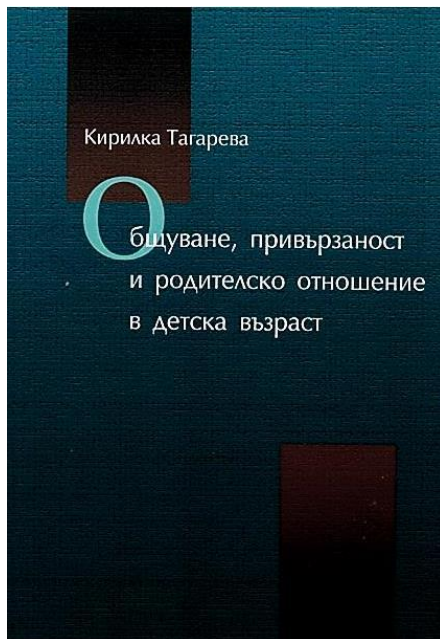


## ANNOTATIONS OF THE SCIENTIFIC PAPERS

of Assoc. Prof. Kirilka Simeonova Tagareva, PhD

presented for participation in the competition for the academic position “Professor” in the professional field 3.2. Psychology (Pedagogical and Age Psychology - Children’s Psychology), published in Durzhaven Vestnik, issue 92, 18.11.2022, which do not repeat the presented papers for acquisition of the academic positions “doctor” and “associate professor”

### I. HABILITATION THESIS - MONOGRAPH /INDICATOR B/



3.1. Tagareva, K. S. (2020). Communication, attachment and parental attitude in childhood. Sofia, 148 p., ISBN 978-619-188-464-3; COBISS.BG-ID - 43032072

Child development is contingent upon many factors and mechanisms, some of the most important ones being communication, attachment and parental attitude. This monograph investigates how a child begins to communicate with adults and peers and how that communication develops over time, as well as other issues, such as attachment and parental attitude from birth till the age of seven. The study was conducted through both theoretical and empirical research, in light of L. Vygotsky’s cultural-

historical theory, A. Leontiev’s activity theory, D. Elkonin’s periodisation of mental development and M. Lisina’s concept of communication.

This monograph consists of an introduction, a body of four chapters and a list of references. Chapter one is dedicated to communication with adults, chapter two deals with peer to peer communication, chapter three is on the topic of attachment and chapter four delves into parental attitude.

The first chapter of this text describes the essence, the components, the onset and development of communication between children and adults. Communication is defined as an interaction between two or more people, in which each speaker is actively involved and has the opportunity to act on their own behalf. A person addresses the personality of the other by both expressing and receiving attitude. Social interaction consists of the following structural components: subject, necessity, motives, actions, tasks and means - all products of communication. Interpersonal communication satisfies the human need for knowledge of the other as well as of the self. It is through this knowledge that people aspire to learn their own self-worth as well as how others see them.

Chapter one explores the very beginning of social interaction in the early stages of one's ontogenesis. Four criteria have been identified that must be satisfied in order for the need for communication to appear. They are as follows: interest towards a partner, emotional attitude toward a partner, initiative and sensitivity. In addition, the four types of communication that develop consecutively up until the age of seven have been analysed: situational-interpersonal, situational-practical, extra-situational-cognitive and extra-situational-interpersonal. A diagnostic method for the purpose of assessing communication between adults and five to six-year-old children, which can be applied in clinical settings, has been devised by the author. A description of the main parameters, features, diagnostic situations, assessment scales, protocols and recommendations on how to make a final assessment based on the diagnostic tool has also been included. This line of examination continues in the three chapters that follow.

Chapter two deals with peer to peer interaction, examining how such communication begins and develops. It outlines three basic types of interaction: emotional-practical, situational-practical and extra-situational-practical communication. A diagnostic method has been proposed which we have adapted to a Bulgarian context for the assessment of peer to peer communication in two to four-year-olds. This age-range signifies the time when some of them begin attending nursery school. Five basic diagnostic parameters have been outlined: interest towards a peer, initiative, sensitivity to a peer's actions, prosocial activities and means of communication. The second chapter ends with an analysis of the results of my own empirical study on peer to peer communication in early age. As children gradually establish the existence of their own need for peer to peer interaction and as they reveal the subjective qualities of their peers, they learn how to communicate as partners.

The third chapter, which is dedicated to communication and attachment, examines theories and models of the mother-child relationship in different branches of psychology.

This chapter contains an overview of J. Bowlby and M. Ainsworth's attachment theory, which includes its historical development, fundamental principles, the concepts of sensitivity and quality of childhood attachment as well as a classification of the basic attachment styles. Attachment itself has been reviewed within the context of M. Lisina's concept of communication, according to which attachment is considered to be a product of communication. Emotional attachment is defined as the first affective-personal relationship between mother and child, forming during the process of situational-interpersonal interaction. The conditions for the transformation of the different communication forms or styles and their impact on attachment have been analysed. Moreover, the results of two empirical studies are presented. These deal with two issues - one being learning about the specifics of attachment in institutionalised children and the other one being the influence of a correctional programme called "Situational-business Communication with Adults" on the formation of attachment relationships in such children.

Chapter four is devoted to parental attitude towards children. The parent-child

relationship is treated as a product of interaction. Affective-personal relationships between adults and children are formed on the basis of situational-interpersonal communication, practical relationships are grounded in situational-practical communication, and information-cognitive relations are based on extra-situational-cognitive communication. The ideas about maternal attitude towards children from birth to the age of one have been summarised. The main indicators that reveal the nature of a parent's attitude towards their child have been identified to be the following: adult interest in child play, how the adult is positioned around the child, addressing and attention, positive emotions, the nature of praise given, the nature of reprimands given to the child. The author has conducted an empirical study of parental attitude towards children in three different age groups (infant, toddler and pre-school age) which is presented in an organised and thorough manner. A Russian method for studying parental attitude has been adapted and approved for the Bulgarian cultural environment. The Bulgarian version of this method is presented here, containing 22 questions in total. Ten of the questions determine the relative manifestations of the two fundamental sides or aspects of the attitude towards a child, these being the personal and the normative side.

