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**SPECIALIZED METHODOLOGY
FOR PREPARING YOUNG PEOPLE TO
RESPOND TO CRISIS**

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CONTENTS

PREFACE	3
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Chapter 1

THEORETICAL FOUNDATIONS OF CRISES.....	4
1. Nature of knowledge. Types of knowledge.....	4
2 . A crisis. Concepts of crises.....	6
3. The most destructive natural and social disasters.....	13

Chapter 2

CRISES RESPONSE PREPARATION.....	19
1. Means and methods of preparation for crisis response.....	19
2. Nature of response and skill.....	21
3. Methods of acquiring crisis response skills.....	24
3.1. Psychic methods.....	24
3.2. Motor qualities. Development of motor skills.....	30
CONCLUSION	36

PREFACE

The accelerated pace of development of modern civilization is changing people's lives. With the implementation of modern technologies, automation, cybernetization, artificial intelligence, the nature of various activities has changed. The demands on the mental and physical development of modern man have grown significantly. This problem is particularly topical and very significant in the development of adolescents and young people. It is known that today a person lives in a very rich information environment, where the knowledge of modern civilization, as scientists claim, doubles in just one day. A certain crisis arises as a result of the contradiction between the requirements of the coming changes and man's ability to react adequately. Along with the unquestionably achieved significant results, some negative consequences for the natural and social environment, for the human psyche and physique, which he has not yet mastered, but to some extent contribute to increasing their destructive power, have also appeared. These negative trends are another barrier to disrupt the adaptation of young people to the dynamically changing conditions of the living environment, which to one degree or another is the main reason for the emergence of various **crises**. That is why it is necessary to search for reliable ways for accelerated adaptation of young people to the changing environment associated with various crises. One of the reliable ways to respond adequately to crises is specialized training.

The purpose of the specialized training is for young people to adequately prepare to react to various crises.

To achieve the goal, two **main tasks are solved**: 1. Assimilation of knowledge about the crises; 2. Acquiring crisis response skills.

The manual is structured in **two chapters**, where the theoretical foundations of crises and the specialized training of young people for responding to crises are examined in a logical connection.

Chapter one

THEORETICAL FOUNDATIONS OF THE CRISES

1. Nature of knowledge. Types of knowledge.

The first main condition for the adequate response of young people to various crises is the acquisition of knowledge about the nature and impact of crises on people, material values, the social environment and nature. **Knowledge**, as known, is the facts, concepts, theories, definitions, laws, rules, concepts, models, approaches related to crises.

Facts are the main evidence of the truth, of a real event. It is known that when the facts speak and the gods are silent. Every person to one degree or another has experienced various crises and understood their essence. As one of the wisest Chinese - Confucius said: "I heard but did not remember, saw and remembered, experienced and understood." It is a fact that crises have a destructive impact, but also provide an opportunity for growth and development through adequate response.

The concept is a basic form of thinking, reflecting the essential properties, connections and relations of objects and phenomena. The term "crisis" has different but similar definitions, which is a sign of its complex structure and rich content. In its interpretation, an opportunity is revealed not only to protect against its negative effects, but also an opportunity to enrich experience, expand knowledge and grow a personality that has overcome various crises. Therefore, crisis also has a positive meaning in human existence.

An important factor for the mental development of a person is expanding knowledge, enriching his vocabulary. Individuals who have a very rich vocabulary are well known. For example, a citizen of America (Kim Peak) at the age of 58 knew 9000 books by heart. He is not known to have made any discovery. A. Einstein probably read much fewer books and hardly knew some of them by heart, but came up with a very short equation ($E = mc^2$) that changed the world. Most important for all human activities that determine their destiny, is thinking. And the concept is a basic form of thinking.

Theories are a system of guiding ideas, views, concepts, on the basis of which certain regularities in the development of nature, society and man are explained. Theory is also seen as a body of knowledge that facilitates the mastery of a particular skill.

Definitions are concise, short descriptions of the nature and meaning of words or concepts. Often in practice, the term "definition" is used instead of a definition. When analyzing the definition of crisis, several concepts are indicated that define the essence of the phenomenon. This is how the rich content of the concept of crisis is revealed. On the other hand, an opportunity is created to shift the meaning and essence of the concept in a direction convenient for the analyst. Hence, conditions arise for disputes about the essence and meaning of the concept of "crisis".

The laws, like the crisis, have a very rich content. The law is defined as "The mandatory norm for action, behavior in society, for regulating, regulating the life of society, established by state power, by a relevant body." Another meaning of the law is related to a stable attitude, a connection between the phenomena of reality, faith, religion, ritual. Many laws are known. A crisis management law was also adopted, where the nature and activities in the event of a crisis are defined in detail.

The rules too are a concept with different meanings such as "A situation that exists or is deduced from the regularities of the phenomena of a given area". Other meanings of rules are: "prescription of a way of conduct, action under certain circumstances, conditions" and "established way of conduct, action under certain conditions; principle". Actions in different crises are subject to certain rules.

Concepts are perceptions, understanding, system of views, ideas. A concept is actually a certain theory about a given phenomenon. Views express an opinion on a given issue in which a specific opinion is expressed. People express different, analogous opinions regarding the concepts of crises, security and risk.

Models are a special kind of knowledge. Six types of meanings are given in the Bulgarian language: 1. Specimen, exemplary specimen of some product. 2. Reproduction of an object in a reduced or enlarged form. 3. Geometric drawing, scheme for describing some phenomenon. 4. In visual arts - a living person as a subject for drawing or modeling. 5. Mannequin 6. Type, style, construction of a

given article. The development of mathematical models of the crises and the probabilities of the damage that can cause various natural and social disasters is of great importance.

Approaches as a type of knowledge mean a set of concepts, ways and means of influence. In crisis situations, reliable concepts and methods of influence have a certain importance for the management of actions.

The nine types of knowledge examined are directly related to crises. They can be caused by various natural and social disasters. Analyzing them enables a more complete disclosure of their content and their manifestation as crisis situations. In addition, there are opportunities to predict disasters and the crises they cause.

2 . A crisis. Concepts of crises.

One of the most significant problems in human existence is his "collision" with various crises. Most often, a person copes with the crises that have arisen. His reactions are adequate. In these cases, it can be assumed that the crises have positively influenced its development. In other cases, however, he is unable to deal with a certain crisis and his actions are ineffective. The consequences of not dealing with crises are negative. These crises are seen as a negative phenomenon, affecting people negatively, as a result of which, to one degree or another, they lead to wrong decisions and actions that cause various injuries, diseases and even death. Many scientific studies of the crisis of the individual, human communities, states and the whole civilization are analyzed. One gets the impression that they - the crises - appear and develop in some cyclical regularity. They are usually seen as dangerous and harmful phenomena. This formulation is true, but it is limited. The crisis, as a dangerous situation with a dynamic nature, along with its negative effects, also has a positive side - an opportunity to overcome it, which is one of the main factors for human development and improvement. It is in the fight against dangers and difficulties that one achieves one's goals.

The semantic analysis of the term "crisis" is very rich. According to the Chinese ideogram, as with most Mandarin words, the concept of "crisis" consists of two syllables (危機) written with two separate characters: 危 "wei" - danger, and 機

"ji" - *opportunity*. The word "ji" is defined as a good opportunity for development, "a favorable set of circumstances".

