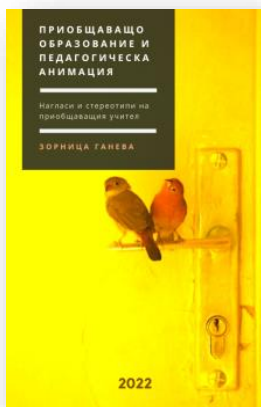


**ABSTRACTS OF SCIENTIFIC REPORTS**  
**Zornitsa Kostova Ganeva**  
**2010 – 2022**

*for participation in a competition for the occupation of an academic position "associate professor" at BSU, area of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Pedagogical animation in kindergarten and primary school and inclusive education), announced in GP no. 55/15.07.2022*

**PUBLICATIONS**

№	Year	ЗАГЛАВИЕ	Pages, Publisher
<b>MONOGRAPHS</b>			
<b>2</b>	<b>2022</b>	<p><b>“INCLUSIVE EDUCATION AND PEDAGOGICAL ANIMATION - ATTITUDES AND STEREOTYPES OF THE INCLUSIVE TEACHER”</b>                      ISBN 978-619-7125-92-4</p> <p><i>Reviewers: Prof. Maria Aleksieva, Assoc.prof. Derizhan</i></p>	<b>105 „FLAT“</b>



The monograph "Inclusive education and pedagogical animation - attitudes and stereotypes of the inclusive teacher" examines the essence of inclusive education and the role of the inclusive teacher in modern conditions in a theoretical and practical sense.

Empirically studied attitudes and stereotypes of children's and primary school teachers reveal different perspectives for the implementation of the inclusive process in the preschool and primary school stages of education. New content characteristics of pedagogical animation in the context of creating an inclusive educational environment are presented. Possibilities for applying pedagogical animation in organizing inclusive practices are outlined.

The monographic development is intended for kindergarten and primary school teachers, for non-pedagogical specialists working in the field of inclusive education, for sports pedagogues, for students of preschool and primary school pedagogy who are focused on developing an inclusive culture.

In the theoretical setting of the monograph, five main aspects of the investigated issues are laid down:

- 1) The essence of inclusive education - specifics, challenges and prospects for the realization of inclusive education.
- 2) Influence of attitudes and stereotypes to create an inclusive environment for children and students with special educational needs.
- 3) Children and students with special educational needs - the interrelationship between the stereotypes of children's and elementary teachers towards one of the most difficult groups of children and students - with special educational needs and the achievement of educational success.
- 4) The role of the inclusive teacher.
- 5) Educational animation - essence, types, possibilities of the animation approach to create an inclusive environment for children and students.

<b>1</b>	<b>2017</b>	<p><b>„MODEL FOR PLAY MOTOR ACTIVITY IN KINDERGARTEN PHYSICAL EDUCATION TRAINING ”</b>                  ISBN978-619-7125-38-2  <i>Reviewers: Prof. Magdalena Glushkova, Prof. Maria Aleksieva</i></p>	<p><b>145</b>  <b>„FLAT“</b></p>
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The monographic development is in the field of the development of physical education and sports in preschool age and optimization of the learning process in kindergarten. The developed "Model for game motor activity in the teaching of physical education in kindergarten" expands the theoretical and applied aspects of physical education and sports. It connects them with improving interpersonal relationships, developing new behavior models for preschool children's interaction. The application of the model gives children's teachers the opportunity for new creative approaches in the use of game motor activity. The development focuses on the importance of game motor activity in physical education training in the fourth preparatory group to support behavioral changes in children, by creating conditions for the formation of necessary skills, competences and relationships in game activity.

The derived model, based on the holistic approach to mobile games and social skills, is in sync with the fulfillment of the goals of preschool education, namely "to use the game activity to acquire a set of competences - knowledge, skills and attitudes, necessary for the successful passage of the child to school education". The final goal of the application of the proposed model for developing social skills in game motor activity is the formation of social competence of children aged 6-7 years. The monographic work is a confirmation of the holistic paradigm for personality development. It contributes to the search and creation of conditions, environment and means for the complex development of the motor, mental, mental, emotional and social side of the child's personality.