The personal aspect is about treating the child as a unique and one-of-a-kind person, whereas the normative aspect consists of judging the child's qualities in relation to social norms. Twelve of the questions check for seven types of parental attitude (parenting styles): strict, explanatory, autonomous, compromising, cooperative, situational and dismissive. The results, along with the analysis of the results, show a dynamic shift in parental attitude throughout a child's development - the personal aspect is more prevalent during infancy, with the normative side taking precedence over the personal one in pre-school age. Upbringing styles also change, going from mainly explanatory and cooperative during the child's first year of life to a strict style during the toddler stage but then evolving into a predominantly strict but explanatory style towards the end of pre-school age.

## II. ARTICLES AND REPORTS PUBLISHED IN SCIENTIFIC PUBLICATIONS, REFERENCED AND INDEXED IN WORDWIDE KNOWN DATABASES WITH SCIENTIFIC INFORMATION /INDICATOR G-6/

- 6.1. Tikhomirova T. N., **Tagareva K. S.**, Kuzmina Y. V., Malykh S. B. (2022). Adaptation of the Russian-Language Version of the Questionnaire "Intrinsic Motivation and Ability of Self-Perception". Siberian Journal of Psychology. № 84. 27-48. ISSN 1726-7080, Ref. Web of Science [http://journals.tsu.ru/psychology&journal\\_page=archive&id=2225](http://journals.tsu.ru/psychology&journal_page=archive&id=2225)  
DOI: 10.17223/17267080/84/2

This article gives the results of the adaptation of the Russian version of the self-reported questionnaire, "Intrinsic motivation and Ability of self-perception". It was aimed at measuring two aspects of a student's motivational sphere: their desire to

study certain academic disciplines and self-assessment of their educational achievements in certain subjects at school. The age range analysed was primary and secondary school children.

The questionnaire "Intrinsic motivation and Ability of self-perception" is aimed at measuring the motivation to study such school subjects as the Russian language, mathematics, natural sciences and physical education. The study involved 936 students aged 8 to 16.9 years, 396 primary school children (grades 2-4, 52.3% boys) and 540 adolescents (grades 5-9, 50.9% boys). Confirmatory factor analysis (CFI) and Student's t test were used.

According to the analyses of the original model, intrinsic motivation and self-perceptions of achievements factors for each school discipline had very high intercorrelations, which pointed towards a common latent construct underlying both intrinsic motivation and self-assessment of educational achievements. The study reveals differences in learning motivation between primary schoolchildren and adolescents in all analyzed school disciplines. Additionally observed was the tendency towards weakening of interrelationships between scores for learning motivations of various school disciplines in the period from primary to basic school education.

- 6.2. **Tagareva, K., Gereva, M. (2022).** Creative motivation and flourishing - psychological and social aspects. *Philosophy*. 31, № 2, 172-190, ИИОИ „Az-buki“ (ISSN 1314-8559) <https://azbuki.bg/en/uncategorized/tvorcheska-motivacziya-i-proczaftyavane-individualno-psihologicheski-aspekti/>  
<https://doi.org/10.53656/phil2022-02-06>

Creative motivation is considered in the context of personality structure and flourishing as an indicator of positive development. The aim of the present study is to explore the relationships in the field of creativity and creative motivation as factors for achieving psychological well-being and flourishing, as well as their presence within various psychological profiles. Hypotheses have been raised in order to measure the presence of creativity` indicators within certain psychological types in relation to the level of creative motivation and flourishing. The survey instruments used are: Myers Briggs Type Indicator, Torrance Creative motivation scale and Diener Flourishing Scale.

### III. ARTICLES AND REPORTS PUBLISHED IN NON-REFERRED JOURNALS WITH SCIENTIFIC REVIEW OR PUBLISHED IN EDITED COLLECTIVE VOLUMES /INDICATOR G 7/

- 7.1. **Tagareva, K. (2008).** Interpersonal relations of children at preschool age. *Bulgarian psychology magazine*, 1-4, 339-345. ISSN 0861 -7813

A study of the interpersonal relations of children at preschool age is presented. A controlling and formative experiment was carried out with 40 children aged 5-6, raised in a kindergarten in a regional town. A total of 240 experimental procedures were performed. The development of interpersonal relations was evaluated according to the following four criteria: emotional, prosocial, cognitive, communicative. The results show a positive effect on all studied aspects of interpersonal relations after performed formative program with 12 games. The amount of emotional actions directed at the peer increases. Partnering skills are strengthened when children consider the

difference between what they know about a situation and what they have as a common goal in the game.

- 7.2. **Tagareva, K. S.** (2009). Research Work of The Personal Preferences Characteristics of the 8 Or 9- Year- Old Children Deprived of Parental Care. *Bulgarian Journal of Psychology*, 3-4, 353-361. ISSN 0861-7813.

This work is dedicated to the peculiarities in the psychological development of eight or nine-year-old who live and are brought up in social homes. 40 children, aged 8-9, participate in this research work. Twenty of them are being brought up in a Home for children deprived of parental care, and the other twenty live in a family environment and attend state schools. The motivation and necessities areas of the children deprived of parental care are poorer and more unvaried than those of the children brought up in a family environment. For the children from the social home the predominant desires are related to the family, home, relatives and most of all - the mother. The idea of the future of the children deprived of parental care remains unvaried and vaguely realized.