When looking formally at the formula "*danger + opportunity = crisis*", one gets the impression that these two words (danger and opportunity) are contradictory. A deeper analysis by authoritative researchers reveals that in fact the character "ji" from the Chinese word "weiji" means something like "an incipient moment, a decisive point when something begins or changes." Through the interpretation of Chinese symbols, a crisis is defined as a dangerous moment when things start to go wrong. "Weiji" indicates a "dangerous situation where one should be especially cautious."

In the Greek language, the word crisis "*κρίσις*" and "*κρίνω*" is defined as separate, distinctive, decision, verdict, judge. All these words to varying degrees reveal the nature of the crisis. Hence, it should be noted that the word crisis has a rich and complex structure. Some authors consider the multiple meanings of the concept of crisis as "time for decisions", "turning point for change for better or worse".

When analyzing the separate concepts characterizing a crisis, it should be emphasized that it (the crisis) expresses something essential, very important for a person, which also stands out as a separate, independent phenomenon on which he reflects, makes an assessment and decides to act in the presence of a certain danger. An important point in the interpretation of a crisis is to emphasize that this process is related to overcoming a certain difficulty. This moment is one of the most important when deciding on active actions as an opportunity to overcome the crisis. The reasoning of other authors about difficulty as a main element in the structure of crises is similar. They describe crises as "extremely difficult, exceeding the person's available resources." And other authors add that crises "require from a person a significant change in the ideas about the world and about himself in a short period of time." The changes that occur can be both negative and positive in nature. In fact, it confirms the regularity of the unity of the two main building factors of the crisis - danger and difficulty - and the logic of overcoming the dangers and difficulties in crises through purposeful active actions, in which the probability of solving the tasks and achieving the goal is very high, and in very great dangers - survival.

In the dictionary of foreign words in the Bulgarian language, crisis is defined as "1. A sharp change, a turning point, a decisive moment; 2. *honey* . Decisive moment in the course of an illness; 3. *copper*. Sudden attack of illness; 4. Great worry, predicament; published in financial terms, economic crisis, government crisis...'.

According to the first definition of crisis . *A sharp change, a turning point, a decisive moment.*

A sharp change is associated with the occurrence of a negative situation to which a person is very difficult to adapt. This state of limited adaptation is the most important moment for making the right decision and responding effectively.

According to the second definition of crisis. *A decisive moment in the course of an illness.*

During illness, crises arise in which the patient and the doctors must react very quickly. Recovery and survival depend on prompt and correct diagnosis and decisive action by doctors.

According to the third definition of crisis . *A sudden attack of illness.*

It is known that sometimes there are situations in which there is an urgent need for urgent medical assistance for people who have fallen into a very serious helpless state. Most often, when there is a delay in providing help, people lose their lives.

According to the fourth definition of crisis. *Great distress, predicament; published in financial terms, economic crisis, government crisis...'*

The Dictionary of foreign words in the Bulgarian language provides detailed explanations of the economic and governmental crisis.

In the economic crisis, the most characteristic signs are: relative overproduction compared to the solvent demand for goods, fall in the prices of goods, reduction in production, mass bankruptcies of small and medium-sized enterprises, disruption of credit relations, intense increase in unemployment, decrease in the standard of living .

During the government crisis, there is an aggravation of the political situation in the country, the consequences of which are the fall of the government and a change of ministers.

The term "*crisis*" contains a very rich content, reflected in the Bulgarian interpretive dictionary. Five meanings are given for crisis: 1. A turning point in the development of something, a severe transitional state; 2. Difficulty, difficult situation, deteriorated condition of something; 3. Acute lack, lack of something; 4. Acute abrupt change, usually worsening in the course of some disease; 5. Tense situation, strong disorder.

First meaning . *The turning point in the development of something, heavy transitional state.*

This meaning of crisis is seen as a fundamental and abrupt change of state in which certain dangers and difficulties are overcome. A new state is formed. This transition is experienced as a crisis.

Second meaning. *Difficulty, difficult situation, deteriorated condition of something .*

The new status is most often negative. In this difficult situation in which a person finds himself, the difficulty increases significantly and the demands on the activity increase.

Third meaning. *Acute lack, lack of something.*

The difficult situation in which a person finds himself in the absence of the necessary information about a sudden event that requires active actions, the lack of the necessary means of insurance, the limited possibilities of people to react are reasons for the emergence of a negative state.

Fourth meaning . *A sharp abrupt change, usually a worsening in the course of some disease.*

In this negative state, a sharp change occurs, most often it manifests itself as a certain disease. Sudden changes create great difficulties for quick adaptation to the new requirements of the situation. Most often, the experiences are strong and negative, which have a negative impact on health. However, it should be noted that not always sudden changes form negative states.

Fifth meaning. *Tense situation, strong disorder.*

High nervous mental tension, mental disorder, the experience of strong negative emotions such as fear, anger, despair, grief, suffering, panic, horror, are a special type of crisis.

There is no reason to claim that crises cause only negative experiences, mental disorders, illnesses. Every person has experienced different crises, but not always his psyche was broken and he got sick. The valuable thing about crises is that they can and should serve as an important factor for the development and improvement of the personality. As is known, many of the great personalities - military leaders, scientists, writers, athletes, etc. in the process of their personal growth, they have overcome crises of different content and degree of impact. Therefore, it is necessary for a person to form a readiness to overcome the various crises.

"*crisis*" is very well defined in the Law for crisis management. In it, the crisis covers several significant signs: 1. A change in the established state of life, in which the conditions for existence and the implementation of the activity in the changed environment are severely violated. 2. The crisis covers territories, objects, sectors and spheres of human activity or the environment. 3. Crises are most often caused by human activity or natural phenomena.

First sign. *A change in the established state of life, in which the conditions for existence and the implementation of the activity in the changed environment are strongly violated.* The main signs of the crisis are related to the strong violation of living conditions and the significant limitation of people's activities in a new, negative environment. It is very difficult for a person to adapt to these new conditions. His experiences are mostly negative. When a high readiness for action is formed, a person reacts effectively and his experiences are positive.

Second sign. *The crisis covers territories, objects, sectors and spheres of human activity or the environment.*

The crisis covers different territories and all spheres of human activity. It also includes the dangerous conditions of the social and natural environment.

A person's adaptation to these new conditions is limited. His experiences are usually negative. With purposeful preparation, valuable qualities are cultivated and readiness for active actions in crises is formed.

Third sign. *Crises are most often caused by human activity or natural phenomena.*

It is pointed out that the main causes that trigger the various crises are people. The harmful consequences of air, soil and water pollution are known. Even more harmful are the deliberately created acute social crises on an economic, political and religious basis. In recent years, these crises have increasingly escalated and turned into armed conflicts and wars. The consequences of social crises are thousands of victims, huge material damages and ecological catastrophes.

The theory of crises is built on: 1. The theory of evolution; 2. The theory of human achievement and motivation; 3. The theory of adaptation to modern changes and 4. The theory of emergency and extreme situations.

According to the first theory . *The theory of evolution.*

In the process of development along the path of evolution, changes occur in the human structure. Individual organs and systems are improved, psychophysical capabilities are expanded and deepened. The social environment is improving. This development process is associated with certain crises.

