

1. Summary of Monograph "Motivational determinants in the choice of the teaching profession of young people,"

Abstract: This monograph reviews, based on English-language publications and research, the factors that motivate young people to choose teaching as a career and also the motivations of teachers to leave the profession. Emphasis is placed on collegial and administrative support and school climate; induction programmes and mentoring; teachers' working conditions; and perceptions of the status of the teaching profession. A survey of 170 undergraduate education majors, 247 teachers, and 409 students in grades 11-12 was conducted. Data were collected over a 24-month period. Watt and Richardson's FIT-Choice methodology was used to examine motivational factors in young people's choice of the teaching profession (Richardson & Watt, 2006; Watt & Richardson, 2007). Using statistical procedures, it was found that students who are oriented towards applying to teaching majors are predominantly from humanities or vocational high schools. Significantly fewer of those wishing to become teachers come from science and mathematics and language schools. Most students do not want to become teachers mainly because of the lack of education and the difficulties of working with students and parents, the lack of a vocation, the emotional strain and the poor pay. Students who do go into the teaching profession do so primarily because of intrinsic and altruistic motivational determinants: working with children, impact on society, love of the subject to be taught. For students studying teaching, there is a tendency for girls to want to pursue a career as a teacher primarily because of altruistic and intrinsic motivational determinants such as working with children and adolescents. For novice teachers, it was found that those working in smaller locations were intrinsically motivated and more satisfied with their career choice as they had more influence on students and their families compared to their urban counterparts. Teachers who work with single-stage students are more motivated than their counterparts who have to work with two-stage students.

2. Published book based on a defended dissertation for PhD degree "Daily hassles, coping strategies and life satisfaction during ageing"

The monograph *Daily Hassles, Coping Strategies, and Life Satisfaction in Aging* presents research on the psychological functioning of older adults and, more specifically, the everyday adversities they encounter, their coping, and their role in the experience of life satisfaction. There are different perceptions of stressful life in aging. Research on different types of hassles, their experience in relation to gender, age and living conditions helps to better understand the structure of daily hassles in old age.

A comprehensive analysis of socio-demographic factors, the nature of daily hassles and coping strategies is conducted in a sample of 720 people, which allows to highlight the patterns of these parameters for the elderly in Bulgaria.

The introduction reveals the relevance of the study, the object and subject of the study, the hypotheses and the methods of the study. This section describes the theoretical and practical significance of the work and the main approaches through which the work was carried out.

Chapter one is devoted to the literature review, an analysis of the different approaches to understanding everyday hassles and the specifics of dealing with them. The socio-demographic specificity of the elderly population is also discussed in this chapter. Chapter two conducts a description of the study sample, a detailed description of the methods used, the stages of the study, the mathematical processing procedures. Chapter three presents the results of the study. An analysis of the level of different types of daily hassles is carried out, as well as a differential analysis of socio-demographic factors - age, gender, lifestyle characteristics. Then, the coping strategies used by the old people are examined, the degree of expression of different coping strategies is compared. It also sets out the results of multiple regression analysis and presents an empirical model of the relationship between daily hassles, coping strategies and life satisfaction.

The results of the monograph have practical significance and can be used and applied in the work with the elderly.

3. Liliya Babakova. Students' Motivation in Choosing the Teaching Profession. Strategies of Educational and Scientific Policy, Volume 27, Number 5, 2019, ISSN: 1310-0270 (Print), 1314-8575 (Online), 520-537, indexed in Web of Science

This paper addresses the issue of young people's motivation to pursue and choose the teaching profession. It presents a measurement tool for the factors influencing the choice of the teaching profession - FIT (Factors Influencing Teaching) Choice - by Watt and Richardson (2007). A study of 85 undergraduate education students is detailed and motivational characteristics that are predictors of teaching profession choice are presented. Results of psychometric scales, correlational and cluster analyses are discussed and comparisons are made by gender, major, and stage of schooling. The paper presents the process of initial adaptation of the instrument

