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**PSYCHOLOGICAL READINESS OF FUTURE
PSYCHOLOGISTS TO WRITE THERAPEUTIC FAIRY
TALES: EXPERT ASSESSMENT TOOLS AND
COMMUNICATIVE CORRELATES**

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Актуальність дослідження. Сьогодні надзвичайно важливою у практичному аспекті діяльності психолога є створення терапевтичної казки згідно клієнтського запиту, проте недостатньо вивченою виявляється проблема готовності майбутніх психологів до впровадження казкотворчих технологій.

Вибірка дослідження склала 35 студентів-психологів, якими було створено терапевтичні казки. Психодіагностика комунікативних особливостей майбутніх психологів здійснювалась за методиками В. Бойка, тестом гумористичних фраз, методикою вивчення комунікативних навичок, методикою вивчення комунікативних особливостей темпераменту.

Результати і висновки. У представленому дослідженні було визначено критерії оцінки терапевтичної казки: ефективність, стилістична відповідність, лаконічність, креативність та емоційна прив'язка. Усі ці параметри дієвості терапевтичної казки виявились пов'язаними із соціально-комунікативною сферою (властивостями та здібностями) майбутніх психологів, особливо слід відмітити зв'язок

між вмінням писати лаконічні та стилістично правильні казки та комунікативними вміннями майбутніх психологів.

У результаті експертизи створених майбутніми психологами терапевтичних казок із подальшою кластеризацією оцінок було отримано п'ять типів готовності до створення здобувачами-психологами терапевтичної казки: нелаконічний (із надмірним викладом не релевантної меті казки інформації), недостатній (із нижчими по вибірці оцінками по всім критеріям), стилістично неправильний (із використанням незрозумілої у дитячому віці лексики у казці), некреативний (із нижчими показниками за критерієм креативності) та високий (із найвищими оцінками по всім критеріям). Виявлено найвищий рівень комунікативних вмінь, прагнення до сімейного благополуччя та монетарної компенсації неповноцінності у майбутній психологів «некреативного типу», агресії-самозахист у «стилістично неправильного» типу та комунікативної швидкості – у майбутніх психологів із високим рівнем готовності до написання терапевтичних казок.

Ключові слова: казкотерапія, терапевтична казка, майбутні психологи, психологічна готовність, психодіагностика, експертна оцінка, темперамент, комунікативні здатності, особистісні властивості.

Психологічна готовність психологів до написання терапевтичної казки: експертна оцінка та комунікативні

кореляти

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The relevance of the study. Today, it is extremely important in the practical aspect of the psychologist's activity is the creation of a therapeutic fairy tale according to a client request, but the problem of readiness of future psychologists for the introduction of fairy -creative technologies is not well studied.

The sample of the study was 35 psychologists who created therapeutic tales. The psychodiagnosis of communicative features of future psychologists was carried out according to the methods of V. Boyko, the test of humorous phrases, the method of studying communicative skills, the method of studying communicative features of temperament.

Results and conclusions. The presented study identified the criteria for the evaluation of a therapeutic fairy tale: effectiveness, stylistic correspondence, conciseness, creativity and emotional attachment. All these parameters of the effectiveness of a therapeutic fairy tale have been related to the socio-communicative sphere (properties and abilities) of future psychologists, especially to note the relationship between the ability to write laconic and stylistically correct tales and communicative skills of future psychologists. As a result of the examination created by future psychologists of therapeutic fairy tales, with further clustering of evaluations, five types of readiness for the creation of the psychologists of the therapeutic fairy tale were obtained: non -laconic (with excessive presentation not relevant purpose , stylistically incorrect (with the use of vocabulary in childhood in a fairy tale), unreactic (with lower indicators according to the criterion of creativity) and high (with the highest estimates by all criteria). The highest level of communicative skills, the desire for family well-being and monetary compensation for future psychologists of "unrective type", aggression in "stylistically wrong" type and communicative speed-in future psychologists with a high level of readiness for writing, have been revealed.

***Keywords:** fairytale therapy, therapeutic fairy tale, future psychologists, psychological readiness, psychodiagnosis, expert assessment, temperament, communicative abilities, personal properties.*

Introduction. The psychological readiness of future psychologists for professional activity is one of the key conditions for their successful work in the practical field. In particular, in conditions of growing interest in such methods of psychotherapy as fairy-tale therapy, the ability of specialists to create effective

therapeutic texts becomes an important component of their professional training.