According to the second theory. *The theory of adaptation to modern changes.*

Adaptation to certain conditions is the main mechanism in the formation of high readiness to respond to crises. The modern conditions of society are dynamic and have high demands on the mental and physical level of human development, and especially on young people.

According to the third theory. *The theory of emergency and extreme situations.*

Crises manifest themselves in practice as a special type of extreme situation - **a crisis situation** . Its structure corresponds to the structure of extreme situations, which actually include in their structure and emergency situations. Therefore, the crisis situation is a special type of the emergency situation.

Various theories are known around the world, which have multiple points of contact in clarifying the types of crises. In most theoretical presentations of crises, the general classification is used as a basis, which considers crises as **normative** and **situational crises** .

Normative (prescribed), or also crises of age development, are characterized by cognitive and affective disorders in the transitions between different stages of life.

Situational (incidental, accidental) crises are those that occur as a result of unexpected events, during sudden changes in the external conditions of life.

Other authors **consider three main types of crises:**

1) Evolutionary; 2) Situational and 3) Existential.

The evolutionary crisis is defined as a period of personality development, as natural changes in the process of human development. Examples of this type of crisis are the period of childbirth, puberty, graduation from school, finding a job, retirement, etc.

A situational crisis occurs as a result of unexpected extraordinary events that a person cannot predict and control. These crises arise from nature and society and are distinguished from others by their nature - they are usually sudden, random and cause shock and panic. They are often caused by accidents, acts of violence, natural disasters, death, etc.

Existential crises arise as a result of internal conflict. They are associated with escalation of internal conflicts caused by developmental stages in which a person questions the purpose and meaning of his life, moral and spiritual values.

In recent decades, the crisis occupies a central place in many **psychological** and **sociological developments**. The reasons for this are objective.

The crisis in psychology has a double meaning : 1. The crisis as a mechanism in personal development ; and 2. The crisis as an extreme (critical) situation requiring certain actions of the moment.

The personality crisis theory was developed based on the experiences of 101 survivors of a major nightclub fire that killed 493 people. It is found that when experiencing acute grief, one or more symptoms of somatic distress, guilt, hostility, loss of a behavior pattern are manifested.

From the brief analysis of the different perceptions of the crisis, it can be seen that the main object of its impact is the person. But on the other hand, he is the author of many cruel crises that have claimed the lives of millions of people, most of whom have no fault.

3. The most destructive natural and social disasters.

The most common crises causing massive damage are major natural disasters such as earthquakes, fires, hurricanes, tornadoes, droughts, floods, etc.

In 115 BC in the area of Antioch (present-day Turkey) suddenly experienced a very strong earthquake with a magnitude 11th degree on the scale of Mercalli-Cancani-Seeberg , known as **the Antioch earthquake** . The surrounding areas of Antioch were completely destroyed, and the tsunami caused by the earthquake caused extensive damage to the port of Caesarea and perished 260,000 people .

One of the strongest earthquakes in the world was **Assam** (North-East India) on 12/06/1879 with an intensity of 11 on the Richter scale. It was very destructive and the waves on the earth's surface had an amplitude of 30 cm. The earthquake covered an area of 350,000 square km .

Strong earthquakes of varying degrees have been registered in Chile, Alaska, Armenia, Turkey, Italy, Greece, Indonesia, USA, Russia, etc.

In Europe, a strong earthquake with a magnitude of 7.2 on the Richter scale is the Vrancea earthquake (Romania) of 03/04/1977. It caused very serious material damage and killed more than 1,600 people.

It is considered that Bulgaria has high seismic activity . 97% of the country's territory is threatened by seismic impacts . The seismically active zones include Krupnik , Blagoevgradska, Sofia, Marishka zone, Shablenska zone, the region of Veliko Tarnovo and Gorna Oryahovitsa . Systematic observations of earthquakes in Bulgaria began in 1892, when the Seismological Service at the Central Meteorological Station (CMS) in Sofia was founded. There were large earthquakes on the Bulgarian lands in the 1st, 10th, 16th, 17th, 18th centuries and at the beginning of the 20th century. The earthquake of September 18 is considered the most destructive earthquake in Bulgaria . 1858 in Sofia with a magnitude of about 9 on the Richter scale. In the first 30 years of the 20th century, there were 11 earthquakes with a magnitude above 6 in Bulgaria degree on the Richter scale.

Hurricanes, tornadoes, cyclones and typhoons are other widespread natural disasters. They are formed as a result of certain atmospheric conditions over the warm tropical oceans between 5 ° and 25 ° north and south latitude . The most influen-

tial factor of hurricanes is the high speed of air masses, which reaches 180-380 km /h. Hurricanes and cyclones are some of the most destructive natural elements in which people are powerless . They have taken the lives of millions of people around the world and caused a lot of destruction .

Hurricane "**Irma**" became the most terrible in the history of mankind . His with a scab has reached 297 km/h , and in gusts – 380 km/h with a diameter of 700 kilometers. In 1906 10,000 people died from a powerful typhoon in **Hong Kong** , in which the wind speed was about 161 km/h On 12/11/1970, in East Pakistan, the wind speed reached 240 km/h, and the tsunami caused by the hurricane with a height of 15 m hit the coast and caused great damage. Between 300,000 and 500,000 people die. In 1906, a powerful typhoon with a speed of 161 km/h killed 10,000 people.

Still (10/10/2024) Hurricane Milton with a speed of 165 km/h is raging in the state of Florida just two weeks after the impact of Hurricane Helen (225 km/h). A lot of damage has been done. There are also human casualties. The disaster caused by the hurricanes, US President John Biden defines it as a situation that "...literally is life and death".

Another very strong destructive element, which manifests itself as a strong atmospheric vortex , which forms a rotating column of air connecting the surface of the earth with a cumulus and, in rarer cases, with a cumulus cloud , is known as a **tornado** (from Spanish : *tornado*), also called **smerch** (from Russian : *smerch*) . Known type of tornados are land, water and multinode . Most often, tornadoes have the appearance of a condensation funnel , the narrow end of which rests on the ground , surrounded by a cloud of debris and dust. Usually, the wind speed of these tornadoes reaches 177 km / h , their diameter is about 80 m , and the distance they travel is several kilometers. The strongest tornadoes reach wind speeds over 480 km / h with a magnitude of several kilometer and move more than 100 km . Tornadoes occur more often in North America and the southeastern parts of South America . They are less often observed in South , Southeast and East Asia , in the greater part of Europe , the western and southeastern parts of Australia . Our country is less affected by hurricanes and tornadoes. As a result of the global climate changes on the planet, these natural elements are expected to occur more and more in Bulgaria as well. The

speed of hurricanes that hit individual regions of the country reached 240 km/h. In the last ten years, 38 tornadoes have been registered in the country. Tornadoes most often occur in the hills , mountainous and foothill regions of Stara Planina, Sredna Gora and the Rhodopes. It is believed that the probability of a tornado occurring in our country is the same as in Austria, Germany and Poland .

The listed natural disasters are considered to occur mostly without the direct intervention of man . There are also such disasters that can occur naturally, but are more often induced by human activity. Such are **floods** and **fires** .

Floods are very common elements and represent situations with a very high degree of danger and difficulty. Of all natural disasters, they are considered to be the best studied. Floods are the result of long-lasting and heavy rainfall. They can also be the result of human activity, e.g. when demolishing the wall of dams, waste storage facilities , etc.