- 7.3. **Tagareva, K.** (2010). Early childhood psychology from the position of the conception of M.I.Lisina. *Preschool education*, 2010, 5, 24-28

The period from birth to the age of three is important for a person's mental and personal development. The article presents a possible model for understanding the regularities in the development of this early age period based on the activity approach to communication. The specifics of the emergence and development of communication with adults and the mechanisms of the impact of communication on various aspects of the child's mental development are revealed: speech, subject activity and play, cognitive processes, self-awareness and the emergence of early relationships.

- 7.4. Smirnova, E., Sokolova, M. & **K. Tagareva.** (2010). New model to research the parental attitude. *Applied Psychology*, 1, 98-109

The article presents a new model to research the structure about a parental attitude. This structure stands on by two constructional and object bases: personality, and objectivity. There are seven parental styles described.

- 7.5. **Tagareva, K.** (2011). Development of speech in communication in two-three-year-old children deprived of parental care. *Bulgarian Journal of Psychology*, 3-4, 327-331, ISSN 0861-7813

This paper presents the speech development of children in the context of communication with adults. 40 children 2-3 years old take part in empiric research. Contribution points: There is low initiative compared to level of sensitivity to the children deprived of parental care. There is low level of active speech in children deprived of parental care. The study contributes to the enrichment of applied psychological research on early childhood development.

- 7.6. **Tagareva, K. S.** (2011). Basic guidelines for the prevention of the health status of children from early childhood in Bulgaria - In: Current issues of modern education: development, health, efficiency. Moscow. 162-166

The article is dedicated to problems related to the promotion and prevention of the mental health of children from early childhood in Bulgaria. Basic risk factors for the mental health of infants and children of young age are revealed: low socio-economic status of parents, low birth weight, the feeding mistakes, the deprivation of maternal care, etc. Basic guidelines for the prevention of children's health are indicated: care for pregnant and lactating women; training programs for parents and maternal care specialists, etc.

- 7.7. **Tagareva, K. S.** (2011). Communication in teaching modern psychology students in Bulgaria. - In: Modern problems of training specialists in the field of psychopedagogy and theatrical art, Chisinau, ed. Slavonic University, 153-157. ISBN 978-9975-4020-7-1

This report presents the study of communication in the learning process of psychology students. The report examines the balanced use of lectures, seminars and communication in theoretical and practical training of future specialists. The generalizations are made based on practical experience and observations.

- 7.8. **Tagareva, K.** (2011). Communication Development from A Position of M.Lisina. - In: Contemporary pedagogical theories and practices. Plovdiv. University Press Paisii Hilendarski. 89-98. ISBN 978-954-423-732-5

The article presents the main provisions of M. I. Lisina's concept of the genesis of the communication of a child with an adult. The basic statements of this concept and the forms of communication with adults and peers were given.

- 7.9. **Tagareva, K.** (2012). Diagnosis of the development of communication and subject activity in young children with suspected autism. In: Collection of clinical and counselling psychology. S., STENO, 213-221. ISBN. 978-954-449-449-598-5

The report is devoted on diagnosis of the communication and the children's game in early childhood /from birth till 3 years old/ with doubts for autism. Results and analyzed are presented by applying the diagnosis in a case of a child aged 1 year and 7 months with doubts for autism. The main qualities of communicative development (initiative, sensitivity, communication ways) and of the development of game with objects (types of actions, cognitive activity, relation to the community) are differentiated.

- 7.10. **Tagareva, K.** (2012). Emotional Attachment Bond of Children and Modern Education. -In: Modern education: strategies, directions, values. Plovdiv. University Press Paisii Hilendarski. 77-91. ISBN 978-954-423-827-8

This article presents the attachment bond between the child and the adult in the context of modern education. It discusses the types of emotional attachments and considers the caregiver-child relationship. The factors that have influence on the

development of emotional attachment have been analyzed. We summarize the options of giving support in the formation of secure attachment in children.

- 7.11. **Tagareva K.**, (2012). Communicative and psychic well-being of social home kids - the most important task to the pedagogic professional operation. *Psychology and school*. № 2, 49-53. ISSN 1993-4483

The professional activity of pedagogues that are upbringing deprived of parental care children is specific in relation to the activity of preschool pedagogues. The educators work all day long and new kids enter the special institutions immediately after birth. A head task in the first months of life is the occurrence of the necessity of communication. An available technology of the educator's professional activity is the applying of the communicative model, which includes emotional and situational-business communication.

- 7.12. **Tagareva K.** and **Ginina B.** (2012). Disturbances in the emotional attachment bond and treatment approaches and inclusion of children to society. *Practical pediatrics*, Ch. 9, 5-8. ISSN 1311-0756

Diagnosis and clinical assessment of the disturbances of the attachment are an actual theme. There is a system for disturbances rate by Zeanah (Zeanah, 1996), which includes three main types: unattached, distempered attached and disordered attachment. Treatment approaches for disturbances in the emotional attachment bond are offered: based on the attachment theory; holding therapy; domestic intervention; parental education; communicative methods.

- 7.13. **Tagareva K.**, (2013). Organizational culture, work motivation and communication in kindergartens. - In: Socio-economic and psychological problems of the management. Moscow. 318-324. ISBN 978-5-94051-131-3

It is presented empirical research of work motivation for pedagogues in kindergartens and relationships of principals and employees. The results show, that mainly high and medium level of work motivation are being diagnosed. The lower levels are connected with the indicator "salary". Although teachers consider that the remuneration is insufficiently fair, their general motivation for work is determined by the work that is related to the upbringing of children and positive relations with colleagues.