<b>TEXTBOOK</b>			
<b>11</b>	<b>2021</b>	<p><b>„MINI VOLLEYBALL AND MINI BASKETBALL“</b>  <i>Maria Ganeva, Zornitsa Ganeva</i>                  ISBN 978-619-7125-84-9  <i>Reviewer: Assoc.prof. Nikola Krastev</i></p>	<p><b>49</b>  <b>„FLAT“</b></p>



The tool is oriented towards methodical work for mastering mini-volleyball and mini-basketball. It includes 110 exercises and games to develop the various technical skills of volleyball and basketball. Sports-preparatory exercises and games are intended for children of preschool and primary school age.

The content of the methodological manual is in accordance with the goals and expected results of the State Educational Standard for the educational direction "Physical Culture" for preschool age and the State Educational Requirements for the educational content of the cultural-educational area "Physical Culture and Sport" for primary school age. The practical manual is intended for kindergarten and elementary teachers, for teachers of physical education and sports, for students of pedagogical specialties. In the kindergarten and in the elementary school, volleyball is held in the form of a mobile game - sports-preparatory. Training for children of preschool and

primary school age includes the acquisition of knowledge and the development of motor skills of elements of the volleyball game.

10	2020	<p><b>„METHODODOLOGICAL ASPECTS OF TRAINING IN PHYSICAL EDUCATION AND SPORT - MINI HANDBALL ”</b>  <i>Mariq Ganeva, Zornitsa Ganeva</i>                      ISBN 978-619-7125-75-7  <i>Reviewer: Assoc.prof. Nikola Krastev</i></p>	72 „FLAT“
		<p>The practical manual introduces the sport of handball, and in particular mini-handball, which is intended for children of preschool and primary school age. It is oriented towards methodical work to master mini-handball. It includes the philosophy, the basic rules of the game, exercises and games to develop the various technical skills for mini-handball, as well as 24 sports-preparatory activities for mini-handball.</p> <p>The manual is intended for kindergarten and elementary school teachers, for physical education and sports teachers, for students of pedagogical specialties.</p> <p>The content is in accordance with the goals and expected results of the State Educational Standard for the educational direction "Physical Culture" for preschool age and the State Educational Requirements for the educational content of the cultural-educational area "Physical Culture and Sports" for primary school age.</p>	
9	2019	<p><b>„FROM PHYSICAL LITERACY TO PHYSICAL ACTIVITY”</b>                      ISBN 978-619-7125-70-2  <i>Reviewers: Assoc.prof. Maria Ganeva, Prof. Maria Aleksieva</i></p>	62 „FLAT“
		<p>The purpose of the handbook is to assist in promoting and increasing the physical activity of adolescents, children of preschool and primary school age. The content is oriented towards the practical aspects of physical culture and leisure pedagogy. Theoretical models are aimed at enriching physical literacy, and exercises and motor activities - at promoting physical activity of children of preschool and primary school age. The manual provokes joint participation in physical activity of children, parents and teachers.</p> <p>It is intended for students of pedagogical specialties, for children's and primary school teachers, for physical education and sports teachers, for parents. It includes basic knowledge about physical activity and sports activity, suitable for children aged 3-11 years, to develop their physical literacy and motivate them to be physically active. The handbook is a helper for teachers and parents who want children to grow up healthy; to maintain a high level of physical activity; to have fun and love sports.</p>	
8	2017	<p><b>„PHYSICAL EDUCATION IN KINDERGARTEN AND PRIMARY SCHOOL”</b>                      ISBN 978-619-7125-35-1  <i>Reviewer: Prof. Magdalena Glushkova</i></p>	286 „FLAT“
		<p>The educational and methodological manual is intended for students of the pedagogical specialties of the Burgas Free University. It is in line with the curricula of future kindergarten and primary teachers. Gives students basic knowledge and skills for their future role in caring for children, developing their motor skills, physical ability and interest in sports. The educational content is fully compliant with the new requirements of the Preschool and School Education Act (Official Gazette, No. 79 of 13.10.2015, in force from 1.08.2016) and the regulations, including the educational standards in the field of education. Physical culture".</p>	

The main goals of the textbook are related to supporting the training of students for the acquisition of modern scientific knowledge and the application of the basic methodological requirements for conducting physical education classes in kindergarten and primary school. The content of the manual is divided into ten main topics related to the development of physical education and sports in preschool and primary school age, optimization of the learning process in kindergarten and primary school, increasing motor activity and motor culture of children. Attention is paid to expanding the theoretical basis of adapted physical activity for children with special educational needs. A contribution to the creative development and work of teachers are the developed topics for the means of developing motor skills and physical activity of children and students. The approach to presenting the variety of exercises for each age group allows for easy adaptation of the tools used to different curricula. The applications are entirely practical and support the methodical activity.

