interactions.

- **Accessibility of games.** The great variety of mobile games makes it easy their selection for all ages. In addition, the same game in different variants can

to be used in several successive classes and also in different stages of training. The selection of the games takes into account the abilities of the students, s



meteorological conditions, material and technical base, age features, etc.

n.

- **Another feature of the game activity is the complex physiological impact** on the human body. Mobile games lead to improvement of the cardiovascular and respiratory systems, improving the activity of central nervous system, to faster reflexes, improved mental activity, and to a significant increase in performance. Active participation in the game positively affects the development of motor skills qualities. Much more effortlessly develop speed with its different manifestations (speed of the prostate and complex motor reaction, frequency of movements, the speed of the individual movement, the speed of the beginning of the movement), the strength of individual muscles and muscle groups, general and special endurance. The load is relatively large, and the recovery of the body after it is relatively fast and more complete.
- **The variability of situations** is also a hallmark of the games. At all games there is a quick change of different game situations to solve which is adequate motor action is required. The need for fast and appropriate reactions improves observation and the ability to quickly and correctly make sense of the new situation and make a decision.
- **Competitive nature on mobile games.** The presence of a competitive moment stimulates the participants further to active motor activity and striving for team (collective) interactions. IN In the course of the game, complex relationships are created both between the opponents teams and within teams. The pursuit of the realization of the team idea and personal expression of individual abilities create conditions for solving tasks of physical education under the skillful and competent guidance of the teacher.
- **Educational orientation of the games.** It is determined by their pedagogical content, which with proper organization of the activity is a powerful factor for solving the educational tasks of education. Activities with mobile games cultivate a need for movement and a love of sports, a sense of collectivism and camaraderie, striving for self-improvement, perseverance and



perseverance in achieving the set goal, courage, determination and initiative.

- **Games have a strong health effect.** It is on the face mostly when they are conducted outdoors in combination with additional means of physical education

- the beneficial effects of natural factors. When correct dosing the impact of natural forces successfully contributes to improving the body's resistance to various diseases characteristic of childhood.

Emotional saturation of the games. Emotions in games are much more spontaneous compared to other types of activities (gymnastic exercises,

athletic exercises, etc.). The emotional factor in different games

situations manifests and affects in different ways. In some cases, it is the cause of experiencing severe nervous tension, in others is accompanied by sedation. These conditions are related to human behavior. Largely affect his

physical and mental performance.

Another characteristic feature of mobile games is that in addition to being a means of

physical education game can also be used as a method. In theory and the methodology of physical education it is designated as a game method. Its application in preschool and primary school is very wide. The rich variety of games and their complex impact makes them universal

tool for all ages and stages of preparation.

Gymnastics

Gymnastics has a variety **forms**. Many of them are solved through them the tasks of physical education and sports.

According to their purpose, they are divided into:

1. Military exercises. Through them the activities are conducted and organized, a sense of order and discipline is nurtured. They have a particularly great impact on children from preschool and primary school age.



2. General developmental exercises. They are one of the most used and most

a variety of exercises. They can be used both to develop individual muscles groups and for the whole body. They are precisely dosed and targeted. Used in all sports, in kindergartens, schools, barracks, universities,

for warming up, for developing physical qualities with, without and on appliances.

3. Applied exercises - walking, running, climbing, drilling, climbing, lifting, carrying, jumping, etc. are very dynamic and emotional

exercises that should find application in early childhood.

4. Mobile games and relays. They have a comprehensive impact on the child organism, bring a lot of joy and emotions to those involved and have a great educational character.

5. Exercises on devices. Used when working for strength and flexibility. They turn out influence on the coordination of movements of individual parts of the body.

6. Acrobatic exercises. Influence and develop many qualities - resourcefulness, courage, strength, speed, flexibility. Very good training tool of the vestibular apparatus and improving the coordination abilities of dealing with.

7. Rhythmic gymnastics exercises. Wear a lot of beauty, plasticity, grace and expressiveness. Combined with musical accompaniment, they are powerful factor for the formation of aesthetic taste, habits and skills.

8. Movements by the Bulgarian folk dances and classical dances. These are

a relatively small group of gymnastic means. They carry a great emotional saturation, have an educational and patriotic effect on adolescents.

According to the purpose, specificity and purpose of gymnastics Exercises are divided into several types: basic gymnastics, gymnastics with sports

focus - gymnastics, acrobatics and rhythmic gymnastics, industrial gymnastics, therapeutic gymnastics, sports-auxiliary gymnastics and

etc.

Tourist activity Tourist activity is a set of different movements and specific human activities in nature, in order to satisfy above all



motor, health, sociocultural, cognitive, emotional-volitional or other needs.

Tourism is a collective driving activity of teachers and students. It allows for **complex impact** on her personality

contributes to the restoration of physical and spiritual strength of man. Through

in recent years it has been invariably present in various forms of work with students throughout the school year and especially during the "green", "snow" and others. schools. Sociologists define the passion for tourism with a new concept - **outdoor** (i.e. outdoor activity).