4. Ivaylo Staribratov, Liliya Babakova. Development and Validation of a Math-specific Version of the Academic Motivation Scale (AMS-Mathematics) Among First-year University Students in Bulgaria. TEM Journal, Vol.8, No.2, May 2019, ISSN: 2217-8309 (Print). eISSN: 2217-8333 (Online), 317-324, indexed in Scopus and Web of Science

This paper presents the results of a modified version of the Academic Motivation Scale (AMS) (sample of 256 Bulgarian students), based on self-determination theory. Different types of motivation related to academic activity are examined and identified. The results of confirmatory factor analysis confirmed the acceptable correspondence and existence of five scales characterizing two types of intrinsic motivation (general intrinsic motivation and intrinsic motivation for expertise) and two types of extrinsic motivation (introjected regulation and extrinsic regulation) and amotivation. All subscales were characterized by acceptable reliability

(0.779 < 0.916) and showed predictive correlations with general level of academic motivation and other motivational constructs such as achievement expectancy, academic self-evaluation in mathematics, and emotions in the learning process. On the factor "gender", girls were found to have stronger intrinsic motivation, and on the factor "year of study", students in upper years had the strongest intrinsic motivation. The psychometric properties of the instruments are presented in detail.

- 5. Strizhitskaya O., Petrash M., Murtazina I., Vartanyan G., Manevsky F., Alexandrova N., Babakova L. Adaptation of the Bulgarian version of the Social and Emotional Loneliness Scale (SELSA-S) for adults and older people. Consulting Psychology and Psychotherapy, 2020, Vol. 28. No. 4. ISSN: 2075-3470 (print) ISSN: 2311-9446 (online) S. 79-97, indexed in Web of Science and Scopus**

The article is devoted to the adaptation and validation of the Bulgarian version of the Social and Emotional Loneliness Scale in samples of elderly and old people. The paper presents the results of the psychometric testing of the questionnaire on a sample of adults aged 35 to 75 years (N=332; M age=49.45; SD=11.17; 28% were male). Exploratory factor analysis delineated four factors, two of which matched the first two scales of the original method, and the third and fourth were split third scales of the original method. To test scale consistency, Cronbach's α was used, demonstrating high consistency on both the total scale ($\alpha=0.875$) and subscales ($\alpha -0.843-0.873$). Confirmatory factor analysis confirmed the four-factor structure of the resulting adaptation. Convergent validity of the scale was established through its correlational analysis with the Differential Loneliness Questionnaire. Analysis of the psychometric properties of the Social and Emotional Loneliness Scale confirmed that it is suitable for use with older and elderly people. For future studies, it is recommended to increase the sample size to determine standard indicators.

- 6. Ivaylo Staribratov, Liliya Babakova. Organizational culture in school. Strategies of Educational and Scientific Policy, Volume 25, Number 5, 2017, ISSN: 1310-0270 (Print), 1314-8575 (Online), 492-505, indexed in Web of Science**

The paper presents the first steps in the creation of a test to provide objective measurement and diagnosis of the type of organizational school culture: 'Human Resource Culture - Professionalism, Purpose and/or Means to High Performance' and 'Relationship and Team Culture - Innovativeness and Innovation'. Such a test would be useful to use in educational practice to enable administrators and school leaders to promote a positive climate and culture: to develop programs and initiatives to support a good working climate; to establish norms that promote mutual respect and good behavior; to implement effective communication and information systems; to maintain high values and principles and ensure that these are built and modeled by all school staff, particularly principals; reassurance,

7. Liliya Babakova. Development of the Academic Stressors Scale for Bulgarian University Students, Eurasian Journal of Educational Research 2019 Issue 81, Print ISSN : 1302-597X | e-ISSN : 2528-8911, 115-128, indexed in Scopus