- 7.14. **Tagareva K.**, and **Ginina B.**, (2013). Diagnosis of emotional attachment - basic mechanism for inclusion and socialization during childhood. In: Inclusion education. University Press Paisii Hilendarski, Plovdiv, 32-45. ISBN 978-954-423-896-4

The article reviews the leading approaches and methods for diagnosis of emotional attachment. They are presented as descriptive within a number of classifications, proposed by leading specialists in the field of emotional attachment: Ammerman, Roman, Shemmings and others. In addition to the considered classifications, are presented some of the latest and current alternative varieties of the original methods for diagnosis of the emotional attachment.

- 7.15. **Tagareva, K. S.** (2013). The Psychological Welfare of Infants from Medical and Social Institution. *TRAKIA JOURNAL OF SCIENCES*, Volume 11, N. 3, ISSN 1313-7069. P. 237-241. <http://tru.uni-sz.bg/tsj/N3,%20Vol.11,%202013/K.Tagareva.pdf>

The purpose of this research is to study the role of active interaction with the adults in the development of infants deprived of parental care. The used method is M. Lisina's and it's about studying the communication of children in early age. The method was adopted by us for Bulgarian children. The results show that the therapeutic program, which was conducted with the children, increases the level of initiative in children's communication; it increases the level of sensitivity to the action of the adults; it enlarges the means of communication. As general result, the level of communication with children is improving. In conclusion, the communication with adults is a factor, which expands the emotional and mental welfare of children deprived of parental care.

- 7.16. **Tagareva, K.** (2014). Self-esteem and mental well-being in children with communication disorders and developmental disorders. *Applied Psychology in Bulgaria*, 1, 99-111

The article presents the results of an empirical study, the purpose of which is to study the level of self-esteem of eight-nine-year-old children with communication disorders in three specific areas of communication: family, school, friends. Research method is Hare's test containing 30 items. The results show that average self-esteem prevails among children. Self-esteem related to family and school is higher, and self-esteem related to the extracurricular environment among peers is lower. Special work and therapy could be aimed at intensifying communication with peers outside of school.

- 7.17. **Tagareva, K.** (2014). Evaluation of the Maternal Sensitivity to the Two/Three-Year-Old Children. - In: Proceedings of the VII-th National Congress of Psychology, Sofia. ISBN: 978-954-91472-9-2. 594-601 <http://psychology-bg.org/wp-content/uploads/ncp2014.pdf>

The report is about the evaluation of the maternal sensitivity to the children in early age. Results are presented from an empirical study of 28 mothers with two/three-year-old-children. Test-questionnaire of N.Vereshchagina - E.Nikolaeva is used. In the conceptual base the test is heavily influenced by the attachment theory (J.Bowlby, M.Ainsworth) and by Ainsworth's maternal sensitivity scales: sensitivity/ insensitivity; cooperation/ interference; acceptance/ rejection; accessibility/ ignoring. The analysis of the results shows that most of the mothers have low level of secure attachment; the other mothers have medium level and high level of secure attachment.

- 7.18. **Tagareva, K.** (2014). Stress and Burnout in Specialists from the Helping Professions. - In: Social inclusion as a pedagogical tool in times of crisis. Siedlce, PL ISSN 2038-4179, 403-408

The report examines stress as a person's reaction to situational factors and burnout as an individual experience with a three-component structure including psycho-



emotional exhaustion, depersonalization and reduction of professional dignity. A theoretical analysis was made of the current research in the field of stress in the helping professions: teachers, psychologists, doctors. The need for preventive strategies to deal with stress and the development of programs to counter burnout in helping professionals is indicated.

- 7.19. **Tagareva, K.** (2015). A study of parental attitudes towards infants. - In: Psychology and Society. University Press Paisii Hilendarski, 218-227. ISBN 978-954-423-991-6

The report presents the results of an empirical study conducted with 20 parents of children from birth to one year of age. The main method is a test for the diagnosis of the parental attitude according to the personal/normative principle in the parental position. For the Bulgarian cultural conditions, this method of researching the parental attitude is being applied for the first time. The results show that both the personal and the normative beginning are present in the parental attitude towards children in infancy. The personal beginning is a little more strongly manifested: the parents are happy to have the child. The specific normative expectations and attitudes of the parents are related to the moral development, intellectual development and health of the child.

- 7.20. **Tagareva, K.** (2015). Attachment of mothers and fathers to children from an early age. - In: The challenges of inclusive education. Plovdiv. University Press Paisii Hilendarski, ISBN 978-954-423-994-7. 156-165

The article is devoted to the question of how the gender of the parent is associated with attachment. An empirical study was conducted on 24 parents aged 29 to 41 years. The results show that mothers rated with reliable attachment with prominent low and medium levels. Mothers, in most cases, are sensitive to children. Depending on the situation, they support them, but sometimes, when they are busy, they miss individual children's requests. Fathers were rated with reliable and insecure attachment. Medium and low levels of secure attachment were most prominent, followed by insecure attachment characteristics. Fathers show sensitivity to children's needs in most cases, try to form socially desirable forms of behaviour, but sometimes push their own line of education without taking into account the child's wishes and peculiarities in his development.

- 7.21. **Tagareva, K.** (2015). Diagnostics of the Two-Three years Old Children's Playing Activities. In: Education, development, art. Positive development. Plovdiv. University Press Paisii Hilendarski. ISBN 978-619-202-075-0. 94-104

The article is dedicated to the game activity of children at an early age. An adaptation of a Russian diagnostic toolkit for evaluating game development is presented, which is an alternative to game diagnostics traditionally known in our country. Main evaluation indicators are: need to play with story toys; nature of game actions; imagination; accepting a play initiative from an adult. The results of an empirical study of 24 children at the age of two or three are presented. In most of the children, the independence in the game is high, the actions are variable and diverse, the plots

follow a logical sequence of events. The use of substitute objects and play substitutions are imitative in nature and are more than stand-alone and original substitutions that can be defined as creative expressions in play.

