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W14/E Cognitive and Somatic Approaches to Physical Activity for Special Pools of Students / Kognitív és szomato-megközelítések speciális diákközösségek vízsgálatában. Moderator: Dr. Farkas Anna (UPE)

Yurii Voloschenko (Borys Grinchenko Kyiv University)

A Somatic Approach to Teaching Students of Special Medical Groups of the Boris Grinchenko Kyiv University

All modern scientific research is, one way or another, aimed at prolonging human life and improving its quality. It is an issue related to the quality of life, which comes to the fore. Modern sport is a highly competitive environment which employs time-proven technologies. However, to achieve superiority, there is a need to look for new ways to achieve the best results. It is against this background that the somatic approach is becoming more and more relevant. This is a truly innovative technology which at the moment is not widely available in the world. In spite of this, it has a sound history of development and severe prerequisites to implement and to be used actively. The somatic approach is a way of managing your own body, aided by movements. Somatics works with the nervous system by positively affecting it and improves awareness of body movements. This approach does not require any additional conditions or expensive equipment, it has no special restrictions, it doesn’t demand preliminary preparation. It is enough to have readiness for internal transformations and a place with a hard and flat surface for practicing. The basis of this pedagogical method lies in the cybernetic approach. Somatics proves to be very effective when it comes to working with athletes. This approach is not just a means of rehab; it is used for recovering and ret raining throughout the training period. To a large extent, bodily tension can complicate the further development of the physical qualities necessary to
achieve goals in the sport. In collaboration with a coach, Somatics can be a way of perfecting the results of both individual sports activities and doubles of competitions. Currently, we are implementing a somatic approach to teaching students of special medical groups at the Boris Grinchenko Kyiv University. The basic principle of this training is the principle of holistic. We are observing changes occurring on both the physical and mental levels simultaneously. At present, we are using the survey method to assess the dynamics of these changes. Even with a minimum regularity of classes (1-2 times per week), students experience the following: reduction of irritability, improved sleep, attention span increase, better assimilation of new material.

Summary: Regular classes lead to better functioning at all levels. We can state that Somatics reduces the level of anxiety, increases resistance to stress and also becomes an additional channel of resource for self-improvement. Briefly, the somatic approach can, on the one hand, increase the competitive ability of an athlete, as a professional, and on the other hand, improve the quality of his/her life in general.

Dr. Cenaj Mirjeta, Dr. Juel Jarani (Sport University of Tirana)

Identifying Common Cognitive, Learning and Social Difficulties in Albanian Children Aged 5-12 with an Incidence of Development Coordination Disorder

Development Coordination Disorder might be accompanied and interrelated with difficulties in the cognitive skills, learning difficulties especially evident in subjects such as math, language or overall literacy, thus affecting academic performance and learning outcomes. Moreover, DCD, besides school achievements and learning, affects every day and social life. It can be manifested in difficulties to perform activities which require both gross and fine motor skills. The aim of this study is to identify the percentage of children with a probable incidence of DCD in major cities in Albania. Moreover, it aimed to identify the main areas where these children, probably with DCD, encounter cognitive, academic and social difficulties.

Methodology: The method used to collect the intended information was a DCD '07 standardized questionnaire of 15 questions, plus another group of questions focused on cognition and learning and social skills, thus a total of 29 questions. The subjects of this study were parents or caregivers who were randomly selected in the schools of the cities and they were explained how to evaluate their child as well as the purpose and the anonymity. The respondents comparing their child to his/her peers answered one out of a five Likert