There are numerous studies on the harm of academic stress on students' well-being and academic achievement. Unfortunately, there are not many methods to measure various academic stressors among students. The purpose of this study was to develop a valid and reliable scale to measure the stressors that students are subjected to in the academic environment. Methods: After interviewing students from two Bulgarian University about the stressors they are exposed to at the university, a test form of the scale was developed which contains 19 items. The scale was completed by 187 students at the university. The results showed that the Academic Stressors Scale is a reliable and valid data collection instrument to be used in higher education. Four subscales emerged: stress related to parental expectations, stress related to lack of knowledge, stress related to course material and lecturers, and stress related to classroom activities, which were confirmed by confirmatory factor analysis. It was found that the greatest stressor in the academic environment was stress related to lack of knowledge.

8. Nataliya Alexandrova, Liliya Babakova, Inna Murtazina, Olga Strizhitskaya, Marina Petrash, Yuliya Chankova. Comparative analysis of the experience of loneliness between Bulgarians and Russians. Proceedings of CBU in Social Sciences, Vol 2, 2021, E-ISSN 2695-0715 (Online), P-ISSN 2695-0723 (print), 1-6

This article examines a study on loneliness among 608 people from Bulgaria and Russia aged 18-73. They completed the short version of the Adult Social and Emotional Loneliness Scale by Di Tommaso E., Brannen C., Best L.A. (2004). The results showed that "intimate-personal loneliness" was the most pronounced and present with its frequency in the content of the overall experience of loneliness. This outlines deficits, expectations and emotions that are deeply realized in the personal world of the person among the studied groups of adults both in Bulgaria and Russia. Second in its representativeness is "social loneliness", which stands out among the surveyed adults from Bulgaria. As the third structural-content component, "emotional loneliness" stands out, which is particularly prominent in the experiences of respondents from Bulgaria compared to those from Russia. The paper also discusses statistically significant results for the factors "country", "age" and "marital status".

9. Liliya Babakova, Tsvetana Kolovska, Konstantina Konstantinidu. Influence of distance learning on the academic motivation of students from specialties in the field of arts. Proceedings of CBU in Social Sciences, Vol 2, E-ISSN 2695-0715 (Online), P-ISSN 2695-0723 (print), 22-26

The aim of this paper is to find out how distance learning affects the learning motivation of students studying art. Method: a questionnaire for measuring academic motivation (A. Velichkov and M. Radoslavova) and a modified scale for measuring student engagement in online learning

and research. Sample. The main difficulties in distance learning are mainly technical - the use of too many different learning platforms, lack of a good internet connection; organizational - difficulties with time management, easy distraction and psychological factors such as - huge amount of written information, high demands of lecturers and lack of social exchange. The correlation analysis found that students who prefer traditional education have high intrinsic motivation to study art related subjects. ANOVA found no statistically significant differences on the factors, "course of study" and "major".

10. Nataliya Alexandrova, Liliya Babakova. Psychometric indicators of the social and emotional loneliness scale for adults - short version (SELSA-S) in Bulgaria. Proceedings of CBU in Social Sciences, Vol 2, 2020, E -ISSN 2695-0715 (Online), P- ISSN 2695-0723 (print), 10-15.

This article examines psychometric measures of the Social and Emotional Loneliness Scale for Adults (short version) (SELSA-S; DiTommaso, Brannen, & Best, 2004). The scale contains 15 items divided into three scales: social loneliness, emotional loneliness, and intimate-personal loneliness. For the purposes of the study, 1713 individuals over the age of 60 years, 1042 women and 671 men; and 383 subjects in early and middle adulthood (20-55 years) participated. Results showed high reliability coefficients for both the full scale ($\alpha = 0.825$) and the three subscales ($\alpha = 0.727-0.845$). Factor analysis showed a four-factor scale structure. Statistically significant correlations between the three subscales were also found. Social and emotional loneliness had the strongest impact among older adults. Consequently, more opportunities to socialize, create and maintain social contacts are needed. Intimate-personal loneliness was found to have the strongest impact on younger people, i.e., they experienced a significant lack of or dissatisfaction with a partner.