For these and many other reasons, tourism and tourism are separated the necessary attention in the normative documents of our physical system education. In the amendments to the Law on Physical Education and

sport adopted a new chapter - "Social Tourism". It is written that the Ministry of education and science determine the state requirements related to the practice of social tourism by students in school and non-school time (see SG, issue 53, 30.VI.2000).

These requirements are specified in Ordinance № 2 of the Ministry of Education and Science of 2000 on education

content in the cultural and educational field "physical culture and sports" and education subject: **physically education and sport.** (see SG, no. 48, 13.VI.2000).

An important feature of tourism is its accessibility for all age groups.

It is practiced in all seasons. Teachers have rich opportunities for

choosing the type and form of tourism, according to their own training and desires of students.

The practice of tourist activity is associated with complex motor and functional load on the human body. Motor ones develop

qualities, specific skills and habits are formed. Tourism educates students general work and hygienic habits, and forms patriotic feelings. To a large extent contributes to the building of the ecological culture of adolescents and youth.

Tourism is divided into types according to the means used for movement: **hiking, ski tourism, motor tourism, etc.**

Depending on where it takes place, we classify **cave, mountain and plain tourism.**



Forms of the tourist activity are: excursions, excursions, tourist hiking and traveling.

3.3.4. Nature, characteristics and features of sports activity

Sports activity is one of the main components of physical culture and in particular, it is a widely used means of physical education in practice.

In its essence, sports activity is a specific active motor activity aimed at maximum development of hereditary

human capabilities (physical, unlimited moral and volitional reserves, etc.). This specific motor activity is manifested in two main directions - mass health sports and sports for excellence.

In the last two decades, we have witnessed an evolution in understandings of the concept "**Sport**". Until 1988, sport was seen as a global concept,

synthesizing all forms of physical and recreational activity - from the general physical education to sportsmanship (elite competitive sports). Later, in the New

The European Charter for Sport, approved by the Council of Europe in 1992, is adopted

the definition that "Sport means any form of physical activity that through casual or organized participation is intended to express or enhance physical capacity and mental well-being, formation of social relationships or achieving results in competitions at all levels"(see Peneva, 1996, p. 26).

The problems that affect sports activities at school are too many, but the main can be defined as follows: how to achieve greater coverage of students in sports; the questions about the material base; quality and scope

of the sports training of teachers, the issue of students from I to IV is debatable

class to participate or not in competitive activities and many more. etc.

Sports and competition activities at school are regulated. It's basic tailored to the interests of students, age, the presence of

specialists, material base, etc. more minor factors.

At the beginning of the school year, the pedagogical council of the school accepts

program and sports calendar prepared by the physical education teacher. It's in it



indicate the terms for conducting the internal competitions in the classes and between them. The participation of the school 's teams in the city championships is planned (between schools). The teams with the best training participate in the regional and national ones competitions. Periodically, school, citywide, etc. are held. sports holidays

and Spartakiad. The construction of sports sections in which students are prepared by type sports and the representative teams of the school are specified by the school management.

To solve the problem for greater coverage of adolescents and

youth in sports activities have established various sports schools in which they practice their favorite sport and prepare for inclusion in sports teams

clubs. To increase the growth of sportsmanship, a system for children's youth sports, which is governed by numerous state and public structures.

3.3. Additional means of physical education

In the textbooks on TMFV the additional means of physical education are considered in a very limited volume. In all probability this is due to

the popularity of the topic, as the works are mainly academic in nature. IN

at the same time the peculiarities of the anatomical and physiological development of children from preschool and primary school age requires more in-depth consideration of the topic of additional funds. This is also required by some new concepts in use of radiant solar energy as a hardening factor and the role of

the family for the systemic impact of additional funds and, of course, a lot other considerations.

• **The natural forces of nature, nature and principles of hardening.**

In its historical development, man has gradually protected himself from the harsh conditions of nature (clothing, housing, etc.). Protecting yourself from the harmful impacts of nature, has unknowingly limited itself from the sources of health -

movement, sun, air and water and placed in the so-called "greenhouse" living conditions, which are the main reason for reducing the resistance of organism.



The history of hardening is quite curious. Data can be found in documents from the deepest antiquity. In ancient Greece, where physical culture was at a great height, hardening is a cult.

Many people are known who still do not forget this ancient remedy for hardening. As a result, many of them get rid of severe disabilities and forget what it is cold. By the way, we don't need to look so far back and explore the past.

Today, in the late twentieth century, dozens of tribes living in Indian and Nepali Himalayas, at the foot of the Andes and Cordilleras walk barefoot all year round. We are watching films about scientific or sports expeditions in the Himalayas, where dozens and hundreds of porters

they walk on luggage barefoot on the snow and glaciers at an altitude of 4500 - 5000 meters above sea level

height.

• **Features of hardening**

The influence of nature on the human body is carried out primarily by

the different climatic factors that determine the respective climate of a given locality or country. Such are the temperature of the air, its movement (wind),

its humidity, the amount of precipitation, the duration and intensity of

solar radiation, the number of sunny days or hours during the day, the ionization of air, the presence of water basins and others. These factors exercise mainly thermal (thermal) impact. That is why maintaining a constant body

temperature under the influence of various climatic factors is possible only if human thermoregulatory mechanisms function properly.

Thermoregulatory mechanisms can be grouped into two main groups:

physical and chemical.