The method of fairy-tale therapy, where fairy tales are considered as a tool of therapeutic influence, is an effective, efficient and least traumatic tool and has a wide range of applications: from the development of emotional intelligence and social skills of the individual to the resolution of internal conflicts, the resolution of emotional and psychological problems, psychocorrection of stressful conditions. Symbolism, deep archetypal images and metaphorical expressions are used to solve client requests in fairy-tale therapy, and, accordingly, mastering the techniques of composing therapeutic texts makes demands not only on cognitive and emotional competencies of future psychologists, but also on creative thinking abilities and developed communication skills. The study of the psychological readiness of future psychologists to write therapeutic fairy tales will allow to expand the arsenal of methodological tools for effective and accessible psychological support of a wide range of people, primarily children.

The problem of psychological readiness for writing therapeutic texts combines aspects of the psychology of creativity, psychotherapeutic practice and narrative therapy. This was of scientific interest in B. Bettelheim's research (the symbolism of fairy tales in psychotherapy); M. Erikson (therapeutic effect of creating stories); M. White and D. Epston (development of narrative therapy); O. Kocherga, N. Chepeleva (training of psychologists to work with therapeutic texts); K. Clarke (fairy tale as a tool for therapy); T. Zinchenko (issue of psychological readiness for creative activity, in particular within the framework of fairy-tale therapy); G. Kostiuk (aspects of readiness to work with therapeutic texts, including fairy tales) and others.

One of the effective methods of identifying the key competencies and communicative characteristics of future psychologists, which contribute to the successful creation of therapeutic fairy tales, is the method of expert evaluation. Determining the parameters of the expert evaluation of a therapeutic fairy tale and identifying the dependence of the effectiveness of

therapeutic fairy tales on the level of formation of social, communicative-creative and verbal-intellectual abilities as a factor of psychological readiness to create therapeutic fairy tales was the **Aim** of our study.

Research methods and sample. The psychodiagnostic complex included the following techniques:

1) The scale of the communicative sphere of temperament according to the questionnaire of formal and dynamic qualities of temperament.

2) Humorous Phrases Test (HPT) by A. Shmelyov, Y. Babina

3) "Communicative skills" by L. Michelson.

4) Diagnostics of V. Boyko's communication system.

The research sample consisted of 36 students of the 2nd and 4th year of the 2nd and 4th year of the Bachelor's Degree who are studying in the specialty 053 - Psychology at the H. S. Skovoroda Kharkiv Pedagogical University. The expert review of the therapeutic fairy tales written by them was carried out with the participation of four psychologists with a philological education and special training in the field of fairy-tale therapy. The procedure of expert assessment of therapeutic fairy tales was carried out according to the parameters described below. Each parameter was rated by the Likert scale.

Effectiveness 1-2-3-4-5

1 - the content of the fairy tale does not achieve the goal of therapeutic effect, is incomprehensible to the child or does not correspond to the cognitive abilities of children of the age that was predicted by the content of the fairy tale. Lack of therapeutic effect or negative impact on psycho-emotional state.

2 - the fairy tale has an educational purpose, but does not have a therapeutic effect. The therapeutic effect is weak or almost imperceptible.

3 - the fairy tale generally corresponds to its therapeutic purpose, but it has content uncertainties, uncertainty (diffusion) in the implementation of therapeutic tasks, triviality in the development of the plot or the choice of the main and/or absurd characters, with

whom it is difficult for the child to identify. There is some therapeutic effect, but it is not permanent or complete.

4 - the content of the fairy tale meets the therapeutic goals, but its presentation is somewhat simplified, not sufficiently interesting and exciting, which can cause difficulties in the child's perception and memorization of the fairy tale. The therapeutic effect is noticeable, but partially, not all aspects of the problem are solved.

5 - the fairy tale fully corresponds to the therapeutic purpose, it is interesting, fascinating, rich in metaphors, the main and absurd hero evoke vivid emotions, the plot allows the child to immerse himself in the fairy tale space. A fairy tale has a clear positive therapeutic effect: it helps to solve psychological problems, reduce anxiety or emotional stress.

Stylistic correspondence 1-2-3-4-5

1 - the fairy tale stylistically does not meet the requirements of children's literature, contains words, expressions, associations, metaphors, etc. that are incomprehensible to the child. The language is difficult to understand, the fairy tale is stylistically poor.

2 - the fairy tale partly meets the stylistic requirements for children's literature, tends to the style of a psychological essay or parable; the text is overloaded with excessive descriptions or dialogues. The language is too complicated or primitive for the intended audience.

3 - the fairy tale is generally stylistically balanced, but there is a lack of characters, events, dialogues that are understandable and interesting for the child. The style and language are simple, but not always appropriate for the audience or not expressive enough.

4 - the fairy tale corresponds the stylistic requirements for children's literature, it is accessible to the understanding of a child of a certain age for which it is intended. The language is accessible, but not all stylistic devices are sufficiently expressive.