<b>7</b>	<b>2017</b>	<b>A book for the kindergarten teacher – 4 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“	<b>„Anubis“</b>
<b>6</b>	<b>2017</b>	<b>A book for the kindergarten teacher – 3 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“	<b>„Anubis“</b>
<b>5</b>	<b>2016</b>	<b>A book for the kindergarten teacher – 1 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“ ISBN 978-954-426-846-6	<b>27</b> <b>„Anubis“</b>
<b>4</b>	<b>2016</b>	<b>A book for the kindergarten teacher – 2 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“ ISBN 978-954-426-839-8	<b>28 стр.</b> <b>„Anubis“</b>
<b>3</b>	<b>2016</b>	<b>A book for the kindergarten teacher – 3 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“ ISBN 978-954-426-816-9	<b>43</b> <b>„Anubis“</b>
<b>2</b>	<b>2016</b>	<b>A book for the kindergarten teacher – 4 gr.,</b> Co-author Zornitsa Ganeva - part „Physical education“ ISBN 978-954-426-779-7	<b>55</b> <b>„Anubis“</b>

The books for the kindergarten teacher are part of the "FRIENDS" educational system of IC "ANUBIS". It is a system for training, upbringing and diagnosis of children from 3 to 7 years old. The book for the teacher is part of the renewed educational system "Friends" and reflects the most modern trends in pedagogical theory and practice for working with children of preschool age.

The books for the teacher "Friends with the teachers" were developed separately for the first, second, third preparatory and fourth preparatory groups.

The tools include a theoretical-methodical part and specific methodological guidelines for work in any educational field, incl. "Physical culture", for each group in the kindergarten. The thematic distribution of the educational content is for each age group and is in accordance with the new documentation of the Ministry of Education and Culture - with the State Educational Standards for Preschool Education from 2016. The "Friends" educational system of PH "Anubis" is aimed at the main figures in educational the educational process - the child and the teacher.

The contents of each book include the following parts: Introduction; Age characteristics of children; Main conceptual goals of the "Friends" educational system; Main goals; Methodological guidelines for work in educational fields, incl. Physical culture; Appendix Sample annual distribution for work in educational fields.

<b>1</b>	<b>2010</b>	<b>„GUIDELINES FOR THE PRACTICAL TRAINING OF SOCIAL WORK STUDENTS ”</b> Co-author, project №BG051PO001-3.3.03/40	<b>246</b> <b>“Irita-Print”</b>
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The manual was created under the project "Effective student practices in social work, through partnership with NGOs". The goal of the project is to create a model for adequate training of social workers, tailored to the real needs of the social environment, by developing joint programs between BSU and NGOs for practical training of students from the "Social Activities and Counseling" specialty.

The methodological manual was developed by a team of authors. Authorship and co-authorship of the candidate are the following parts of the content of the manual:

Chapter 2. Organization of the practical training of students from the "Social Activities" specialty (Zornitsa Ganeva)

Chapter 3. Basic theoretical knowledge needed by the intern (Maria Ganeva, Zornitsa Ganeva)

The basic knowledge that the Bachelor's program in Social Work at the Burgas Free University aims to provide is presented. The logic of the theoretical preparation leads to a meaningfulness of the profession as each subsequent knowledge explains the subsequent skills that pass through practical experience.

**ARTICLES, REPORTS**

<b>14</b>	<b>2022</b>	<b>„DEVELOPING MARITIME SPORTS BY CREATING ACTIVE COMMUNITIES BETWEEN SCHOOLS AND SPORTS CLUBS“</b> ISBN	<b>6</b> <b>Conference</b> <b>Proceeding BFU</b>
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The article "Developing sea sports by creating active communities between schools and sports clubs" presents opportunities for the development of Black Sea cities related to the promotion of sea sports and improving the physical activity of local school students. One of the ways to realize these opportunities is to create active communities between sports clubs that develop sailing (sea) sports and local schools. Expanding the capacity of cooperation between these institutions needs to become a priority for maritime cities. The partnership between school and sports communities is a prerequisite for creating an active environment for young people to develop new key competences, maritime culture, volunteering and a responsible attitude to health and physical activity. Engaging and uniting children and students in active communities contributes to the development of both the individual personality and the group and the institutions involved in this cooperation. It is suggested that the school-sports club interaction should focus on the following topics:

- 1) Health and physical activity;
- 2) Maritime culture and key competencies;
- 3) Volunteerism and active citizens;
- 4) Project-based learning and cross-curricular connections with the subject "Physical Education and Sports".