The physical mechanisms provide mainly the regulation of heat transfer, ie. changes in the intensity of heat release from the body. The most important way through which physical regulation of heat is achieved, is the change in

blood supply to the skin. At high ambient temperatures circulatory

vessels of the skin dilate, the skin reddens and for a unit of time through it more blood passes. It gives part of its warmth to the environment Wednesday. Conversely, at low ambient temperatures, blood vessels become shrink. Paleness and subsequent bruising are due to blood stasis due to

its slow flow through strongly constricted cutaneous blood vessels. The surface o



the body is also a physical mechanism. In student time it reacts with contraction and goosebumps (so-called "goosebumps"), thus seeking to reduce its own surface and vice versa.

Another factor important for the physical regulation of heat is the amount of subcutaneous adipose tissue. Since fat is a poor conductor of heat, so much

the thicker the layer of subcutaneous tissue, the smaller the heat loss. To the physical mechanisms we must classify the clothes of man. The denser and more

free, so much and the amount of heat dissipation is less.

The other physical mechanisms that affect thermoregulation are heat conduction (**Convection**), heat radiation (**irradiation**) and

evaporation. This mode of heat transfer is carried out mainly at the expense of evaporation of sweat.

Chemical regulation of heat takes effect when

the ambient temperature drops below 16.7o C. In this case, due to a lot the large difference between body temperature and ambient temperature,

the heat dissipation becomes so great that all the physical mechanisms listed so far, through which the body retains its heat, become insufficient - there is danger

from lowering body temperature. There is a need to increase

heat production, which is carried out by enhancing the exchange of substances in the muscles, liver, kidneys and other internal organs.

The question of the nature of hardening is too complex. For that reason hardening in the broadest sense of the word is understood as an exercise and training of the protective forces of all organs. Hardening is an event that affects

the body's resistance to fluctuations in climatic conditions.

As a result of hardening, changes occur that allow the person without harm for his health, to be exposed, above all, to low temperatures, to the cooling

action of wind, rain, water and moisture. This action is usually cold. IN result of an air bath, of a rubbing, douching or bathing occur

changes in both physical and chemical thermoregulation.

In the process of physical education, natural forces exert complex impact. That is why as additional funds are used relatively independently in two directions:



1. Like **concomitant factors** complementing the effect of the movements at the performance of motor actions in various forms of occupation, by creating of optimal conditions for organization and conduct.
2. As **relatively independent funds** for healing and hardening under the form of special procedures included in everyday life, in work, study and military activity, during active recreation, for treatment and rehabilitation.

In practice, two ways of hardening are known - **passive** and **active**.

The passive method is applied when the hardened are not able to do it on their own perform motor activity (infancy, sick, etc.). For everyone else

recommends the active way. It combines different motor activity (physical exercises, sports, tourism, physical labor, etc.), with variously selected means and forms of hardening.

According to the selection of means and forms, the following differ **hardening**

procedures:

Air baths - The hardening factor is the temperature differences in the environment environment combined with humidity, air movement and sunlight.

Air baths are easily tolerated and accessible to all age groups forms

hardening. The outdoor air bath is dosed according to

the meteorological conditions of the area. Air baths in a room setting conducted primarily for preschool children, in all seasons with

use only the temperature stimulus.

Sunbathe. Here the hardening factor is the radiant energy of the sun. IN practice apply general and local (for individual areas of the skin of the body)

Sun bath. Of particular importance is the dosage during and personal assessment of skin sensitivity to direct sunlight.

Modern medical research in the field of dermatology proves that the sun, more precisely the effect of ultraviolet radiation, is dangerous to the health of people and leads to malignant skin cancers. They are made in this directionthe following recommendations:

1. Sunbathing should be done carefully, with a gradual load of a few minutes to one or two hours in the early morning until 10 o'clock and after 16 o'clock.
2. Avoid prolonged exposure to direct sunlight and burns.



3. The use of hats, awnings, umbrellas is recommended.
4. The use of protective creams and lotions is recommended.

Water procedures.

The strength of the impact of water hardening depends on: a) the difference between water temperature and skin temperature; b) the suddenness of the temperature effects (irritation) on the skin of the body; (c) the duration of the impact;

(d) the individual sensitivity of the skin or individual areas.

In practice, various water procedures are applied: **water abrasions, splashes, douches, different types of showers, bathing and more.**

After pre-quenching with air and water, switch to

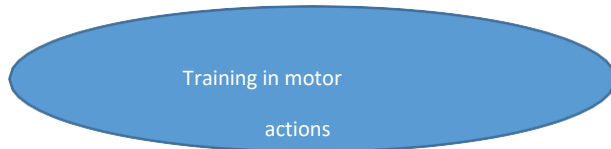
their combined impact, ie after taking an air bath, douching is done Knowledge of physical education is general, related to the nature, effect and the laws of this activity, and special.

Motor skills and habits

The process of physical education training should contribute to the creation and continuous improvement of a variety of motor skills and habits by which practitioners can achieve optimal (for each student) sports achievements and prepare for full realization in the profession and the defense of the homeland. The construction and improvement of motor habits is closely dependent on the development of motor skills and the functional capabilities of the individual organs and systems of the human body.