From 1928 to 1930, a major drought occurred in **China** . At the end of the winter of 1930, the country was covered by heavy snowfalls. As a result of the deep snow accumulated in the winter, intensive melting begins in the spring, which coincides with heavy rains. The level of **the Yangtze and Huanghe rivers** rises sharply and their waters flood Nanjing. Another great disaster occurred - an epidemic of infectious diseases, cholera and typhus, as well as mass starvation broke out. According to Chinese sources, 142,000 people died, and according to Western sources the number was 4 million people. This natural disaster is considered to be the greatest disaster in the entire history of mankind.

One of the most beautiful cities of Russia - **St. Petersburg** has been flooded 330 times. On 11/19/1824, it experienced the worst flood in its history. The level of the Neva River rises and its channels rise to 4.14 - 4.21 m above their normal level. The whole city is under water. There are about 20 memorial plaques in the city that reflect people's struggle with the water element.

A number of floods have occurred in **Bulgaria** . On 01.05.1966 The town of Vratsa was flooded as a result of the collapse of the tailings storage wall near the village of Zgorigrad, in which more than 400 people died. Floods that caused great

destruction and death are remembered in people's minds. The floods in Razgrad, Tsar Kaloyan, Biser, Burgas, Varna, etc. are known.

The fires are another natural disaster causing major crises. The cause of the fires can be natural, but cases of their intentional initiation are also common. The first known major fire is said to have occurred in **64 BC. c Rome**. Experts suggest that this fire was deliberately caused by Emperor Nero, who was one of the most hated emperors in the history of Rome. The reason for the fire was to persecute the Christians living in the city to be accused of deliberately causing the fire.

Very often the outbreak of fires is triggered by earthquakes and spread by strong winds. In our country, the highest degree of fire danger was announced in August 2017 in the regions of Blagoevgrad, Pazardjik, Plovdiv, Kardjali, Stara Zagora, Sliven, Haskovo, Yambol, Burgas, Varna, Dobrich and Pleven .

Droughts are one of the major natural disasters affecting great damage to agriculture and the economy . They are associated with the absence of precipitation and moisture in the atmosphere and the soil and can last for months or even years . The longest drought in the history of the world is in the **Atacama Desert , Chile** , which lasted 400 years. Prolonged droughts destroy crops and turn these areas into deserts . One of the main causes of droughts is human activities leading to global climate change. The forecast is that they will cause significant damage to agriculture and the economy around the world. Droughts have claimed the lives of millions of people around the world. In 1900 in **India** between 250,000 and 3.25 million people died . In two years (1921 - 1922), more than 5 million people died in **the USSR** from famine caused by drought . In the period 1928-1930, over 3 million people died of starvation in **Northern China** .

Our country is characterized by spring, summer and autumn droughts . Spring droughts are characterized by low humidity and increases in the population of a number of pests . They are most often found along the Black Sea coast (50%) and in Northwestern Bulgaria (40%). Summer droughts are characterized by high temperatures, low air humidity and intense total evaporation . Soil moisture falls below 70% of the maximum field moisture content . The longest and most intense summer droughts affect the Black Sea coast and the Upper Thracian lowland .

Other natural disasters such as volcanoes, landslides, avalanches are also known, which to one degree or another cause acute crises.

It is necessary to emphasize that man-made crises have greatest destructive impact and are the cause of millions of human casualties, enormous material damage, and pollution of nature.

War is the most destructive social disaster. Humanity has experienced two very severe and devastating world wars, which brought the death of tens of millions of people, colossal material damage and environmental pollution. Specialists have established that for the last 5,500 years of human history, about 77,000 ***military conflicts have been registered*** , in which more than 3.5 billion people died. During this period there were only 292 years of peace. It was established that in the last century, only 6% of those who died were victims of natural elements , and 94% were victims of the social environment due to the violent death of a person caused by man .

At the end of the last century, human-caused casualties were over 100 million. Seeing the aftermath of the First World War leads us to the conclusion that a wise man once said: "Never has human madness had such destructive consequences, nor has it been so evident. But no one knew that this was only the beginning." And indeed, human insanity was far more destructive in World War II. And today? Even today wars are fought and many people die. And the greatest danger hanging over humanity, related to the survival of civilization, is the outbreak of the Third World Nuclear War. And if it is thermonuclear (hydrogen)?!

The scientific and technical achievements of mankind are impressive, but they are first implemented in the armies and used for military purposes. Science and technology have greatly increased the destructive power of modern weapons. Some of the most destructive weapons of mass destruction are nuclear, biological and chemical weapons. Huge quantities of nuclear weapons are believed to have been stockpiled, enough to destroy an entire civilization. It is assumed that there is a great danger of using them in the event of a more acute conflict. Government spending is increasing and colossal funds are being spent on deploying new technologies and weapons in almost all the world's armies of destruction and self-destruction.

Epidemics and pandemics are also a very dangerous factor for people's existence. The case of the influenza epidemic in 1918-1919, which killed between 20 and 40 million people, is well known. A few years ago, civilization experienced a pandemic caused by **COVID-19** , which claimed the lives of **about 15 million** people. The pandemic caused a major crisis in the economy, education, transportation and generally disrupted the rhythm and quality of life of people on earth.

There are still negative and very harmful phenomena for human societies, such as genocide, terrorism, alcoholism, various addictions to alcohol, opiates, gambling, etc. All these phenomena cause acute crises and hide great danger for people's lives. The natural disasters discussed above have both direct and indirect effects on the individual and the community. They cause various material damages, leaving people without homes and livelihoods. The lack of material resources and the limitation of the means of procurement cause a major humanitarian crisis, directly related to their survival . The Department of Humanitarian Aid at the United Nations reports that floods, earthquakes and volcanoes cause the greatest financial losses. The degree of destruction of natural elements depends on the level of social development of individual countries. It is established that about 2/3 of those who died in natural disasters were from countries with low social development , and only 2% - from highly developed countries. Various international departments cite data according to which in highly developed countries, an average of 22.5 people died in one natural disaster , in medium-developed countries - 145 people, and in countries with a low level of development - 1052 people. It is obvious that the inhabitants of countries with a lower standard are more vulnerable to natural disasters and their casualties and material damage are significantly greater compared to those in developed countries. This is because many people are uneducated, poor and live in small and unstable housing, but most importantly, **they are not prepared** to respond to disasters.

Crises are inevitable in people's lives. The point is to prepare them to be able to overcome the various crises that arise, and in the process of overcoming them, valuable qualities are built. A person improves and has a formed readiness to deal with the dangers and difficulties that arise during crises. Despite the prevailing opinion of people about the harmful and destructive impact of crises, it is necessary

to emphasize that they - crises - can also serve for the development and improvement of man and human communities. That is why it is necessary to look for the constructive, beneficial effects of crises for the development and improvement of people, and especially for the development and improvement of young people.

Chapter 2

CRISIS RESPONSE PREPARATION

1. Means and methods of preparation for crisis response.

The multifaceted nature of the specialized training of youth for crisis response implies the use of a wide range of **means** of influence. Their diversity is determined by the nature of the training, the level of physical ability, the qualification and the gender of the young people participating in the training. The main place of specialized training is occupied by physical training, in the process of which separate mental effects are also applied. In the practice of physical training, **two types are applied** : *physical exercises and natural and hygienic factors*.