<b>13</b>	<b>2020</b>	<b>„PHYSICAL ACTIVITY DURING DIGITAL TRANSFORMATIONS ”</b> ISBN 978-619-7126-92-1	<b>8</b> <b>Conference</b> <b>Proceeding BFU</b>
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The focus of the publication is physical activity during digital transformations and in conditions different from normal everyday life - the Covid-19 pandemic in the two-month social restrictions and state of emergency in Bulgaria (2020). The main questions posed in the research are whether there is a need for digital reality to enter the field of physical education. As well as what solutions to look for in the training in the cultural-educational field "Physical culture and sport", related to the digitization of the learning environment. Physical activity remains one of the leading ingredients of good physical health and an improved attitude to life. In front of its perspectives is the question of whether it should be updated and reoriented towards digitalization, which covers the educational sphere - respectively, the mental essence of the person. The digital generation poses challenges to the educational system. Will the values embedded in the cultural and educational field "Physical Culture and Sports" be able to withstand the digital pressure?

<b>12</b>	<b>2018</b>	<b>„SOCIAL INTERACTIONS AND SOCIAL SKILLS IN SPORTS GAMES IN PRESCHOOL AGE ”</b> ISSN 1311-221X	<b>8</b> <b>BFU Annual 2018/38</b>
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As a continuation of a more extensive study of mobile games in the "Model for game motor activity in physical education education in kindergarten", this publication presents the results of a study of aspects of social interactions and social skills in mobile games in preschool age. Two research categories "social competence" and "mobile games" are distinguished to reveal new

characteristics of mobile games included in game motor activity in physical education training at preschool age.

The Social Competence Model developed by Stamatov, Sariyska, Goranova (2013, 2016) was used for the creation and implementation of the research (presented in this publication). Eight subgroups of abilities are included in the content of the Social Competence Model:

- o Communication skills;
- o Cooperation and cooperation;
- o Prosocial behavior;
- o Interpersonal conflict resolution and negotiation;
- o Self-concept: self-esteem, self-regulation, personal effectiveness;
- o Emotional sensitivity and expressiveness;
- o Assertive behavior;
- o Motivations.

The study of literary sources and authors investigating different aspects of mobile games revealed the diversity of views and approaches to the classification of games, which are also presented in the publication. In summary of the analyzed literature and practical work with mobile games, some of the important characteristics of different types of mobile games are described.

The analysis of the research results gives a new significance to the role of the game motor activity and more specifically the mobile games in the fourth preparatory group of the kindergarten for expanding the social potential of physical education.

<b>11</b>	<b>2018</b>	<b>„PERSPECTIVES FOR ENHANCEMENT OF MENTAL (EMOTIONAL) AND SOCIAL HEALTH PHYSICAL ACTIVITY ”</b>	<b>6 Conference Proceeding NSA</b>
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Health-enhancing physical activity (HPE) is one of the priorities in the work of the European Commission aimed at improving the health of people in the EU. In the publication, policies and activities for their implementation are noted, in the Management Program of the Government of the Republic of Bulgaria for the period 2017-2021, in the "Youth and Sports" sector, the following goals and measures have been developed:

- Encouraging children from kindergartens and students to physical activity, systematic practice of sports and sports performance, as a means for a healthy lifestyle, physical and spiritual development (Goal 218).
- Providing conditions and opportunities for health-enhancing physical activity and practicing sports (Goal 219).

New perspectives on physical activity and health are presented. From the developed overview of new ideas for conditions and opportunities for developing UZFA, the following perspectives can be distinguished for physical activity that strengthens mental (emotional) and social health:

Promotion of UZFA presented in context

- 1) the emotional and social health benefits.
- 2) of the Health Promotion model and emphasis on the personality resources and abilities of children and adults.
- 3) health behavior, oriented towards increasing personal efficiency and control of one's own health.
- 4) of social competence and their mutual positive influence.
- 5) of game motor activity and mobile games to develop emotional and social skills, reflecting on emotional and social health.