Skills. According to a number of authors, motor skill is an acquired ability to non-automated, conscious control of movements based on accumulations

motor experience and knowledge (see Gavriyski, V., 1993, pp. 71 - 75) In practical activity two types of skills are manifested:



1. Skills that develop in the initial stage of mastering

the technique of physical exercises when the movement is performed correct in general with active focused attention of the student.

2. Skills to perform motor activity related to the unexpected occurred motor tasks in a complex and rapidly changing environment of

the game situation, in single combat with an opponent and others. A characteristic feature of this kind of skills is their flexibility and creative use. They never automate completely and do not acquire a standard character, represent a higher stage in the motor activity of man and are called **higher skills**.

Motor habit. According to V. Gavriyski **motor habit** not the most the appropriate term. It has elements of passivity and lack of focus. He

points out that dexterity and skills are a little more appropriate, but English is the most accurate term **motor skills**, for which there is no corresponding Bulgarian translation. In physiology specialists have accepted the concept "**Motor coordination**", but add in parentheses motor habits. The building of motor coordination is the result of creation

of complex conditioned-reflex connections and relations between different sensory motor centers in the brain during systemic exercise. This purposeful process always begins with the active activity of various sensory systems and ends with the coordinated contraction of a large number of skeletal muscles.

Different movements have specific features that set certain training requirements, respectively in the creation of the respective motor habits.

3.4. Olympic Games and Adolescent Sports



The Olympic Games will be held in the Japanese capital Tokyo from July 24 to August 9 2020. There will be presented the new sports of the upcoming Olympic Games, a namely: **baseball, softball, karate, surfing, sport climbing and skateboarding.**

The International Olympic Committee has approved their inclusion in the Olympic Games in 2020. Thus the sports disciplines will now be 33, while the last games in Rio was 28. The aim is to attract a wider and younger audience.

Baseball / softball



Both baseball and softball will be introduced at the 2020 Olympics. Enough popular in Japan, softball is part of the ball sports category. It is in the 18th century

was a famous game in Ireland and Great Britain. The game includes two teams made up of 9 players each. The difference between softball and baseball is that the softball is bigger and is played on a smaller field. Baseball is on the program of the Olympic Games from 1992 to 2008. Baseball / softball at the 2020 Olympics will be played by both men and women.



Karate

Karate is a martial art that uses punches, knees and elbows, kicking and techniques with an open palm, although some styles also use grips, wrenches,

detentions and throws. The game originates from East Asia, where it developed in years to the type of karate that is played today. The first country to modernize the game, is Japan. Karate has a complex ranking system, symbolized by the color of the belts of the players. During the Olympics in 2020, there will be only two categories of karate, and namely Kata and Kumite. Judges will rule on the basis of breathing, strength,

the focus, rhythm and speed of the participant. The Kumite and Kata Olympics will take place both men and women compete.



Skateboard



Skateboarding is a game that has gained popularity in recent years. The main species which will be presented at the 2020 Olympics are Park and Street. The park involves movement on ramps and is judged based on the speed and height of the jumps. On the other hand, Street involves driving in an urban environment full of obstacles such as benches and stairs. It is assessed based on the difficulty of the maneuvers.

Sport climbing





Sport climbing is a rock climbing discipline that focuses on climbing artificial walls. The three categories that will be presented in time of the 2020 Olympics include speed climbing, bouldering and difficulty.

Speed climbing involves riders climbing a 15-meter wall, such as the winner is the fastest climber. On the other hand, bouldering is in the form of climbing on a certain section of rocks without the use of ropes. Finally, discipline difficulty involves using ropes to climb a certain route along a wall for climbing.

Surfing



Surfing is a water sport that involves riding a wave with a board, which is ultimately account takes the surfer to shore. During the 2020 Olympics athletes



will use real waves on Shidshita Beach, which is located about 40 miles from Tokyo. Surfers with the best maneuvering skills based on difficulty, speed, flow and strength will win the first Olympic medals in this discipline.

4. Pedagogical orientation for the realization of the project

The preparation of educational materials for the training of trainers under the project WellBeCome is related to extracurricular activities of interest, with the thematic content in the class and with the age groups from the initial stage,

the junior high school stage of primary education and the first high school stage of secondary education

education.

This focus realizes the creation of a culture / for healthy, active and valuable for

the individual and for society life; for the development of skills for healthy, active and reflexively assessed as a satisfying, happy life; to ensure and

extracurricular welfare initiatives; for additional involvement in active

forms of communication and communication.

Competences are defined as a dynamic set of knowledge, skills, attitudes

and relationships that are acquired in the learning process. They are mainly associated with

personality behavior - not knowledge or skills per se, but appropriate

behaviors demonstrated in specific learning situations and necessary to achieve of results in a specific activity or in a specific professional role. The knowledge is

related to answering questions - what, when, where, how much, etc., the skills require

the application of knowledge in practice, and under the relationship are the attitudes towards knowledge and se

reflect in the behavior of students.

Competence is most often associated with an ability understood as being able to



do something, i.e. knowledge-based skill. Competencies are abilities, but they are not innate, and “those that are developed through quality learning, in an appropriate pedagogical environment and by gaining serious practical experience”.