11. Liliya Babakova. Construction and validation of a psychometric scale to measure academic engagement. Proceedings of CBU in Social Sciences, Vol 2, 2019, E - ISSN 2695-0715 (Online), P-ISSN 2695-0723 (print), 370-374

This study examines the phenomenon of "resilience" in a university setting. The initial procedures for standardizing and validating the Academic Resilience Scale (Martin & Marsh, 2006) are described here. In order to assess the validity and reliability of the scale among students, apply structural modelling. A total of 152 first-year undergraduate students from two universities participated in the study. The results showed that the two-factor solution had the highest reliability. Academic stressors were found to be negatively correlated with both the academic engagement scale and the resilience scale, which was positively correlated with the engagement scale. No differences were found on the factor of gender.

12. Lilia Babakova. The influence of academic stress on resilience and academic engagement in the process of academic and professional preparation in first-year

students. Professional Education, Volume 21, Number 5, 2019, ISSN: 1314-555X (Print), 1314-8567 (Online), 473-485

The article discusses the causes and consequences of academic stress and also presents the results of an empirical study conducted among 117 first-year students studying music, dance and fine arts. Univariate analysis of variance, correlation and regression analysis were applied for the purpose of the study. It was found that the most serious stressor that negatively affects student engagement in the learning process is stress related to knowledge deficiency.

13. Ognyan Koychev, Liliya Babakova. Women's Emotional Experience to Covid 19 Social Constraints Influenced By Loneliness Feelings, Optimism and Negative Expectations. Proceedings of The 4th International Conference on Research in Social Sciences and Humanities, 2021, ISBN: 978-609-485-149-0, 73-82

This article presents the results of an online study that examined the effects of feelings of loneliness, optimism, and negative expectations on negative emotional experiences during a pandemic. 290 women aged 20 to 75 were studied. Instruments: (1) an original questionnaire consisting of four subscales: negative emotional experiences, related to security of well-being, negative emotional experiences related to health, negative emotional experiences related to personal control over the situation, and negative emotional experiences related to family relationships (Koychev & Babakova, 2020); (2) an adapted version of the Social and Emotional Loneliness Scale for Adults (SELSA-S; DiTommaso et al, 2004 (adapted from N. Alexandrova)); and (3) the Optimism and Negative Expectations Scale (Velichkov & Radoslavova, 2005). By applying linear regression analysis, negative expectations were found to have the strongest effect on negative emotional experiences related to security of well-being ($\beta = 0.256$; $p \leq 0.001$). Health effects were influenced by social loneliness ($\beta = 0.204$; $p = 0.004$) in combination with negative expectations ($\beta = 0.206$; $p = 0.001$). Emotional experiences related to family relationships were influenced by experiencing emotional loneliness ($\beta = 0.312$; $p = 0.001$) in combination with negative expectations ($\beta = 0.133$; $p = 0.023$). For women, negative expectations appeared to be a good predictor of negative emotional experiences related to personal control over the situation ($\beta = 0.232$; $p = 0.001$). Negative expectations coupled with emotional loneliness imposed a greater influence on personal control over the situation for women over 35 ($\beta = 0.607$; $p = 0.001$)

14. Natalia Alexandrova, Plamen Tsokov, Lilia Babakova, Ognyan Koychev, Boryana Minkovska. Influence of status in adult women on the experience of loneliness. Prevention and therapeutic practices in coping with loneliness, 2020, Mentalisation and Clinical Practice. Proceedings of the Third National Congress of Clinical Psychology with International Participation. Sofia, ISSN: 978-619-241-125-1, P. 214-221