<b>10</b>	<b>2016</b>	<b>„EMPATHY - PERSPECTIVES ON THE EDUCATION AND EDUCATION OF CHILDREN OF PRIMARY SCHOOL AGE ” ISBN 978-619-7126-28-0</b>	<b>9 Conference Proceeding BFU</b>
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The publication examines the topic of empathy as a current challenge in the modern world. This challenge is tied to the age and school challenges facing young elementary school students. Empathy, as an important component of emotional and social competence, is one of the elements that can connect and facilitate children's relationships in the transition from one school level to another.

The results of a study are presented, which is part of a developed empirical study on the topic "Investigation of manifestations of empathy in children aged 9-11 years (primary school age)". The first part of the publication describes theoretical statements about: the cognitive and emotional traditions for the development of empathy, the stages in the development of empathy in children, the influence of parenting style on children's emotional communication.

The second part describes the research. The aim is to establish the current level of empathy in children aged 9-11 years (students of primary school age). 46 children were examined with Bryant's "Index of Empathy for Children and Adolescents" (Brenda Bryant, 1982) to establish the level of empathy. An analysis of the results was made and illustrated with six graphs. From the obtained results and the main conclusions, recommendations for the practice with sample programs (trainings) for developing emotional competence in children of primary school age have been derived. The established current level of empathy of the studied children of primary school age provokes the search for new approaches to its development, consistent with the current forms of communication of modern children. Empathy remains a challenge for children, adults, and research interests.

<b>9</b>	<b>2016</b>	<b>„DIMENSIONS OF FREE WILL IN ADOLESCENTS AND STUDENTS ”, co-author ISBN 978-619-7126-28-0</b>	<b>8 Conference Proceeding BFU</b>
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The report presents data from a study of autonomous development in adolescence and young adulthood. The study is based on existing psychological views on the nature and development of autonomy and its types: behavioral, cognitive and emotional. The purpose of the presented research is to establish the level of development of autonomy in adolescence and in youth, the presence of significant differences in the studied age periods. The emphasis is on the influence of the level of autonomy on the formation of the semantic space of concepts that are related to academic success and the subjective feeling of control over life in adolescents and young people. The dynamics of the development of personal autonomy in different age periods (adolescence and youth). The differences in the attribution of meaning to concepts related to the attitudes towards academic work and academic performance of young people in secondary and higher school were investigated. The obtained data confirm the development of autonomy during youth.

<b>8</b>	<b>2015</b>	<b>„THE NEW IDEAS ON EMOTIONAL INTELLIGENCE ” ISSN 1313-9924</b>	<b>8 Journal Contemporary Humanitaristics 1/2015</b>
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The presented article is an opportunity to discuss new and different perspectives on the relationship between the various sciences relevant to emotional intelligence. It examines the relationship between psychology and physiology, a new theory of the functioning of our consciousness - mindsight, the tasks of the emotional, rational and social brain, empathy and emotional synchrony, the importance of the "biological dance" between two people for their health.

In the dialogue between psychology and physiology, different approaches to human behavior are indicated from the point of view of specialists from both sciences. A holistic understanding of man is sought, which will help integrate the differences between the two sciences. DanSiegel's Theory of Mindsight is presented in The Dialogue in Our Mind. This theory of the power of the mind reveals areas that have not been integrated in a way to prove that a person's consciousness can change their inner world and experiences. Mindsight allows us to organize and harmonize our internal functions and through the mind create ourselves as healthy individuals. The dialogue between brains discusses the emotional, rational and social brains. Commenting on the work of leading researchers on key concepts such as the social sensitivity of the brain; resonant connections and fruitful contacts for life satisfaction; empathy - "the birth of self-awareness"; the emotional rhythms of interpersonal relationships.

It reviews groundbreaking discoveries about the emotional architecture and functioning of the brain and new insights into our emotional interpersonal relationships that offer an explanation for the most puzzling moments in our lives, when emotions trump all rationality. Research focuses on understanding the interplay of brain structures that govern emotional moments and tells us a lot