The use of the term competence in more and more areas and situations not

allows a uniform classification of competencies to be applied. Some talk about individual (social, emotional, cognitive, civic and professional competence) and for organizational competence.

M. Armstrong divides the competencies into two types - behaviorally or "soft" (emotional intelligence, communicativeness, resistance to change, proactivity, teamwork, decision-making skills, achievement orientation,

motivation, leadership, etc.) and technically or "hard", which determine specific professional skills and abilities.

Based on the thesis of dividing the content of education into

"Meta-subject" (for all subjects), "inter-subject" (for a cycle of subjects and educational areas) and "subject" (for each subject), Khutorsky ranks competencies hierarchically in three levels: key competencies, general subjects competencies, subject competencies.

Gradually, in the different classifications, fundamentally new educational ones appear concepts - competences, competences, life skills, key competences...

In the last few years, a number of discussions have taken place about the basic competencies that every person should have. The results of these

discussions outline sets of competencies that are considered particularly important,

significant for the realization of man - personal and professional.



Gradually as a result of the search for a “conceptual basis for school-based comparisons of achievements in international and national systems ”is necessary the concept of key competencies.

That is why this project fits into the content and technological implementation of Ordinance № 13 on the Civil, Health, Environmental and Intercultural education, where the expected results are related to competencies specific to the outlined age stages. It guarantees the interconnection between these stages that are upgraded and enriched in an interdisciplinary complex, focused towards the acquisition of social, civic and environmentally sustainable behaviors competencies related to health and maintaining a sustainable environment environmentally friendly, healthy, but also communicative, partner environment, respectful "Otherness".

The topic of competences, and in particular key competences, is not new to education. Its formal start was set in December 2006 with the adoption of Recommendation of the Council of the European Union and of the European Parliament on a Framework for key competences for lifelong learning, although its development is the result of a long process, which is based on the concept of the complex of competencies necessary for personal development, active citizenship, social inclusion and employability in the 21st century.

The framework describes eight (groups of) key competencies, among which are communication born, respectively in a foreign language, basic skills in mathematics, natural science and technology, digital competences, learning skills, social and civic competences, initiative and entrepreneurship and cultural awareness and creativity and cultural competencies.

In addition, it brings out a number of transferable, "soft" skills (eg initiative, assessment risk, creativity, critical thinking, controlling emotions, teamwork, problem solving, taking responsibility) that provide connectivity between the personal, social and professional expression of modern man.



These competencies are defined as key because:

- are applicable for all ages and for all forms of education;
- make lifelong learning real;
- provide a link to the labor market;
- are a tool for measuring quality, but also for measuring educational

systems;

- create opportunities for mobility, credit transfer and certification;
- ensure the successful well-being of people by improving the quality of life;
- reduce the risk of social exclusion.

The topic of competences, and in particular key competences, is not new to education. Its formal start was set in December 2006 with the adoption of

Recommendation of the Council of the European Union and of the European Parliament on a Framework for key competences for lifelong learning, although its development is

the result of a long process, which is based on the concept of the complex of competencies necessary for personal development, active citizenship, social inclusion and employability in the 21st century.

The framework derives a definition of competencies as a combination of knowledge, skills and attitudes, while at the same time defining knowledge as composed of facts, data, concepts, notions and theories that have already been established and support the understanding of



a particular area or subject, skills such as the ability and ability of a person to perform processes and use existing knowledge to achieve results, and attitudes as a predisposition and way of thinking for action. Each of the eight

key competencies are clearly defined and specific knowledge and skills are indicated and attitudes that pertain to it. With the concept of key competencies

brings to the forefront results-oriented learning and focuses on the application of knowledge in real life situations, thus education

pushes away from its traditional subject orientation, relying on construction of key competencies - integrated across all subjects.

Ten years later in the framework of the Bulgarian presidency with the Recommendation of The Council of the European Union of 22 May 2018 already has these key competencies updated, but without changing the understanding of them as a combination of knowledge, skills and attitudes. The number of key competencies remains unchanged.

Modernization places a stronger emphasis on basic skills (literacy in

the field of reading, foreign languages and basic digital skills) and on transferable skills, pays special attention to entrepreneurship education, focuses on improving mathematics skills,

natural sciences, technology and engineering (called STEM for short), emphasizes education for democratic citizenship and values and expands the scope of digital competences, including programming and cybersecurity.

As a result, the Revised Recommendation addresses the following eight (groups of key) competencies:

- language literacy; communicative competence;

mathematical competence and competence in the field of natural science, technology and engineering;

digital competence;

civil, social, personal competence and intercultural competencies;

learning competence; entrepreneurial competence;

competence for cultural awareness and expression.



In addition, it should be noted that all key competencies are considered equally important, they overlap and are interconnected. And more importantly -

they are dissolved and acquired in an integrated way through the teaching of all subjects. Ten years later in the framework of the Bulgarian presidency with the Recommendation of The Council of the European Union of 22 May 2018 already has these key competencies updated, but without changing the understanding of training for

entrepreneurship, focuses on improving skills in the field of

mathematics, science, technology and engineering (called for short

STEM), emphasizes education for democratic citizenship and values and expands the scope of digital competences, including programming and cybersecurity. improving the quality of life.