7.22. **Tagareva, K.** (2015). The Emotional Well-Being and The Parent's Attitude to the 3-4 Year Old Children // Social Competences, Creativity and Wellbeing. Plovdiv University Press Paisii Hilendarski, P. 155-159. ISBN 978-619-202-023-1

In the report, the parental attitude is considered as an important condition for the emotional well-being of three-four-year-old children. Results of an empirical study of 48 parents are presented. The research method is an adapted test for the diagnosis of parental attitudes by A. Varga and V. Stolin. The questionnaire consists of 61 statements covering five scales: acceptance-rejection; cooperative; symbiosis; control; attitude towards the child's failures. The results show that parents express a general positive attitude towards the child; show interest in what excites the child, appreciate the child's abilities, his independence and initiative; they do not set a strict psychological distance between themselves and the child, trying to satisfy his basic needs; demonstrate relatively good control over the child's behaviour; consider the child's failures as accidental and believe in his capabilities.

7.23. **Tagareva, K.** (2016). Early intervention for children from birth to three years of age. - In: Alternatives in education. University Press Paisii Hilendarski, 122-134. ISBN 978-619-202-093-4

Early intervention is a rapidly growing field of interdisciplinary care for infants and young children who are at social, medical, and genetic risk for developmental delay. The article presents the "Early Intervention" program aimed at meeting the educational, social, and psychological needs of young children and family members. An individual plan is described from the approbation of the program in an eight-month-old child, including the following areas of development: fine motor, gross motor, adaptability, cognitive domain, receptive language, expressive language, social, emotional and behavioural intelligence.

7.24. **Tagareva, K.** (2016). The "Early Childhood Intervention" program - an alternative for working with children from birth to three years of age. - In: Alternatives in education Part II, University Press Paisii Hilendarski, 55-64. ISBN 978-619-202-194-8

The article describes two models of early intervention in child development: traditional and social. Emphasis is placed on the Early Childhood Intervention program as a type of the second model. The essence of the program is examined in more detail: objectives, principles, evaluation and guidelines. Approbation in Bulgarian conditions is presented in a ten-month-old child who was born prematurely.

- 7.25. **Tagareva, K.** (2016). An early foundation of communicative competence. - In: Innovations and competences in education. University Press Paisii Hilendarski, 447-461. ISBN 978-619-202-178-8

An ontogenetic approach to the formation of communicative skills is presented. Basic communication skills in infancy and early childhood are studied. Three stages of formation of initial communication skills are defined from birth to three years of age. The first stage is related to formation of skills for concentration, mastering of initiative and response actions in communication, the second - with formation of skills to be careful and listen, and the third - with formation of cooperation skills.

- 7.26. **Tagareva, K.** (2016). Deinstitutionalisation processes in Bulgaria and administration of cultural-historical approach to the solution of development and welfare problems of children at an early age. - In: Chelpanov readings 2016: Dialogue of scientific schools of the Psychological Institute: L.S. Vygotsky, B.M. Teplov, G.I. Chelpanov. Almanac of the Scientific Archive of the Psychological Institute. M.; St. Petersburg: Nestor-History, Issue 8, 505-518. ISBN 978-5-4469-0982-7. <http://old.step-into-the-future.ru/sites/default/files/articles-bogoyavl/opitRealOtechMetodol.pdf>

The report discusses the possibility of practical application of the ideas of cultural-historical psychology in the upbringing and education of children from one to three years in institutions in Bulgaria. The report presents an analysis of the results of empirical research to examine the role of situational-business communication with adults on the communicative development of children. The study involves 36 children aged between one and three years old who are educated in families and institutions. A Bulgarian version of communication assessment method and formative program is used. The findings of the ascertainment study prove the existence of specific features in the development of communication with adults in children from institutions. The results of the formative experiment show the positive role of communication with the adult in its situational-business form for development of the communication skills and competencies of the children from institutions. The repertoire of communicative actions is enriched; the verbal means of communication is increased; the proactive actions in a communicative situation has grown; skills for functional succession of questions and answers in the process of communication are formed; the emotional profile of the communicative situation is improved; the quality of situational-business communication is enhanced.

- 7.27. **Tagareva, K.** (2017). Characteristics of the mother's attitude towards children at an early age. - In: Socio-pedagogical aspects of child development. Plovdiv, University Press Paisii Hilendarski, 176-188, ISBN 978-619-202-279-2

A study of the mother's attitude towards the child from birth to three years of age is presented. Two profiles of mothering are discussed: subjective and objective. Peculiarities of the mother's attitude towards the children in the process of joint play are examined. The predominant subjective attitude of the mother towards the child in situational-personal communication makes it possible to more successfully form the first affective-personal relationships. This opens up an opportunity for timely establishment of further cooperative relationships in practical activity and play.

- 7.28. **Tagareva, K.** (2017) Disruption in the relationship of attachment in children from early age. - In; Psychodiagnosis and psychotherapy: current issues. STENO, 259-268. ISBN 978-954-449-914-3

The study examines the characteristics of the relationship of attachment in children from an early age. The study involves 24 children aged between one and three years old: twelve of them are educated in families and the other twelve - in institution, outside the family. Results: The group of children from families has statistically significant higher values for the indicators: demand for proximity and contact; research activity; positive emotions. The group of children from institutions has statistically significant higher values for the indicators: negative and ambivalent emotions; emotional profile; display of indifference. This result confirms that children from orphanages demonstrate disruptions in the relations of attachment, characterized by instability, bipolarity and ambivalence.