Physical exercise is the main means of specialized training for crisis response. Physical exercises are defined as "...conscious, volitional, pedagogically meaningful motor actions to have a positive impact on the human body with a view to achieving a previously set goal." Physical exercises are conscious actions, and are made up of specific movements. They are subject to certain control and solve a certain task. In practice, individual movements and actions are realized by physical effort, which is a consequence of volitional effort. On the basis of a complex study of 1500 young people, it was established that there is a very high mutual dependence ($R=0.98$) between volitional and physical effort. Physical exercises have a positive effect on the human body. They are seen as the totality of individual movements and actions. The main building factor of physical exercises is motor action, which is realized and aimed at achieving a certain goal. A mental action (mental process) is also included in the structure of motor action. The complex interrelationship of

mental and physical actions within the structure of physical exercise is fundamental to the specialized training of young people for crisis response. Motor actions have an executive function. The main element of physical exercise is movement, which is related to solving a specific task. Individual movements make up the action, and each action can be performed with movements different in content. When performing the physical exercises, certain **mental exercises** related to the development of concentration of attention, visual and motor imagery, verbal formulas for regulating muscle tension and breathing are performed simultaneously or independently. Mental exercises can be practiced independently.

Natural and hygienic factors are additional means in the specialized training of young people to respond to crises. Their application increases the effect of performing physical exercises. Natural factors include the influence of the sun, air and water. They serve to harden the body. Hygiene factors as adjuncts to crisis preparedness include diet, personal hygiene, and nutrition.

The effectiveness of physical and mental exercises depends to a great extent on **the methods** of their application in preparing young people to respond to crises. The methods are a system of thought-out actions in the application of physical and mental exercises in the process of preparing for crisis response. The ways in which physical and mental exercises are applied in practice are determined. In accordance with the specifics of preparing young people to respond to crises, it is appropriate to apply the following methods: 1. Methods for educational impact; 2. Methods for carrying out motor activity and 3. Methods for control and evaluation.

The methods of educational influence. This group includes methods of persuasion, suggestion, personal example, encouragement and punishment.

Methods of performing motor activity. This group of methods solves the main tasks of crisis response preparation. The group includes *general pedagogical methods* , which include verbal and visual methods and *special (practical) methods* that include the methods of training in motor activity and methods of developing motor qualities.

Control and evaluation methods are essential methods in specialized crisis response training. Control is a continuous and comprehensive process in which

"information is collected about the actual state of an object and compared with the desired state." At the heart of control are inspection and evaluation. **The check** has an operational nature and provides information on the current state of the observed signs. The assessment is the result of the level of preparation of young people for crisis response. It is possible to apply the various methods in order to achieve high lasting results.

2. Nature of response and skill.

Responding is a special type of *human activity* related to counteracting the negative impact factors of crises. In the Bulgarian language, the concept of "react" is considered as "I respond to impact, irritation with some counteraction or expression of feeling, I show my attitude towards something". The problem of scientific disclosure of the essence of human activity has not yet been fully resolved. It is argued that the term 'activity' is used 'in a very broad and indefinite sense'. The activity is considered in a different aspect from psychology, sociology and philosophy. Activity is still considered by many people as external activity, although in the middle of the second half of the last century the unity of external (physical) and internal (mental) activity was proven. The formula was derived that "external and internal activity have one construction". It was indicated that physical effort as an external (physical) action and volitional effort as an internal (mental) action are highly interdependent ($R=0.98$). This regularity provides great opportunities for enriching the means and methods for mental and physical (psychophysical) effects. Therefore, **reacting** can be seen **as psychophysical activity** . Therefore, responding is a motivated, purposeful activity and is therefore conscious. It must be emphasized that many people in major disasters that cause a huge crisis do not respond adequately. The psychophysical structure of their activity is strongly disturbed. The dominance of the experience of strong fear, horror, panic most often blocks external (physical) activity. Therefore, the main factor for adequate crisis response is mental (internal) activity. This setting necessitates the search for reliable means and methods for psychic effects in crises.

A major building block of responding as an activity is action. Action is "a process subject to conscious activity." In other words, the action is conscious by which a

certain goal is achieved. The action is made up of separate movements through which specific tasks are solved. In the development of impact methods, these scientific statements occupy a central place. Building young people's skills for adequate crisis response is directly related to the concept of the unity of the mental and physical in the structure of human activity.

The skills of young people to respond adequately to various crises is the basis of specialized training. After acquiring certain knowledge about the nature of crises, the next stage in the preparation of young people is mastering the necessary skills for responding to crises. *Skill is seen as the ability* to react under specific conditions. It is based on acquired knowledge and accumulated experience. As the main quality of the personality, skill is defined as the ability to perform a certain activity. Some authors consider skill in the sense of ability as a talent, an acquired gift. It is known that in the process of purposeful activity, the ability to accurately and quickly perform certain actions is gradually built up. Developing talent. In the Bulgarian language, talent is seen as "great, innate ability for something...". As you can see, talent is defined as something innate, hereditary. It is known that **talent** as a significant personality quality *is not only an innate ability, but also a developed ability* in the process of a lot of work. In all probability, the more important factor in the development of talent is systematic and sustained purposeful work. From here follows the logic that the ability as a talent and skill is a consequence not only of a hereditary factor, but also a consequence of hard work. In fact, hard work is the performance of a system of specialized movements and actions in a certain profession or activity. It is assumed that certain crisis response skills are gradually built up in the process of purposeful movements and actions. Of course, it is necessary to take into account genetic and hereditary factors. It would be a mistake to assume that skill, like a person's talent and ability, is only innate. This approach excludes the constructive role of activity as the main factor in personality development. Agility is also considered a skill . Carrying out certain actions in a crisis requires a developed quality of agility. In the specialized training of young people, special attention is paid to the development of dexterity. Agility as a motor quality is very strongly related to strength, speed, flexibility, balance.

The skill structure is built on the foundation of previously mastered knowledge and experience. They are characterized by awareness, intentionality, planning, variability, effectiveness.

Awareness is a fundamental quality of skill. The execution of individual movements and actions in crisis response is a conscious process that is controlled and managed by thinking. On the basis of the specific requirements of actions in different crises, certain skills for adequate actions are successively built. With long-term and repeated performance of certain actions, a certain habit of reacting in crises is formed. Of particular importance is the exact execution of movements and actions when building the skill.

Deliberateness in building the specific skill for young people's response to crises is related to the prior structuring of individual movements and actions of crisis response. In the Bulgarian interpretive dictionary, intentionality is defined as the quality of deliberate, which is considered as "Premeditated, thought out, with some hidden (and not good) intention". Intentionality in the formation of an adequate response skill is well-intentioned because it is aimed at preserving people's lives and values. The basis of intentionality is built from the word "intention", which is interpreted in the Bulgarian language as a thought and desire to do something, an idea, a plan. It does not state "and not good". Therefore, it can be good and not good.

The planning is essential to the construction of crisis response skills. Planning the preparation of youth to respond to various crisis situations is a mandatory process. When developing the plan and program of preparation, the content of the individual topics, the place and the time of implementation are included. Based on the plan, timetables are prepared for the specialized training of young people to respond to crises.