The creation of personal and civic virtues and is associated with knowledge of the structure of a democratic society, the rights and obligations of the citizen and

with skills and readiness for responsible civic behavior. Here the skills are important the creation and maintenance of a healthy lifestyle and living conditions and for voluntary adaptation to health-promoting behavior. Adequate for

a society ecological consciousness and ecological behavior in their mutual connection with view knowledge of environmental laws, protection, improvement, management and reasonable use of natural resources, as well as for the protection of the natural environment. For It is important for teenagers to understand it as an environment for active recreation, sports and exercise activity in demonstrating achievements. Combining these priorities with

a balanced motor regime and a healthy diet affect the focus,

linking notions to behaviors and attitudes that require reflexivity in actions and longer-term ideas and projects of adolescents.

In this way, the more specific objectives of the respective areas to be determined can be determined achieved in different age stages educational cores:

1. building an autonomous and active person who:

- understands and upholds universal human values and human rights, participates in life

in a responsible, creative and effective way for oneself and for the society;

- respects the importance of each human person in its diversity identities, recognizes the right and value of difference, accepts equality of all in the common social space;



- realizes and values its cultural identity;
- interacts with family members, community and other people on constructive and respectful way;
- makes independent decisions about its development, shows initiative and the ability to set goals, plan and justify one's actions;
- is responsible for his behavior and evaluates the impact of his actions on his

own life and that of other people;

- selects adequate information, products and services to improve health and maintains a healthy lifestyle for yourself and others;
- knows and observes the norms for ecological culture and behavior with a view to

protection of nature and creating a sustainable environment;

2. functioning in an autonomous, active and self-developing community, which:

- encourages initiative, responsibility, solidarity, social sensitivity and criticality;
- promotes a sustainable, inclusive, democratic and healthy environment;
- builds and maintains a positive psychological climate and opportunities for choices related to health, life factors, social presence,

mutual understanding, respect and esteem

In school education, civic, health, environmental and intercultural education is carried out in the classroom, including through the student

self-government; in the activities of interest within the all-day organization of

the school day; within the activities for general support for personal development in the

order and under the terms of the state educational standard for inclusive education.



First, for civic competencies in the primary and lower secondary stage of primary education and the first secondary stage of secondary education.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal relationships</p>	<p>is able to distinguish and describes one's own and other people's feelings, to describe and give examples of how feelings affect behavior; understands and describes differences between people in terms of gender, age, race, ethnicity, profession; understands the changes in the relationship with other people involved in growing up; gives examples and describes behaviors on cooperation; understands how one person's behavior can help or hurt others.</p>	<p>explains the influence of the group on friends and classmates on personal choice and behavior; demonstrates skills for: advocating group pressure and speaking "No"; sharing; giving on reverse connection; entry and maintenance on friendly relationships; cooperation; understanding on feelings and the experiences of others.</p>	<p>skills for: hearing, asking questions, paraphrasing, giving and receiving feedback, sharing, etc .; conflict resolution; clarifying one's own and other people's values and expectations in the relationship; expression of love and closeness; describes and interprets the concepts of friendship and intimate partnership - roles, rights and responsibilities; demonstrates understanding for the family as a social unit, for the various roles, rights and responsibilities in it and their dynamics in the life cycle; demonstrates knowledge and skills for entering various social roles (role plasticity); describes and explains group processes and roles, group membership, leadership; demonstrates skills for critical thinking about the influences of culture, traditions, the media on the relationship.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human rights</p>	<p>knows the basic human rights and rights of the child, as well as major organizations and institutions in their support; connects rights responsibilities, with regard to responsibility and tolerance at asserting their rights - cooperation and self-defense.</p>	<p>knows suffrage in Bulgaria; defines the basic rights on the child gives her examples for documents, institutions and organizations that guarantee them; evaluates the difference in the context of human rights.</p>	<p>knows the levels of public administration and knows the powers of local government institutions and the procedures for interaction of citizens with them; knows the rights of groups with special needs - children, people with disabilities, minorities; understands human rights as a framework that can serve to combat injustices.</p>



Identity and differences in society	<p>understands the principles of gender equality.</p>	<p>knows and gives examples of ethnic, religious and linguistic affiliation; understands the social significance of the different professions and their contribution to the common well-being; realizes the possibilities of education as a factor withand the personal development; understands the need for overcoming the negative prejudice, including teamwork.</p>	<p>knows various forms of racism as well as successful practices for theirs overcoming; analyzes the effectiveness of government policies for the integration of groups with special needs from in terms of ensuring their rights and the concept of quality of life.</p>
Social Policy, justice and solidarity	<p>comprehends the importance of solidarity and cooperation for achieving personal and community well-being; builds a sense of confidence and communication skills</p>	<p>assesses the importance of equality, security and tolerance in the public life of the country; understands the meaning of social justice and its importance in ensuring equality, justice in and between the individual is communities</p>	<p>realizes justice and solidarity as grounds for public life in the context of European values and is ready to solidarity with those in need; he is familiar with the principles and forms of humanity social work, with current social state policies and social projects of NGOs.</p>