<p>about how we internalize our emotional habits. This gives us a good perspective to turn them into the behavior of an emotionally intelligent person.</p>			
<b>7</b>	<b>2014</b>	<p><b>„SOCIAL COMPETENCE - A RELIABLE COMPASS IN SOCIAL RELATIONS AND PUBLIC COMMUNICATIONS ”</b> ISBN 978-954-8468-96-1</p>	<p><b>9</b> <b>Conference Proceeding</b> <b>BFU</b></p>
<p>The publication reveals the importance and relevance of social competence for increasing the quality of life and development of young professionals. These important essences of social competence are realized as substantive characteristics of a new discipline in the Master's program of the Burgas Free University "Public Communications and Social Psychology". The program is one of the new forms of education at BSU - distance learning. This training is a dynamic and up-to-date response to modern requirements for quality education in Bulgaria.</p> <p>The publication presents the content of the course, which is in line with the constructs and processes of social psychology, as well as with the distinctive aspects of public communications - building and maintaining relationships, assistance, understanding and cooperation, social and emotional communication, social responsibility. Unifying statements such as social communication and interaction, competence – social, emotional and communicative, trust, change management, interpersonal effectiveness, active empathy were sought.</p>			
<b>6</b>	<b>2014</b>	<p><b>„UPDATE OF TRAINING PROGRAMS FOR SOCIAL WORK ”</b></p>	<p><b>8</b> <b>Conference Proceeding</b> <b>BFU</b></p>
<p>In line with the mission of the Burgas Free University, the report presents new ideas in social work education, more specifically, the work on updating curricula. The activity of meeting the criteria for quality modern education is part of the project of the Burgas Free University "Updating the curricula in higher education in accordance with the requirements of the labor market". On the basis of the main requirements of the employers surveyed (on the project) for the necessary and sought-after knowledge and competencies of the students from the "Social Activities and Counseling" specialty, two of the practical disciplines have been updated.</p> <p>In the Bachelor's program is "Kinesitherapy (Movement Therapy)", in the category of Social services in the helping professions. The updated objectives are: Students to expand their understanding and knowledge of the potential of the human body and group interaction; to understand the effect of experiential learning; to acquire skills for working with different target groups. To create practical activities for social work with these people; To step into the role of Leader of the group; To investigate in a real work environment the effect of this method.</p> <p>The master's course "Formation of emotional competence" represents practical training in knowledge and skills for personal development and emotional education of students. This course was developed in order to create conditions and prerequisites for students' applied activity in the field of social work and counseling. The content of the course has been updated with new topics and settings and includes two new modules, the theoretical part is presented interactively and introduced into practical interaction.</p> <p>In the educational process at the Burgas Free University, the creation of new, up-to-date and interesting opportunities for student development is always a priority. The participation in the project and the introduced new creative changes in the curricula are one of the stages of the constant search and implementation of the best educational practices.</p>			
<b>5</b>	<b>2013</b>	<p><b>„EMOTIONAL ASPECTS IN CHANGE MANAGEMENT - NEW PERSPECTIVES FOR THE SOCIAL CONSULTANT ”</b> ISBN 978-954-9370-95-9</p>	<p><b>7</b> <b>Conference</b> <b>Proceeding BFU</b></p>
<p>The purpose of the development is to present models, approaches and research in change management, and above all to bring to the fore the emotional aspect of the transition, where the professional intervention/intervention of the social consultant will lead to greater efficiency of the process. To reveal the place of the emotional factor in the process of change and its management and</p>			



the need to develop emotional skills for effective development of personality or organizational culture during crises and transformations.

Change management (from English) is "a structured approach to change individuals, groups, organizations, which makes possible the transition from a current structure to a desired future structure. Change management provides methods and means of recognizing and understanding change and the human impact on transition. This innovative approach can be considered from an individual or from a social (organizational) point of view".

The publication describes more than ten models, key principles and various aspects of the change management process by established researchers from the international field. From the overview, the author deduced the general steps, elements and principles in the approaches and methods of change management, which show the possibility of professional intervention by the social consultant as a new perspective for these professionals. They can be professionally useful in supporting the individual as well as leaders/managers and all participants in change processes.

<b>4</b>	<b>2013</b>	<b>„ADAPTED PHYSICAL ACTIVITY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ”</b>	<b>8 Conference Proceeding BFU</b>
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The publication examines the topic of adapted physical activity and its possibilities for a more fulfilling life for children with special educational needs. It is defined as "movement, physical activity and sports in which the interests and individual differences and abilities of persons with limited opportunities are emphasized, such as: persons with disabilities / disabilities / impaired health status or ages" (International Federation of Adapted Physical Activity, 1973). The most important tasks of adapted physical activity are described, which consist in discovering the client's resources, discovering his strengths and weaknesses, then creating an individual program to work with this client applying the ecological approach. Through motor activity, positive changes can be achieved, both on the body and on the mind and spirit. It will increase its usefulness if its means are adapted, modified in the best interest of the needs of clients, to help the emotional, physical and sensory integration of the individual, to assist the process of change, to contribute to maintaining the balance between body -mind-spirit.