Variability in the process of building the ability of young people to react to different crises and its of great importance for the effectiveness of specialized training. Variability is realized in the practice of specialized training through the inclusion in its content of various means and methods of training. This approach enables a more complete and complex construction of significant skills for

effective crisis response. It gives an opportunity to display a creative, non-standard approach in the selection of means, methods and forms of training. A standard, formulaic approach to training is avoided. The variety of crises also requires a non-standard approach. This improves the quality of education.

The effectiveness of specialized training for crisis response is the main criterion for evaluating the effectiveness of young people's training. An analysis is made of the results achieved, the tasks solved and the goals reached. The positive aspects of the training are revealed and the admitted weaknesses and the ways to eliminate them are indicated.

Skills are an essential element of young people's activity in crisis response. They provide an opportunity to solve various tasks in crisis response. The acquired skills determine the quality of the activity and enrich the experience of young people for effective actions in various crises. Skills are a criteria for evaluating the general mental and physical development of young people.

3. Methods of acquiring crisis response skills

Skill as a sustainable entity is formed in the process of purposeful mental, physical and special training. Building adequate crisis response skills is a complex and lengthy process. The selection of reliable methods of influence with a view to acquiring response skills is determined by the nature of the crisis caused by different situations. In fact, all crises are experienced by man and human communities and can be said to have an analogous structure. Since crises are the result of the impact of various factors of the natural and social environment, it is expedient to build the foundation (mental and physical foundations) of the ability to react to a crisis. Every human activity is fundamentally built of mental and physical elements. Depending on the nature of the crisis, the mental and physical elements are "built on" with the special elements of the response skill. *This guide examines the basic mental and physical elements in the structure of crisis response skills.*

3.1. Psychic methods

A key place in the structure of crisis response skills is occupied by the psyche. It is made up of a cognitive, emotional and volitional structure, which are mutually determined. **Cognitive** structure is fundamental. It directs and regulates

human actions and behavior in crisis conditions. It is made up of separate structural building blocks (mental processes): perception, memory, attention, idea, imagination, associations, thinking. It occupies a central place in the cognitive structure of the psyche **thinking** . It is **the highest mental process** , which reflects the essence, regular connections and relationships of the objects and phenomena of reality. Acquired knowledge is the basis on which thinking proceeds as a process in the specific situation, now. On the basis of thinking, a person analyzes and evaluates crises and his skills for action, makes a decision and reacts. An important stage of the thought processes is *the assessment of the crises that have arisen and the skills to react*. Truth is arrived at through the operations of thought. In the course of thought activity, both in assessment and in crisis response, the significance of thinking is of great importance, i.e. whether it is negative or positive. It should be emphasized that in negative thinking, negative emotions such as fear, anger, despair, grief, envy, etc. dominate, which largely limit mental activity and distort the truth. The structure of the skill is broken and most often the reactions are inadequate. Positive thinking is dominated by positive emotions - courage, confidence, security, determination. A person maintains self-control and his developed skills are realized in practice in an adequate response. Therefore, in the process of crisis actions, positive thinking is needed, which is built on revealing the objective truth about the crises that have arisen and the ability to respond.

Transformation of negative thoughts into positive ones

The method serves to build the ability to adequately respond to crises. On the basis of many experimental studies, the constructive role of positive thinking on emotions, will and overall human activity has been established. It should be noted that 60,000 thoughts pass through a person's head in one day, of which 57,000 are related to the past, and a large part of them are negative and meaningless. It is known that negative thoughts are the cause of people's misfortunes and diseases. On the one hand, negative thoughts expressed through speech in communication repel people, and on the other hand, the dominance of negative thinking in a person's being is a sign of significantly limited crisis response skills.

Carrying out the method is easy. It is performed sequentially in **three stages** .

At the first stage, a person is required to concentrate on the thoughts that are currently flowing in his consciousness, evaluate their content and determine what their meaning is for him, people and nature. It is necessary that this process of self-observation and self-evaluation continue until it is fully mastered. Ratings can be positive or negative. For the faster and better absorption of the first stage of the method, it is recommended that a person writes down his thoughts, analyzing them after seven days and assessing the dominance of positive or negative thoughts. When negative thoughts dominate, he must at all costs continue to apply the second stage of the method.

In the second stage of meditation, a person chooses thoughts that are beneficial to him, as well as to people and nature. It is recommended to make a list of desired positive thoughts. ***The selection of positive thoughts*** needs to be done very carefully for no less than five days. The content of the thoughts must be positive and have the opposite content of the negative ones. Selected thoughts are learned by heart. To repeat in mind at least five times a day.

The third stage of the method is key to mastering the method. After a person has determined which are negative thoughts and which he has chosen as positive, when ***negative thoughts appear in his mind, he willfully replaces them with positive ones***. The method is applied until its complete absorption. A person considers his effectiveness by the signs of changes in his condition. One of the barriers in carrying out the method is the instability of attention, which is often diverted to other thoughts. This process is natural and one has to concentrate on thinking again and again. The fact is indisputable that it is necessary to allow negative thoughts, but they should not dominate his consciousness, but if necessary, he should transform them into positive ones.

Example: The person D.V. shares in a frank conversation that he is one Marko Totev and he has no luck. It is difficult for him to get along with his relatives, he often comes into conflict with different people over small things, makes remarks and criticizes young and sometimes elderly people. He is angry, disaffected and hurtful and sees no perspective in his development. And most of all, he does not find meaning in learning, and as he says - in "working". As can be seen, the thoughts of

D.V. are negative and it is natural to be angry, dissatisfied, hurtful, possibly sad, and even desperate. When he understood the root cause of this condition, he tried to implement a positive strategy in his thinking. Gradually and with a lot of effort and perseverance, changes occurred in the life of D.V. As he claims, now he sees people, life and his future in a different way.

Creative thinking

Adequate response of young people to various crises is an activity related to creative thinking. Since the emerging crises are in many cases unexpected and have a variable structure, responding in a standard way may prove to be ineffective. The acquired skills in these cases do not fully correspond to the requirements of the situations that have arisen, and often the decisions to react are not fully justified. This shortcoming can be compensated to a large extent by creative thinking, which is actually a special kind of positive thinking. This method is known as thinking outside the box. The basis for the development of the method for creative thinking was the method created by Edward de Bono, known as lateral thinking. The term "**outside (lateral) thinking**" is recorded in the Oxford English Dictionary.

The presented method of creative thinking is made up of five successive stages of mental activity:

1. Analysis and evaluation of the known information and the studied additional information about the emerging crisis and the level of response skills.

A detailed analysis is made of the known information about the crisis and the skills. Response capabilities are being assessed. Additional information about the probable, possible material damage, the consequences of the negative impact on people is being studied .

2. Analysis of only the negative sides of the crisis;

At this stage, an idea is gained about the most likely negative consequences of the crisis, such as material damage, possible psychological and physical damage to people, the pollution of the natural environment, the negative consequences of the social environment, etc.

3. Analysis of only the positive aspects of the crisis;

Crises do not only have a negative impact, but there is always an opportunity to seek and use their positive impact on both people and the material and social environment.