Second, for health education in the primary and lower secondary stage of primary education and the first secondary stage of secondary education.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mental health and personal development</p>	<p>is able to determine formulates and states his own wishes; understands that one can act differently in the same way situation; recognizes his basic feelings and has elementary skills for expressing them and dealing with negative emotions.</p>	<p>describes and explains the physical and personal changes that occur in the process of growth, and changes in expectations to those around them; describes and explains the characteristic features of the physical and mental development and emotional changes in puberty and adolescence; develops and maintains a positive image of himself; is able to differentiate, use and develop their own strengths; understands and accepts personal differences; describes and analyzes the relationship between feelings and behavior; lists and uses the basic steps in the process of making solutions; describes and explains the different types of professions he encounters in his daily life; demonstrates skills for: positive thinking; dealing with stress and negative emotions; self-observation and self-analysis; Making decisions; setting and achieving short-term and long-term goals; adequate and full use of own potential; making elections; search and evaluation of information, connected the different professions and their place in the social context; correlation of information, connected different professions, with own desires, inclinations, possibilities, attitudes; evaluation the influence of the environment on professional choice.</p>	<p>explains and analyzes stages on the vital development on man; demonstrates skills coping with change, related to adolescence as a stage of life development; demonstrates skills to defend personal choice while respecting the rights of others; demonstrates skills for critical thinking about the impact of the environment - family, peers, group, significant people and images, funds for mass information, culture, traditions, social norms, values, myths, beliefs on personality (the way a person perceives myself you are and others, his choices and behavior); unmeda clarifies and defends own values and choices; analyze your own style on decision making and its consequences; identifies and solves problems; he knows how to be place long-term life goals; identifies their own feelings and analyze their relationship to behavior; expresses one's feelings in a constructive way.</p>
--	---	---	--



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical development and capacity</p>	<p>describes the different parts of the human body and names the different systems of the body; names and explains the changes that occur in the human body in the process of growing up; explains the influence of one's own behavior on the physical condition and development; explains how the physical exercises strengthen bones, muscles and organs and maintain body tone; explains how energy, which man uses, is obtained from food, if the energy consumed is more than used, the body accumulates excess fat; gives examples how personal behavior in everyday life affects on the physical development and well-being; demonstrates a and practices basic exercises, activities and games for the development of the musculoskeletal system and overcoming immobilization</p>	<p>explains and categorizes the various elements of the human body - cells, tissues, organs, systems - their structure, functions and relationship; explains functioning on and demonstrates skills and habits for prevention of diseases of various body systems: musculoskeletal system; respiratory system; nervous system; cardiovascular system; reproductive system; excretory system; digestive system; describes and explains the changes in the human body associated with puberty; describes and explains: the development of the musculoskeletal system; the role and influence of the physical exercises, the various sports and tourism on the physical development and condition of man; demonstrates skills for: daily, weekly, monthly, seasonal and annual planning of physical activities and exercises; optimal physical activity; complex development of motor skills.</p>	<p>analyze the influence of personal behavior and habits on different systems and health; demonstrates healthy choices in relation to the changes that occur in the process of growth and development; supports optimal level of physical capacity</p>
---	--	--	--



<p>Prevention the use psychoactive substances</p>	<p>describes different kinds of psychoactive substances (alcohol, cigarettes, medicines, drugs) and their influence on health; explains the influence of the passive smoking.</p>	<p>describes and explains: its properties impacts on different psychoactive substances - cigarettes, alcohol, drugs and their combination, on different ages in short - term and long term;</p>	<p>describes the influence of psychoactive substances on reproductive health and pregnancy (fetus); demonstrates analytical skills and critical reflection on the influence of social models, social environment, culture, traditions, media,</p>
<p>Personal hygiene</p>	<p>is able to maintain general hygiene of body, clothing, workplace and home; describes the structure and diseases of teeth, gums and lip cavity; indicates the impact the different foods and the way of eating on them; knows how to maintain the health of the teeth, gums and oral cavity; proves the need of matching on physical and mentally exercise, sleep and rest; demonstrates basic skills for effective learning; pointed out and showed skills for hygiene the eyes when writing, reading, watching TV; demonstrates posture habits of rank, wearing a schoolgirl bag; describes the operation of the auditory analyzer and lists requirements for rear hygiene.</p>	<p>use of strategies for effective learning; describes the effect of noise on the nervous system; explains the importance of physical activity for physical and mental well-being, tone and well-being; demonstrates a positive attitude and participates in active forms of recreation</p>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nutrition</p>	<p>Classify foods in The different food groups; classifies food according to their basic ingredients; explains the importance of different types of food and their health ingredients; composes an elementary balanced daily menu; distinguishes the fit from the unfit food; indicates and follows basic rules for healthy nutrition (after regarding of acceptance and assimilation of food, the importance of breakfast, etc.); realizes and appreciates the meaning on healthy nutrition for its well-being.</p>	<p>Explains the functioning of the digestive system; describes the importance of different foods and diet for health; names the functions and sources of vitamins and minerals; distinguishes between different ways of eating - vegetarianism, separate eating, etc .; understands and explains the relationship of nutrition with other daily activities and its importance for health; understands and explains the need for a different menu and diet for different people; understands and explains the need for a variety of foods; understands and explains the reasons why food spoils and the rules for storing different types of food; understands and explains the influence of the way food is prepared on its qualities and its connection with health; understands and explains the basic principles of healthy eating (dietary rules) - food intake and absorption, diet: frequency and duration of the individual meals - quantitative and qualitative distribution of food in them, time in which the food is eaten, and sequence of dishes offered, posture and way of receiving and chewing food, the relationship of nutrition with other daily activities, place of eating in the daily and the weekly cycle; is able to interpret the information contained in food labels; acquires and practices basic cooking skills; understands and appreciates the importance of nutrition for health and development in puberty; makes and upholds healthy food choices; avoids unhealthy habits and traditions.</p>	<p>Differentiates individual, family and cultural differences in terms of diet; can to analyze the influence of the environment - family, friends, national traditions, on personal choice on way on nutrition; can Yes analyze evaluates the consequences fro m use and d the combination on different types of food; knows how to compose personally per week menu, tailored to their needs and environmental factors - food availability, social and cultural features; describes the dangers of undertaking on actions for sharply weight loss.</p>
---	--	--	---