In relation to these values and starting points, the needs of children with special educational needs - basic and specific in the context of adapted physical activity - have been identified and described. The means and peculiarities in the selection of means for adapted physical activity programs for children with physical disabilities, with mental disabilities, with hearing disabilities, with visual disabilities, with language and speech difficulties are indicated. The individual approach to adapted motor activities is very important when working with children with SEN.

Adapted physical activity is part of the complex of methods that can contribute to developing the resources of children with special educational needs for a more independent life and fuller inclusion in the social environment. The purpose of adapted motor activity is for children to participate in activities that bring them pleasure in their free time, improving their intellect, physicality and spirituality.

<b>3</b>	<b>2012</b>	<b>„EXPECTATIONS FOR PROFESSIONAL REALIZATION AND CAREER DEVELOPMENT OF STUDENTS FROM THE SPECIALTY "SOCIAL ACTIVITIES" FROM BSU ” ISSN 1311-221-X</b>	<b>7 BFU Annual 2012/27</b>
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The article presents a survey conducted among 60 students, graduates, from the 4th year of the "Social Activities" major at the Center for Humanities at the Burgas Free University. This is the end of the educational stage at the university and young people are on the threshold of a new stage of their development - professional realization. The "Social Activities" specialty is a dynamic and modernly developing specialty. It has a flexible approach to the rapidly changing social environment and the crisis conditions it faces. The graduating specialists - social workers - are faced with the difficult task of realizing themselves in the professional field in the field of social work. Do the knowledge and skills that have been gained from studying at BSU give students confidence and motivation for successful professional realization in modern Bulgaria?

<p>The purpose of the research is to study the attitudes and expectations for realization of the students graduating from the "Social Activities" major at BSU. To examine graduates' self-assessment of their employability skills after graduation. The analysis of the survey results made it possible to draw positive conclusions about the education of the students in the Bachelor's Program in "Social Activities" at BSU.</p>			
<b>2</b>	<b>2011</b>	<b>„EMOTIONAL EDUCATION OF STUDENTS - THEORY AND PRACTICE ”</b> ISBN 978-954-9370-81-2	<b>6</b> <b>Conference Proceeding</b> <b>BFU</b>
<p>Emotional education is part of the academic disciplines "Intrapersonal and Interpersonal Communication" and "Social Rehabilitation of Children in Disadvantaged Social Situations" (2011). It provides an opportunity to form an adequate emotional and social toolkit in students. To understand through their own experiences the need for emotional literacy. The practical part of the courses includes exercises aimed at recognition, understanding of one's own emotions and motivation to try a more successful model of behavior in interpersonal relationships. The difficulties that emerged and caused the students themselves to think differently about themselves and their emotional and social life also provoked the subsequent study.</p> <p>The analyzed results gave a good opportunity to select the training of the students. In relation to intrapersonal stability and adequate personal attitudes towards success and life satisfaction, training in emotional literacy, although at such a late stage of personal education, has extreme importance, relevance and need. Of great importance for the growth of students as successful individuals is motivating them to a deeper understanding in the study and application of emotional skills.</p>			
<b>1</b>	<b>2010</b>	<b>„MOVEMENT THERAPY AS A METHOD IN SOCIAL WORK ”</b> ISSN 1310-3393	<b>6</b> <b>Journal „Sport and Science” 2/2010</b>
<p>The publication focuses on uncovering the essence of movement therapy in social work. Her significant contribution to enriching the toolkit of the social worker for working with clients is presented. It is accessible, interactive and very effective as a method for people with physical, mental, emotional and social problems. This fact reflects the modern man's need for more natural, complex ways to achieve harmony in which reason and feelings, spirit and body play a full role.</p> <p>Physical culture, as a leading representative of human sciences, about his body and functions, is extremely useful with its means, methods and forms to improve the overall condition of every person, especially the one who has certain problems. Problems can be related to physical, intellectual, emotional or social needs. Movement therapy in social work is a process using movement and dance to assist the emotional, physical, sensory and social integration of the individual. It is one possible means of achieving mental, motor and social harmony.</p>			