- 7.29. **Tagareva, K.** (2017). Innovative thematic maps for monitoring child development. - In: Perspectives in creating an innovative educational environment. Plovdiv, University Press Paisii Hilendarski, ISBN 978-619-202-297-6. 308-316

The article is dedicated to the teacher's observation of the child's development from an early age in kindergartens. Considered: the importance of observation in the work of the educator; forms for fixing the monitoring results; planning work with children based on the analysis of the results of the observation. Two new thematic maps are proposed for monitoring the child in the nursery - during the period of adaptation to the educational institution and after this period.

- 7.30. **Tagareva, K.** (2018). The Professional Stress of The Teacher in Kindergarten and Strategies for Overcoming It. - In: Personal, professional and career development: current research and foresight projects. Moskow. Pero, ISBN 978-5-00122-440-2, 163-167

The article presents analysis of the results of an empirical study of the burnout syndrome in teachers from Bulgaria and research of their preferred methods for coping with stress. The results show that the burnout syndrome's symptoms are predominantly at an early and middle stage. The kindergarten teachers prefer a planning strategy to cope with stress with a strong emotional engagement in the process. Among young teachers with a working experience of up to five years is identified the use of strategies "Seeking instrumental support", "Seeking emotional support" and mental disengagement. Among teachers with a working experience with more than 20 years is identified the use of strategy of "denial or non-acceptance".

- 7.31. **Tagareva, K.** (2018) Psychological counselling to parents regarding communication with children in early age in the context of a new-personal educational model. - In: Socio-pedagogical aspects of innovations in the educational environment. Plovdiv. 104-114. ISBN 978-619-202-389-8

The report presents psychological counselling to parents with children from one to three years of age. The report examines the authoritarian model and the new - personal model of education. The recommendations are grouped into four strands: 1.

Building trust in the relationship; 2. Maintaining positive self-esteem in the child; 3. Applying restrictions, penalties, reprimands; 4. Dealing with the manifestations of crisis in the three-year-old children.

- 7.32. **Tagareva, K.** (2019). Early childhood wellbeing: the mastery of subject actions and the experience of oneself. - In: The scientific legacy of L.I. Bozovich, the modern psychology of education and positive psychology. University Press Paisii Hilendarski. 105-113. ISBN 978-619-202-443-7

A study of the child's experience of performing objective actions and the child's experience as a subject of the activity is presented. The signs and manifestations of subjectivity at an early age are defined: proactive looks from the child to the adult; performing an action with an object and looking in the eyes of the adult; experience and demonstration to the adult of his right to freedom when choosing an action of the "I can do it myself!" type. Mastering the objective actions and experiencing oneself as a person who can freely and independently do something leads to experiencing the objective situation as prosperous, causes joy and pride in what has been achieved and helps the child's personal growth.

- 7.33. **Tagareva, K.** (2019) Psychological Readings for motherhood in pregnant women in different social environment. - In: Man and Global Society. Plovdiv. University Press Paisii Hilendarski. 273-286. ISBN 978-619-202-503-8

A study of psychological readiness for motherhood is presented. Empirical research is conducted with 24 pregnant women: 12 of whom are women in social risk and 12 of them are outside social risk. The main method of the study is a questionnaire authored by S. Meshcheryakova and adapted to match the conditions in Bulgaria. The evaluation criteria are: 1 - the pregnant woman's experiences and her attitude towards the baby; 2 - attitude towards the child care; 3 - personal childhood experience. The results of the study show that for pregnant women outside social risk the highest values are found for the indicator "personal childhood experience", while for women in social risk, the highest values are found for the indicator "attitude towards the child care". The study reaffirmed the expectations of higher significant outcomes of psychological readiness for motherhood in pregnant women outside social risk than in pregnant women in risk.

- 7.34. **Tagareva, K.** (2019) The attitude of preschool pedagogy students to the use of information technology in the education of children. - In: Information Technologies in Education. Plovdiv. University Press Paisii Hilendarski. 113-124. ISBN 978-619-202-437-6

The study researches the attitude of students towards the use of new technologies in the education. Empirical research is conducted with 36 persons, who are studying Preschool Pedagogy. Results: 1. The respondents' technological culture is at medium level. 2. The respondents believe that the use of computers by children has an impact on the child's development and behaviour. 3. The respondents have a positive attitude towards the use of new technologies in their future professional work.

- 7.35. **Tagareva, K.** and I. Emelyanova (2020). Attitudes to lie and family relationship in children between the ages of five and nine. *Development Psychology*, 3. 23-41. Print ISSN 1313-759X. Online ISSN 2738-7240

The materials presented are those of the research on studying the relationship between the level of development of mental and ethical estimations (using an example of attitude to deception) and the style of family upbringing. The research summarizes the results of a survey done on 200 people (100 children aged from 5 to 9 years old and their parents). The obtained data show that the attitude to deception of nursery and primary school children is due to peculiarities of child and parent relationship. The children having a favourable family situation have shown a high level of mental and ethical estimations. The more often children show negative symptoms connected with the intra-family situation, the lower the level of mental and ethical estimations is.

- 7.36. **Tagareva, K.** (2021) Teenagers' attachment to parents and friends. - In: Interdisciplinary Scientific Conference "Education, Science, Innovations". Plovdiv. University Press Paisii Hilendarski. 108-119. ISBN 978-619-202-599-1

An empirical study with a sample of 60 teenagers aged 15-16 years old is presented. The aim of the study is to examine the perception of the quality of children's attachment to their parents and friends. The Inventory of Parent and Peer Attachment (IPPA) of Armsden and Greenberg was used. The children's perceptions were assessed through three questionnaires relating to the mother, the father, and the friend with 25 items each. For each questionnaire, three dimensions were measured: trust, communication, a feeling of abandonment. The results of the study show that the values expressing the attachment of teenagers to their mother, father, and friend are comparable. The internal analysis by the criteria shows: the greatest trust is in the friend, followed by the trust in the father and the mother. In terms of communication, it turns out that it is also rated as the most intense with a friend, followed by communication with the father and the mother. At the same time, the highest values are those expressing a feeling of abandonment from the friend, followed by that from the father and mother.