4. Evaluation of emotions and premonitions in analyzing and evaluating crises and response skills;

Emotions as attitudes and experiences provide information about the nature of thinking and the adequacy of crisis response skills. As has been emphasized, negative emotions are a consequence of negative thinking. The structure of crisis response skills is being disrupted. There is a very high probability that a person will not react adequately to the crises that have arisen. With positive emotions, which are the result of positive thinking, the probability that a person will react adequately is very high. A very important point in crisis assessment and crisis response skills is the nature of intuition. Every person has a developed intuition to one degree or another. Intuition is seen as a method of knowledge to reveal the truth without the help of logical thinking. It is a subconscious process of the psyche and must always be taken into account when assessing various crises and the ability to react in these cases.

5. Summarizing the assessments at the various stages and determining the essence of the crisis and the optimal ways to respond.

On the basis of the analyzes and assessments of the four stages of creative thinking, a generalized assessment of the nature of the crisis and the response skills is derived. Building a skill for creative thinking in crises is a pedagogical process that requires conviction, desire and persistence in training. With the gradual construction of this skill, the creative possibilities for solving many life problems, forecasting and adequate actions in various extreme situations are expanded. Many of the great discoveries were made by great individuals with creative thinking. Systematic training of the method of creative thinking has a positive effect on the development of logical thinking, attention, memory, ideas, imagination and intuition.

Mobilization of vital forces for crisis response

Responding to various crises is associated with the expenditure of a large amount of life energy, which manifests itself in practice as life force. Life force is seen as mental and physical force that are in unity. They, in turn, manifest themselves as mental and physical working capacity.

Responding as a type of human activity is carried out by mental and physical processes that are mutually related. Mental processes are cognitive, emotional and volitional.

Cognitive processes are sensation, perception, memory, attention, ideation, imagination and thinking. All the processes that take place in unity take part in the reaction mechanisms. The mutual action of the analyzers, reflecting the different sensations through the stimuli, also form the corresponding **perception**. Of primary importance for the correct assessment of crises is their real perception by means of visual, auditory and motor perceptions. One of the main mental processes of young people is **memory** and **attention**. Acquired knowledge and formed skill are remembered, stored and recalled as memory. Directing and focusing the actions in responding to various crises is **the attention** that plays a major role in the overall organization of the activity.

A young person's **imagination** is a mental process through which past perceived crisis situations are reflected in his consciousness, and **imagination** is a representation of new situations. **Thinking** is of the greatest importance for responding to crises.

Emotional processes can be seen as emotional experiences. They are a form of expressing emotions and feelings, the subjective attitude of young people to reality. The strength of emotions is an indicator of the strength of the psyche. Thanks to emotions, the body functions normally under constantly changing conditions. Emotions can be positive and negative, with positive emotions increasing both mental and physical strength. Positive emotional experiences have a mobilizing effect on cognitive and volitional processes, while negative ones have a demobilizing effect.

Volitional processes are realized in practice by means of volitional effort. As has been emphasized, volitional effort as mental force determines physical effort as physical force. Physical strength is a consequence of mental strength, which in turn is a consequence of cognitive and emotional processes. Mental and physical strength express life force, which with prolonged and intense efforts is significantly reduced, as a result of which actions in responding to crises are inadequate. Therefore, **its rapid recovery and mobilization** is necessary.

Restoration of vital energies takes place before and after crisis response. As a result of strong experiences and active actions, large amounts of vital energy have been expended. Extreme fatigue has set in. In a natural way, energy recovery takes 2-3 days. For their quick recovery, an adapted method of psychophysical relaxation is applied. The procedure involves the sequential execution of certain actions.

At first, the person assumes a comfortable position in a lying or sitting position, preferably in a quiet room with a normal temperature. Closes eyes, breathes calmly, focuses attention on breathing. After a few minutes, it lowers the tension in the muscles by relaxing them - first on the muscles of the legs and arms, then on the face and the whole body. He repeats in his mind: "The muscles of ... relax, relax. They are relaxed, relaxed. They are pleasantly warm, I don't feel them." The person gradually passes from a waking state to a state similar to ordinary sleep, during which **very intensive processes of restoration of vital forces take place**. This state is known as 'rapid sleep', the 'super recovery phase'. The electromagnetic brain waves in this condition are known as alpha waves and range from 7 to 14 hertz.

The face remains in this state for several 5-12-15-20 minutes and more. The duration depends on the degree of fatigue that occurs.

After about 15 minutes of coming out (awakening) from the state of intensive recovery, the person will feel a rush of vital energies. Many studies are known about the effectiveness of this method. An experiment was conducted with 19-22-year-old youths who, for two hours, performed intensive activities to the point of deep fatigue. After applying the rapid recovery technique, their vital forces not only recovered to their normal state, but also increased to more than twice their normal state.

3.2. Motor qualities. Development of motor skills

The effectiveness of young people's response to various crisis situations is determined to a very large extent by their physical capacity. It reflects the general working capacity of the human body based on the complex development of motor qualities, as well as the motor skills and habits necessary for their manifestation. The main place in the structure of physical capacity is occupied by the physical qualities of muscle strength, speed, endurance, flexibility and agility. In practical (physical) activity, physical qualities are always manifested in a complex manner. Depending

on the nature of the activity, one or another quality is predominantly manifested, which is always tied to the other qualities.

Development of muscle strength

Muscular strength occupies a central place in all practical actions. It is defined as a person's ability to overcome or counteract external resistance through muscular effort.

The main forms (types) of manifestation of muscular strength are maximum strength, dynamic strength, fast strength and strength endurance.

The main means of developing muscle strength is **strength training**, i.e. physical exercise with increased resistance. In general, strength exercises are divided into two main groups: 1. Exercises with external resistance and 2. Self-strength exercises. Three different methods are mainly used to develop muscle strength: 1. Method of repeated efforts; 2. Method of maximum efforts and 3. Method of dynamic efforts.

The method of repeated efforts is characterized by serial alternation of strength exercises with different degrees of effort. **Strength endurance** is mainly developed .

The maximum effort method is related to overcoming limit or near-limit resistances. It serves to develop **maximum strength** . Most often, a training scheme is applied - 1-2 repetitions, 2-5 sets at a low speed and a rest time of 3-5 minutes.

The method of dynamic efforts is designed for the development of **dynamic (explosive) strength** , for which the performance is short (1-2 seconds).

Depending on the nature of the crisis, the requirements for the actions of young people in their response are determined, and from here the leading method and exercises for developing strength are selected.

The development of muscular strength is most often carried out in gyms, where the opportunities are very favorable for the development of significant forces for action in crises. There are many opportunities for young people to train independently to develop different types of strength. The best-known exercises for this purpose are push-ups, hang-ups, sit-ups, squats, etc. Dumbbells, rubber bands can be used at home.

Speed development

Many of the actions of people in crisis situations are related to the execution of quick movements. Sometimes the speed of action is the factor that determines safety and survival. It is a motor quality that is most difficult to improve.

Speed is considered as a person's ability to perform individual or complete movements in the shortest possible time. Two types (forms) of speed are known - **elementary** and **complex**.

The **elementary forms** include four independent forms: 1. Speed of reaction (latent time for motor reaction); 2. Execution of single movements at maximum pace; 3. Execution of movements at maximum pace (frequency of movements); 4. Speed of a separate motor act (speed of movement).

The complex forms of speed include: the ability to accelerate (starting speed), maximum speed and the ability to switch from one action to another (coordination speed).