The purpose of this article is to study the practices of experiencing loneliness in women in early and middle adulthood and, more specifically, how married, unmarried, and divorced women

perceive feelings of loneliness and what is the relationship between education, economic status, and satisfaction with communication with loved ones on the experience of loneliness. Method: a questionnaire indicating socioeconomic factors and the SELSA social and emotional loneliness scale (DiTommaso & Spinner, 11857). Results: using MANOVA, it was found that there was a significant relationship between the experience of loneliness and women's status. In addition, a number of factors such as income, job satisfaction, and relationship satisfaction were found to influence the experience of emotional loneliness, social loneliness, and intimate-personal loneliness. These results may be useful in designing preventive measures to cope with loneliness and also to suggest optimal therapeutic practices for overcoming this problem and improving the well-being of women of reproductive age.

15. Ognyan Koychev, Liliya Babakova. Influence of optimism, negative expectations and feelings of loneliness on individual experiences of social constraints during a pandemic crisis. 2020. Mentalisation and clinical practice. Proceedings of the Third National Congress of Clinical Psychology with International Participation. Sofia, ISSN: 978- 619-241-125-1, P. 289-296

This article presents an online study on emotional experiences in the face of social constraints triggered by a pandemic crisis. The aim is to examine the impact of feelings of loneliness, optimism and negative expectations on negative experiences during a pandemic. 352 individuals aged 20 to 75 years were studied. Instrumentation: (1) an original questionnaire consisting of four subscales: Negative experiences related to material security ($\alpha = 0.867$), negative experiences related to health ($\alpha = 0.884$), negative experiences related to personal control over the situation ($\alpha = 0.863$), and negative experiences related to family relationships ($\alpha = 0.877$); (2) an adapted version of the Social and Emotional Loneliness Scale for Adults (SELSA-S; DiTommaso et al., 2004), containing three subscales: social loneliness, emotional loneliness, and intimate-personal loneliness; and (3) a scale of optimism and negative expectations (Radoslavaova M, Velichkov A., 2005). Results. Health-related experiences were most strongly affected by social loneliness ($\beta = 0.169$; $p = 0.008$) in combination with negative expectations ($\beta = 0.195$; $p = 0.001$). Experiences related to family relationships were primarily influenced by emotional loneliness ($\beta = 0.264$; $p \leq 0.001$) and negative expectations ($\beta = 0.151$; $p = 0.005$). Similarly, experiences related to personal control over the situation. Conclusions: negative expectations and feelings of loneliness were significant predictors of individual negative experiences related to social constraints during the pandemic.

16. Natalia Alexandrova, Liliya Babakova, Yulian Velkov. Influence of economic factors on the experience of loneliness in adulthood. 2019. International scientific conference "Leadership and human resources development. proceedings. Sofia, ISBN (online) 978-954-07-4979-2, P. 696-703

This article examines the impact of socioeconomic factors on experiences of loneliness. The aim is to propose a new approach to defining loneliness as norm, preventive and pathological.

Methods: 1) SELSA-S, which contains three subscales: social loneliness, emotional loneliness, and intimate loneliness. 2) A questionnaire containing 24 socioeconomic factors. Participants: 108 individuals aged 20-55 years. Results: After processing the data and interpreting the MANOVA results, we found that the following economic factors have a critical impact on individuals and prevention by a clinical psychologist and psychiatrist is needed: the factor "income", which statistically significantly influences the experience of intimate loneliness. People whose income is from a main contract and a second contract, and those whose main income is from a main contract and rent, experience very high levels of loneliness compared to those who work on only one main contract. Similarly, the 'late payment of bills and loans' factor affects human well-being, for which we found that people who are more than twice as late in paying their debts are at risk of experiencing higher levels of social loneliness compared to those late in paying bills and loans. Marital status may also have a pathological effect on the experience of intimate loneliness

17. Nataliya Alexandrova, Liliya Babakova. The influence of the effectiveness of teaching at the university on the motivation of the pedagogical career of graduates (Bulgarian example). SHS Web of Conferences, Volume 70, 2019, eISSN: 2261-2424, 6 pp.