- 7.37. **Tagareva, K.** (2021). The attitude of students towards the development of key competencies in children through the use of electronic educational resources. - In: Development on the keys of competence. Plovdiv. Plovdiv University Press. 114-126. ISBN 978-619-7663-02-0

The study researches the attitudes of students towards the development of key competencies in children through the use of information technologies. An empirical study was conducted with 46 students majoring in Preschool Pedagogy from Plovdiv University. The research method is a survey. The criteria of the research are the attitudes of students towards development through electronic educational resources of eight competencies, the so-called "soft skills" in preschool children. The competencies are initiative; imagination; development of thinking and memory; skills to understand their emotions and to control them; communication skills; teamwork; problem solving; responsibility. Results: 1. The majority of surveyed students believe that the use of electronic educational resources has a positive impact on the

development of key competencies in children. 2. The majority of surveyed students believe that the use of electronic educational resources develops mostly competencies related to initiative, imagination, development of thinking and memory.

- 7.38. **Tagareva, K.** (2021). Health, well-being and communication. Empirical study of situational-personal communication of infants with adults in hospital environment. - In: Mental well-being and development on the strength of the life cycle - part 1. Plovdiv. Plovdiv University Press. 125-147. ISBN 978-619-7663-05-1

This article is devoted to the communication of infants with adults. An empirical study of situational-personal communication with adults in hospital was conducted. The experiment involved 12 children aged 1 month and 25 days to 6 months and 20 days from the children's department at Plovdiv Hospital. The main research method is the test "Situational-personal communication" (K. Tagareva, 2017). The main criteria are initiative, sensitivity, means of communication. Results from the diagnostics of the situational-personal communication of the children with the adult are presented. In the behavioural manifestation of situational-personal communication (a complex for revitalization) during the first days of hospitalization, it is observed mainly eye contact with the adult and return of smile and after the third day - initiative smiles, motor revival and vocalizations.

- 7.39. **Tagareva, K. & T. Ilieva** (2022). Character strengths. - In: Scientific works of the Union of Scientists in Bulgaria - Smolyan, Volume III, Part I. ISSN:1314-9490. (online). 136-143. <https://usb-smolyan.eu/научни-трудовете-том-3>

A theoretical overview of ideas, practices, and theories about character strengths in childhood and adolescence in three eras - ancient, classical, and modern - is presented. The most popular classification of Peterson and Seligman's 24 strengths is reviewed, (2004), (Peterson, C., & Seligman, M. E. P., 2004) and grouping them into 6 groups of virtues - wisdom, courage, humanity, justice, restraint, spirituality.

- 7.40. **Tagareva, K.** (2022). Relationship between the character strengths in adolescents and other psychological constructs. - In: Psychology - tradition and modernity. Sofia. University Press St. Kliment Ohridski, S. ISBN 978-07-5611-0. 1018-1028

This report examines the relationship between character strengths in adolescent and psychological constructs of well-being, moral competence, subjective happiness and prosocial behaviour. A theoretical analysis of the results of research from the last decade is presented, demonstrating the usefulness of the construction of the character strengths and its influence on other aspects of human functioning.

#### IV. STUDIES PUBLISHED IN NON-REFERRED JOURNALS WITH SCIENTIFIC REVIEW OR PUBLISHED IN EDITED COLLECTIVE VOLUMES /INDICATOR G-9/

- 9.1. **Tagareva, K. (2016).** Mental well-being in late adolescence. - In: Meaning and mental well-being in the development. University Press Paisii Hilendarski, 76-101. ISBN 978-619-202-146-7

An empirical study of the mental well-being of 18-19-year-old boys and girls is presented. The research is based on the Carol Ryff model (C.D.Ryff, 1995) of mental well-being as a holistic experience that is expressed in the subjective feeling of happiness and satisfaction with oneself, and one's own life. The main method in this research is a questionnaire adapted by us, which belongs to Shevelenkova-Fesenco. The interesting part is that an additional three scales have been added, which consider well-being in relation to basic human values. The Bulgarian version includes six main scales: 1. Positive relationships; 2. Autonomy; 3. Environmental management; 4. Personal growth; 5. Life goals 6. Self-acceptance; and the three additional scales added: 1. Affective balance; 2. Meaningfulness of life; 3. Man as an open system. The empirical research has an indicative character, the participants are 40 from 5 Plovdiv schools. A meaningful interpretation of the main and supplementary scales is presented. Results of measuring the general level of mental well-being are presented: the majority of girls are rather prosperous people, while boys move in the range around the average level of well-being. A comparative analysis of the results of the measurement of the components of mental well-being by gender was made. For girls, the percentage distribution of scores on scale 2. "Autonomy" is the largest, and for boys on scales 2. "Autonomy and 4. "Personal growth". Girls are confident, think independently, and are not influenced by the opinions of others and the group as a whole. Boys think about their future realization and strive to try new activities and pursuits in order to expand their knowledge and achievements. Overall, the univariate analysis by gender of the levels of mental well-being on the main and additional scales showed that gender had an effect on the general level of mental well-being in adolescence. But for definite conclusions on this point, further research is needed.