Third, for environmental education in the primary and lower secondary stages of primary school

Educational stage	For the initial stage	Junior high school stage	First high school stage
Water, air, soil	describes the main components in the composition of atmospheric air and the stages in the cycle of water, commenting on the meaning of and the importance of each component (atmosphere, water, soil) according to their main functions in nature and their significance for living organisms and for humans. argues the need to preserve the purity of air, water and soil and the contribution of each individual;	lists major sources of pollution of water, soil and air; distinguishes between different types of pollutants air and water and their impact on human health; formulates practically quality improvement measures on the air, water and soil and develops projects for protection of their purity; links noise levels and sources to their effect on human health.	interprets information on air pollution in large cities and towns; comments on air pollution from transport, industry and everyday life; defines the concept "Pollution hotspots"; describes and classifies types of soil pollution and assesses its impact on the environment and human health; develops ideas and projects for protection of water and water purity swimming pools; uses methods to save water in your home and yes preserves its purity;

In each part of the Scroll for trainers for the school network for the individual educational stages, depending on the three areas, it is set:

1. Presentation of the peculiarities in the development of the specific area of the initial, respectively junior high school and first high school stage:
2. Methodical guidelines for working on the topics in the book for students: Topic

Key concepts on the topic



Expected results

Exemplary forms and methods of interaction

Recommendations for the realization of the
topic

In each part of the Scroll for students for the different educational stages, depending on Fr.

Introduction to the use of methodological teaching aids for the school network: Topic

Text and illustrative materials for students' work

Student self-assessment field (reflection) - what was interesting, useful, important for my life and my activity

Part of feedback items (achievements at the end of the textbook, which are integrated from all three areas)

Communication skills:

- Greetings
- Start, maintain and end a conversation
- Listening / holding attention when communicating
- Expression of interest in other children / adults
- Ask relevant questions
- Maintaining eye contact
- Respect for privacy
- Communicate with the right pitch and volume

Social skills in a group:

- Sharing and keeping order in the game
- Waiting for a queue / action
- Dealing with "irritation"
- Invitation to play together
- Accepting criticism
- Demonstrate good attitude towards others
- Athletics in the game

Emotional regulation:

- Identifying and understanding emotions
- Use of self-control
- Management of anger and anxiety
- Relaxation skill



References

English-Bulgarian Dictionary, 1990, p.172

Dictionary of foreign words in the Bulgarian language (1993). Ed. of BAS. S.

Placrose, H., The School Place to Live, S. International Center for Training and Research, 1992

Winnick, D., W., Game and Reality, Lik, S., 1999, / translated from English, 1988 / Freud, Z., "Introduction to Psychoanalysis", Science and Art, S., 1991

Alexander, F. A contribution to the theory of play. In The Psychoanalytic Quarterly, 27,958, 175 - 193 p.

Allemann, C., Uber das Spiel, Zuerich, 1951

Anderson, T., International Review of Education, 3/1960

Andra, E., Spielzeug, Leipzig 1955

McClelland, D. (1973) Testing for competence rather than for intelligence. American Psychologist, 28

Polzin, M., Children's play theories and games and. Bewegungserziehung,

M., 1989 Rahner, K., Der spielende Mensch, Einsiedeln, 1952

Reid, E., Cultural Formations in text-based virtual realities, 1994

Raven, J. (1984) Competence in Modern Society London, England, by HK Lewi

Retter, H., Einfuehrung in die Paedagogik des Spiels, Braunschweig, 1998

Retter, H., Kinderspiel und Kindheit in Ost und West, Heilbrunn, 1991

Schaller, J., Das Spiel und die Spiele, 1861

Serpentelli, J., Conversational Structure and Personality Correlates of Electronic Communication, 1992

Scheuerl, H, Theorien des Spiels, 10, Weinheim, 1969

Schiller, F., Ueber die estetische Erziehung des Menschen, Stutg., 1965, erstveroeff.1795

Sutton-Smith, B., Haw to play with your children, New York 1974