This article addresses the issue of the status of teachers. The results of the study show that students who value teaching highly at university are focused on teaching careers primarily because they believe they can influence the future of children and adolescents. These individuals are very satisfied with their choice to study teaching and are keen to improve their knowledge and skills on the way to a career. In addition, students feel that they can gain the experience and skills to work as teachers at university. Effective teaching at university influences the choice of a teaching career, i.e. the model of learning that students see in their teachers is a prerequisite for achieving positive motivation to work as teachers. However, the results of the regression analysis obtained during the study did not show a high tendency towards a determined choice for a teaching career.

18. Liliya Babakova. Motivation related to the choice of teaching profession - career orientation and school organizational culture. Sp. "Education and Technology, Vol. 12, 2021, ISSN 1314-1791 (PRINT), ISSN 2535-1214 (ONLINE), 95-99

This article is purely theoretical. In recent years, the issue of young people's motivation to choose a teaching profession has become increasingly relevant in our country, given the shortage of teachers in many localities. There has been much research on this type of motivation worldwide, but there is little research related to the impact of school organizational culture on the choice of a teaching career. This article describes theories and concepts about the variation in career orientation toward the teaching profession and how this reflects on school organizational culture.

19. Liliya Stoilova. A study on the motivation for choosing the teaching profession and the motives for leaving for young teachers. Sp. "Education and Technology, Vol. 14, 2023, ISSN 1314-1791 (PRINT), ISSN 2535-1214 (ONLINE), 265-271

This article examines the relationship between satisfaction with the choice of teaching profession and reasons for leaving the education system. The main reasons for teachers leaving (working conditions, organizational climate, administrative burden, etc.) are also examined. The study finds that people who are satisfied with their choice of teaching profession are less likely to leave school because of workload, routine of the profession, poor student behavior, salary, or high administrative burden. The support of other teachers is also important for young teachers..

20. Liliya Babakova. Influence of Distance Learning on the Choice of Teaching Career by Art Students. In Proceedings of the III International Scientific Conference "SCIENCE, EDUCATION AND INNOVATION IN THE ARTS", Volume 1, 2021, ISSN 2738-8956 (Print), ISSN 2738-8964 (Online), 310-318

This paper seeks to find a relationship between engagement in online learning and motivation to choose the teaching profession in students studying arts-related subjects, some of whom have a teaching profile. During the pandemic, distance education has become a challenge for both higher education and general education institutions. For the purpose of this article, a survey of 99 people was conducted to determine whether distance education has become a factor discouraging students from pursuing the teaching profession. Through multivariate analysis of variance and correlation analysis, it was found that there was no direct relationship between these two constructs. Despite the challenges of distance education, a large proportion of students continue to be career-oriented towards the teaching profession, especially those in their fourth year and those studying teacher education.

21. Liliya Stoilova. Factors affecting young teachers' decisions to leave the profession in Bulgaria. Educational Alternatives, Volume 21, 2023, ISSN 1314-7277, 420-428

This article reviews research related to teacher turnover and the factors influencing teachers' decisions to leave their school jobs. The article presents procedures for standardizing a modified version of a methodology used to measure factors influencing teachers' decisions to leave their positions in schools. The results of the multivariate analysis showed that workload was one of the most significant factors influencing teachers' decision to leave their jobs, given both their years of experience in school and their teaching stage. Correlational analysis revealed that peer support played a buffering role in the decision of leaving school due to workload and school atmosphere but not in terms of new opportunities that opened up for teachers.

22. Liliya Babakova. Students' attitudes towards the creation of new hybrid art majors. PROCEEDINGS "SPRING SCIENTIFIC READINGS", 2021, ISSN 1314-7005, 36-41

This paper examines a single-authored survey of students' attitudes toward the creation of a new hybrid music and art education major. A pilot study of 32 students studying music and art education pedagogy was conducted. The results show that students have mostly positive attitudes towards the hybrid pedagogy major and the mostly future employment it would provide. On the other hand, there is also a slight scepticism as to whether students themselves could combine disciplines related to two different arts.