- 9.2. **Tagareva, K. (2016).** Mental well-being and the Burnout syndrome. Empirical research on Burnout syndrome in workers in the educational and social spheres. - In: Meaning and mental well-being in development. University Press Paisii Hilendarski, 102-131. ISBN 978-619-202-146-7

The material presents the results of an empirical study of professional burnout among workers in the educational and social spheres. A total of 144 persons aged 21 to 60 from five professions were examined: children's teachers, assistant educators in kindergartens, secondary school teachers, social workers, and social workers in the labor office. The main method is a Bulgarian version of "Methodology for assessing the syndrome of "burnout" in professions from the "person-person" system of N. Vodopiyanova. The main scales are emotional exhaustion, depersonalization, and reduction of personal achievements. The results show that workers from educational and social spheres experience occupational stress at different levels. In all examined persons, the symptoms of burnout syndrome were prevalent mainly in the early and



middle stages. The highest levels of emotional exhaustion are found among secondary school teachers: half of them have a high level of emotional exhaustion. They feel tired, depressed, often go with a reluctance to work, and seek solitude and silence. With average levels of development of burnout symptoms are children's teachers, social workers, and social workers of the employment office. Low levels of development are manifested in assistant educators in kindergartens, who take care of household activities in the education of children in preschool age.

- 9.3. **Tagareva, K.** (2017). Development of child's communication with adults and peers - a condition for wellbeing in the personal development. - In: Person and well-being. Plovdiv. University Press Paisii Hilendarski, 5-26, ISBN 978-619-202-249-5

This article examines the communication as a condition for the successful development of the child and the formation of its personality. The emergence and the communication with the adult and the peers are discussed within the Maya Lisina's conception. The different types of communication with the adults are analysed: situational - personal, situational - business, outside situational - cognitive, outside situational - personal. The main forms of communication with the peers are also examined: emotional - practical, situational - business and outside situational - business.

## V. PUBLISHED CHAPTER FROM A COLLECTIVE MONOGRAPH /INDICATOR G 10/

- 10.1. **Tagareva, K. & G. Slavcheva-Andonova** (2022). Psychological aspects of the development of key competencies through the use of electronic educational resources - In: Development of key competencies through the use of electronic educational resources. Plovdiv University Press. ISBN 978-619-202-803-9. 38-65

The changes in the world-wide information environment imposed the mass adoption of electronic educational resources in the education of current day children and adolescent. These resources could be used in the development of key competencies and skills, needed for successful personal functioning in the social environment of the 21th century.

In the material presented are: electronic educational resources in the Bulgarian educational environment; key competencies as a factor for successful personal functioning in the social environment of the 21th century; psychological theories applicable in the study of the positive effects of the electronic educational resources over the development of key competencies in current day students.: psychological means for the study of the possible positive effects of the electronic educational resources over development of key competencies in children and students; effects of the virtual characteristics of the electronic educational resources over children and adolescent.

Theoretical bases for the positive effects of the electronic educational resources over the development of key competencies are the psychological theories, like the theories

for social learning, cultivation theory, theory of socialisation and the theory of satisfaction and the cognitive theories could be used as theoretical bases for the effect of electronic educational resources on the development of key competencies in students. The psychological means of researching the possible positive effects of the electronic educational resources on the development of key competencies in children are connected with the study of the nature of the materials, which are being distributed; with discourse analysis, which is connected with the cognitive aspect of the processing of information; with the continuation of the effect; with four kinds of consequences with cumulative effect on the personality - behavioural; establishing connected with attitude of the student, cognitive; physiological. The effects of the virtual characteristics of the electronic educational resources today manifest on the emotional, social and personal level. They are connected with the development of the sensors, emotions, memory, thought processes and the imagination, with the establishment of the self-identity in adolescent, as well as the development of some behavioural and emotional problems among the adolescent.

The presented theoretical analysis of some psychological aspects of the development of key competencies through application of electronic educational resources once more confirms the importance of the use of electronic educational resources for the development of competencies within children. This undoubtedly could better the work of teachers and educators and respectively improve the quality of education and could cooperate in the positive development and health of children and students in today's world.

## VI. PUBLISHED UNIVERSITY TEXTBOOK OR TEXTBOOK USED IN THE SCHOOL NETWORK /INDICATOR E 21/

- 21.1. **Tagareva, K.** (2017) Psychology of the development at an early age. Diagnostic. Plovdiv, University Press Paisii Hilendarski, page 171, ISBN 978-619-202-223-5



The study aid is intended for students of the university specialty “psychology” and has the purpose of assisting them in the preparation for the academic discipline “psychology of development - second part”, which is dedicated to the development at an early age. The study aid is aligned with the main course for this study discipline and relies on the fact that students are familiar with the content with the lecture course.

The study aid has two main purposes: to solidify and make sense of the learned material in “Psychology of the development in children” and to offer the students instruments/methods and ways for experimental research. And the end of each chapter there are

questions and tasks to be completed. Their solution requires thoroughness and awareness of the knowledge of the lecture course, the ability to transfer and flexible application of the theoretical propositions. That way the students have opportunity to put into practice the knowledge acquired during lectures and exercises and form initial diagnostic experience with children.

In carrying out these tasks the study aid contains three chapters corresponding to development of children from birth to three years of age: during the first, second and third year of their lives. Each chapter contains psychological characterisation and diagnostic of the development of the child's communication with the adult and the subject activity. Diagnostics includes: parameters, diagnostic situations, parameter and indicator assessment scale, protocol for data registration, recommendations for drawing up a conclusion. There are given sample conclusions.

In terms of content, the exhibition is deliberately limited and focused in only one scientific direction explaining child development: cultural-historical psychology. Culture provides the context in which it develops the child, as determined factors for this development are: communication with adults and the leading activity. That is why the study aid presents its own content and diagnostics of the development of these two activities. At the end of each chapter, summaries, questions and problems are provided for self-study.

**SIGNATURE:**

**ASSOC. PROF. KIRILKA TAGAREVA, PHD**