The main tools for developing speed are **speed exercises**. These exercises should be performed at maximum speed and frequency for a short period of time without causing excessive muscle tension. Speed exercises are divided into three main groups: 1. Exercises for the development of elementary forms of movement; 2. Exercises for complex development of speed; 3. Combined Impact Exercises. Although speed is a motor quality that is difficult to develop, there are greater opportunities to perform various exercises. Young people have the opportunity to train for the development of speed in places convenient for the purpose - stadiums, sports fields, meadows, mountains, the beach, etc.

Endurance development

In many cases, crises can affect people over a long period of time. In some situations, young people have to react for a longer time. They are required to be resilient, to react under adverse conditions, under high stress and danger. Motor endurance is strongly related to resilience. That is why it must be developed and maintained.

Endurance as a motor quality is considered as a person's ability to perform a certain work for a long period of time, without reducing his work capacity despite the onset of fatigue. Endurance is considered as working ability and by its condition it is

judged about the functional capabilities and health of the person. That is why it must be developed and maintained at a good and high level. Depending on the specifics of the work performed, motor endurance is divided into **general** and **special** .

General endurance is defined as the ability to perform prolonged work of moderate intensity, in which the entire muscular system is involved. Through the general endurance on the basis of the increased possibilities of absorption of oxygen, the long-term performance of certain work and the accelerated recovery of the body are supported.

Special Stamina builds on top of General Stamina. It is considered as a person's ability to perform highly efficient specific work in a certain type of activity. Depending on the relationships of endurance with other motor qualities, speed endurance, coordination endurance and power endurance are known. Depending on the nature of the crisis situation, the development of the special endurance of young people is also required.

An important indicator of endurance is **the intensity** of physical work performed, which rebuilds the body's functioning and actively participates in **energy provision** through breathing and blood circulation. Three zones of intensity are defined, in which the character of adaptation of cardio-respiratory activity changes to the specified physical load: 1) zone of unlimited adaptation; 2) zone of limited adaptation; 3) zone of insufficient adaptation.

In **the unrestricted adaptation zone**, physical activities are moderately strenuous as the cardio-respiratory system manages to satisfy the body's needs for oxygen. The necessary energy is provided by the aerobic breakdown of carbohydrates, adding the necessary need for oxygen, and the condition is stable and the pulse rate varies between 130-140 beats per minute.

The zone of limited adaptation is associated with a significant activation of the respiratory activity for the satisfaction of oxygen as a result of increasing the intensity of the movements. Energy provision is aerobic - anaerobic. External breathing is activated and provides the necessary supplement of oxygen. The pulse rate ranges from 140 to 170 beats per minute.

In ***the zone of insufficient adaptation***, the intensity of the movements are high. Oxygen consumption is maximal and the body's need for oxygen cannot be satisfied. Intense activity can last up to 6 minutes at most. The energy supply is anaerobic and the heart rate ranges between 180-200 beats, reaching its maximum limits and sometimes more.

The main tools for developing endurance are exercises, which are divided into two types:

1. Exercises to develop general endurance. Exercises are applied to activate all muscle groups of the body. The intensity of the load is moderate, and the duration of the performance varies from several tens of minutes to hours.

2. Exercises for the development of special endurance. The exercises that are applied are aimed at impacting certain muscle groups, ensuring the execution of actions in response to specific crisis situations.

For the development of endurance, ***various methods are applied*** to develop general and special endurance. Of particular importance is the selection of reliable motor exercises.

The development of resilience is a major factor in preparing young people to adequately respond to various crises. One of the most reliable means for developing endurance is **running**. When running

all the muscles and systems of the body are strained, the working capacity is significantly improved, the vital functions of the body are significantly improved. Already 2,500 years ago in Hellas on a huge rock for all citizens to read, the ancient Greeks wrote: "If you want to be strong - run, if you want to be beautiful - run, if you want to be smart - run." Young people have the opportunity and time to run to be smart, beautiful, strong and able to react in different crises. The recommendation to them is: Run!

Flexibility development

Flexibility represents the ability of a person to perform movements with a large amplitude depending on the nature of the motor activity. Depending on the forces that support the manifestation of joint mobility, two forms of flexibility are known: ***active flexibility and passive flexibility***. Depending on the way in which the

muscle is stretched, the manifestation of flexibility is: static (isometric and dynamic (kinetic) flexibility. Two more types of flexibility are known: ***general and special***. Flexibility occupies a special place in the structure of physical performance and has a certain meaning for the adequate actions of responding in crisis situations, it is necessary to develop it. The ***main means of developing*** flexibility are physical exercises with increased amplitude, which are simple in structure, swing and static exercises involves performing exercises in a series of several repetitions with a gradual increase in the amplitude of movements.

The development of flexibility does not require special conditions. Young people can also develop their flexibility at home.

Agility development

Agility is a complex motor quality. Complexity is due to the fact that it is related to all motor qualities. Agility is defined as a person's ability to coordinate individual movements and actions in time, space and effort appropriate to the motor task. The factors that determine its manifestation are poorly studied. A wide range of factors are indicated, which are difficult to systematize. The main ones are related to the peculiarities of the nervous system, the ability of a person to make an accurate analysis of movements, the state of development of other motor qualities, the motor experience of the person, the complexity of the motor task, the mental attitude to perform the motor task, etc. The conditions under which agility is manifested (not manifested) are divided into four main groups: 1. Standard conditions; 2. Unaccustomed conditions; 3. Probability conditions and 4. Unexpected situations. Agility is measured by the maximum accuracy of coordination of movements and the time for their execution.

Means for developing dexterity are physical exercises with increased coordination complexity, containing elements of novelty. Three groups of exercises are used to develop dexterity: 1. Exercises that are not stereotyped and are performed with a sudden change in the conditions of motor activity; 2. Exercises that have high demands on the coordination and accuracy of movements and 3. Special exercises that abruptly change the direction of movement on cue.

methodical approaches are also applied to increase the coordination complexity of the exercises, such as: 1. Mirror performance of the exercises; 2. Exercises with a change in speed, spatial parameters and method of execution; 3. Inclusion of additional movement complications.

Agility is very strongly related to young people's ability to respond to various crises. With the development of motor qualities and mastering the methods of mental effects related to positive thinking, skills are developed for adequate response of young people in crises. The deepening of their preparation is related to the inclusion in their training of exercises to master special skills related to the specific requirements of crises. This training is actually professional and is conducted by qualified specialists.

Conclusion

One of the vital problems of man and human societies is the "collision" with various crises. In all times of human development, this problem has always existed. Nowadays, it seems that the problem of crises is becoming more and more relevant and significant. In order for a person to adequately react to various crises, it is necessary for him to have the necessary knowledge and skills, which are acquired in the process of life experience and in targeted training. Since there are many definitions for *the crisis*, in which more than 25 concepts give to some extent its content, a more detailed disclosure of the essence of knowledge, skill and response is necessary. In most definitions of crises, only their negative impact is considered. And in fact, crises also provide an opportunity for adequate overcoming, which in turn leads to human development. On the basis of various scientific studies, three global factors in the structure of response to crises are brought out - positive thinking, mobilization of vital forces and the development of motor qualities. These three factors are the basis on which a high readiness to respond to very large crises requiring specialized professional training is built.