23. Liliya Stoilova Motivational factors in the choice of teaching profession in students studying pedagogical specialties. Comparison between two Bulgarian universities. PROCEEDINGS "SPRING SCIENTIFIC READINGS", 2023, ISSN 1314-7005, 21-29

This paper presents a study on the attitudes towards the choice of the teaching profession of students studying pedagogical specialties at the University of Sofia „Kl. Ohridski" and Academy of Music, Dance and Fine Arts (AMDFA) "Prof. Asen Diamandiev". From the conducted research it was found that students from both universities have positive attitudes towards teaching, but there are differences in terms of the difficulty and flexibility of the profession, beliefs about the formation of the future of children/adolescents, pay and satisfaction with the choice of pedagogical specialty.

24. O. Stryzitskaya, I. Murtazina, N. Aleksandrova, L. Babakova. Perceptions of loneliness in Russia and Bulgaria (on the example of students). Izvestia Saratovskogo universiteto. New series. EDUCATION ACMEOLOGY SERIES. PSYCHOLOGY OF DEVELOPMENT, 2020. T. 9, vol. 4, ISSN 2304-9790 (Print) ISSN 2541-9013 (Online), 367-376

This article is devoted to exploring the multifaceted nature of understanding loneliness and identifying its resource mechanisms. The aim of the research presented in the article is to compare the perception of loneliness among Russian and Bulgarian students. It is assumed that, firstly, our countries have many things in common and this allows to expect a common value-semantic field, and secondly, despite the semantic similarity of ideas about loneliness, the severity of its individual parameters will differ. The study was conducted on a sample (N = 442) of Russian (n = 229) and Bulgarian (n = 213) students aged 17-27 (M = 20.8, SD = 1.64; 359 women and 83 men) , living in St. Petersburg (Russian Federation), Sofia and Plovdiv (Bulgaria). The results can be used to design programs aimed at both reducing the negative impact of loneliness and developing its resource functions.

25. O. Stryzhitskaya, M.Petrash, N. Aleksandrova, L..Babakova. Mechanisms of interaction of loneliness and autonomy in adults in Russia and Bulgaria. The World of Pedagogy and Psychology: International Scientific and Practical Journal. Nizhny Novgorod: Scientific and Publishing Center "Open Knowledge", 2021. №08 (61), ISSN 2712-7796, 105-114

The article is devoted to a comparative analysis of the level and structural characteristics of loneliness and autonomy in adults in Russia and Bulgaria. The study involved 224 adults from Russia and Bulgaria aged 30-45. Methods: differential questionnaire of feeling of loneliness, scale of social and emotional loneliness, scale "autonomy" from the questionnaire "sociotropy - independence". The results showed that the severity of the overall experience of loneliness in the Russian and Bulgarian samples did not differ, while the partial and qualitative characteristics were subject to cross-cultural differences. Multiple regression analysis showed that the mechanisms of the relationship between autonomy and loneliness also differed and showed opposite patterns.

26. Liliya Babakova. Relationships between daily hassles, coping mechanisms and life satisfaction in old-age widows. Seventh National Congress of Psychology - 31.10-02.11.2014, ISBN: 978-954-91472-9-2, 173-183

This paper presents a study of the problems faced by elderly widows. 247 widowed elderly women, 65% of whom were over 75 years of age participated in the study. The extent to which daily hassles, coping strategies, and life satisfaction are interrelated is examined. Stepwise regression analysis found that as the frequency of daily hassles increased, widows were more likely to undertake distancing, self-criticism, or active coping. However, regression indices indicate that strategies such as positive reappraisal and social support appear to be successful. Through analysis of variance, it was found that the highest life satisfaction was reported by those widows who engaged in work activities as well as those who were more highly educated.

27. Liliya Babakova. Initial adaptation and validation for bulgarian conditions of a scale measuring the academic resilience among students. KNOWLEDGE - International Journal, Vol.30.5,2019, ISSN 2545-4439, 1267-1272

This paper examines a scale of academic resilience that includes six items and was administered to 152 first-year undergraduate students. The overall reliability of the scale was good ($\alpha=0.851$). The results showed statistically significant differences on the factors "gender" and "major". Boys reported higher levels of resilience, suggesting higher support from lecturers relative to girls in the process of adjustment to academic conditions. Correlations with the academic stress scale showed negative correlations, which is also an indication of the validity of this instrument. From this study, it was found that the greatest obstacle to achieving academic resilience is lack of knowledge on the part of students.

28. Plamen Tsokov, Lilia Babakova. Self-acceptance as a factor of well-being in the elderly. In. "Education, Society, Personality. Interdisciplinary Scientific Forum",2015, ed. Paisii Hilendarski University, ISBN 978-619-202-032-3, 167-175

This article describes a study conducted among 30 elderly people living in a nursing home. E. Phillips' self-acceptance methodology (adapted from N. Alexandrova) was used. Through frequency analysis, it was found that elderly people have a lower level of self-acceptance

compared to elderly people. Greater age and physical limitations and poor health are the main factors that lower self-acceptance among the elderly. It is also found that women have an average level of self-acceptance and men have an average level of self-acceptance.

29. Liliya Babakova. Initial adaptation and standardization for Bulgarian conditions of a methodology measuring everyday hassles in old people. Scientific Journal for Doctoral Students "Doctoral Research", issue 1, 2015, ed. Paisii Hilendarski University, ISSN 2367-7309, 73-87

This article describes the procedures for adapting and standardizing an instrument that measures everyday hassles among the elderly (Hassle Scale Elderly)(Vezina& Giroux, 1988). Factor analysis was done to differentiate 5 scales and Cronbach's alpha criterion was also used. Analysis of variance was also done on the factors "gender", "age", "marital status", "residence". It was found that the methodology has good psychometric capabilities and can be applied to the study of elderly people

30. Liliya Babakova. Initial adaptation of R. Lazarus' methodology for measuring coping strategies under stress in the elderly. Proceedings of the Student Scientific Forum on Education, Approaches and Technologies, held on 18.05.2013, ed. Paisii Hilendarski University, ISBN 978-954-423-897- 1, 58-65

This article discusses the procedures for standardizing and validating R. Lazarus' methodology for measuring coping strategies. To this end, the results of factor analysis and reliability analysis are described in detail.

31. Liliya Babakova. Psycholinguistic structure of the semantic field "kinship words" in Bulgarian language. Proceedings of the 14th National Conference for Undergraduate and Postgraduate Students "The Word - the (Im)possible Mission", 2013, ed. Context, ISBN 978-954-8238-44-1, 47-52

This paper presents a survey of young and old adults on the structure of the semantic field of kinship words. 54 kinship words were selected and respondents were asked to classify them as they wished. Through cluster analysis, it was found that there were two main fields, one for blood relatives and the other for non-blood relatives. Blood relatives are subdivided into close relatives and more distant relatives such as cousin, nephew. Non-blood relatives are divided into parallel relatives such as kalko, voyna, chinka, in-laws such as wife, bride, daughter-in-law. It is also found that older people use kinship words significantly more often than young people-

32. Liliya Babakova. Psychological effects From choral singing on well-being. Proceedings of the international scientific conference "Changes in the global world and new solutions", 2021, ISBN 978-619-7404-28- 9, 116-122

The article is entirely theoretical. It discusses research on the impact of choral singing on human well-being. People who engage in choral singing experience higher levels of well-being and life satisfaction, and build stronger social bonds and relationships.