5 - the fairy tale fully corresponds the stylistic requirements for children's literature, designed for early or late preschool / junior high school / adolescence, which is emphasized by the adequacy of the choice of the theme of the fairy tale space to the leading activity of the child and the neoplasm of a certain age. The style and

language are appropriate for the age group, lively, bright, clear and attractive.

Conciseness 1-2-3-4-5

1 - the fairy tale is presented in several simple sentences (excessively brief) or is over 6000 symbols and, on the contrary, is stretched in the statement.

2 - the fairy tale is generally included 6,000 symbols but it is excessively overloaded with information that is not relevant to the task of the fairy tale / the fairy tale is very shortened in its presentation, the necessary structural elements of the fairy tale are not disclosed or omitted (the introduction - statement of the problem - meeting the absurd hero - solving the problem - receiving a reward - life with new experience)

3 - the fairy tale is succinctly constructed, but the necessary structural elements of a therapeutic fairy tale are sufficiently fully disclosed in it.

4 - the fairy tale succinctly presents the main idea that pursues the therapeutic goal, the presentation is complete, not redundant, all (or almost all) characters, metaphors, descriptions and dialogues are generally appropriate.

5 - the fairy tale is optimal in scope and use of a number of characters, dialogues, descriptions, metaphors, comparisons and other appropriate stylistic techniques; the presentation is not overloaded with unnecessary plot lines or twists in the presentation of the main plot line.

Creativity 1-2-3-4-5

1 - the fairy tale is trivial by the choice of purpose, plot and heroes; the main character is too abstract, which does not allow the child to identify with himself; there is no symbolism or metaphor, which makes the tale very straightforward.

2 - the fairy tale implements a classic plot from children's literature, the choice of heroes is simple and understandable for a child. There are almost no symbols or metaphors, or they are weakly related to the problem.

3 - the fairy tale contains elements of the author's creative approach to the presentation of the plot and description of the

characters. There are symbols, but they do not always have a clear meaning or are not sufficiently elaborated.

4 - the fairy tale is interesting and non-trivial, the choice of plot and heroes is an alternative to existing classic or therapeutic fairy tales, there are non-trivial stylistic techniques. Symbolism is significant, but not all images clearly reveal deep meanings.

5 - the fairy tale is creative, interesting, the fairy tale space encourages the child's active imagination to work, the techniques of unexpected and unpredictable plot development are used, the principles of enabling the child to identify with the main character are implemented. Symbols and metaphors are bright, easily interpreted and have deep psychological meaning.

Moral and educational potential 1-2-3-4-5

1 - the fairy tale does not have an educational component or promotes doubtful patterns of behavior. Conflict resolution is absent or negative.

2 - there are attempts to include a moral element, but it is poorly developed. The conflict is partially or ambiguously resolved.

3- the fairy tale has a moral lesson, but it is not clearly expressed. There is a resolution to the conflict, but it is not sufficiently disclosed or incomplete.

4 - the moral lesson is well presented, but may not be clear enough or difficult for the child. The conflict is resolved, but the resolution may not be entirely clear or obvious.

5- the fairy tale has a powerful moral impact, is easily understood and appropriate for the age. The conflict is completely resolved positively, the listener gets a clear understanding of the solution.

Emotional attachment 1-2-3-4-5

1 - the story does not evoke any emotions and it is cold. The tale does not evoke an emotional response, the listener is indifferent to the plot.

2- minimal emotional reactions, but without deep attachment. The emotional response is weak, most parts of the tale remain neutral.

3 - average emotional response, some moments affect the reader. The fairy tale evokes certain emotions, but does not fully engage the listener.

4 - strong emotional reactions, the story can cause empathy and interest. There is an emotional resonance, but some parts of the tale may not evoke deep emotions.

5 - a deep emotional impact that leaves an unforgettable impression and deep sympathy. The tale evokes a strong emotional response, the listener is fully involved and feels emotional support.

The results. Statistically significant relationships were determined (Fig. 1) between the moral and educational potential of the fairy tale written by the applicants and the ability to create an emotional attachment of the child to the content and characters of the fairy tale and the communicative rate of the temperament ($p < 0.05$).

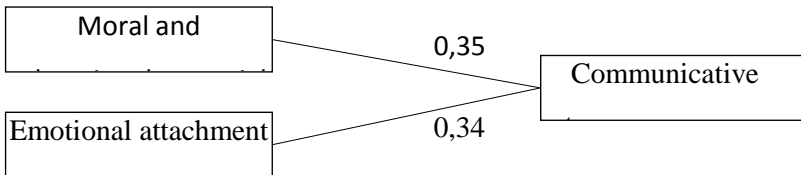


Fig. 1 Correlation constellations for indicators of communicative rate of temperament and parameters of expert assessment of therapeutic fairy tales.

The results of correlations of expert evaluations of the fairy tale and some parameters of the test of humorous phrases are shown in fig. 2.

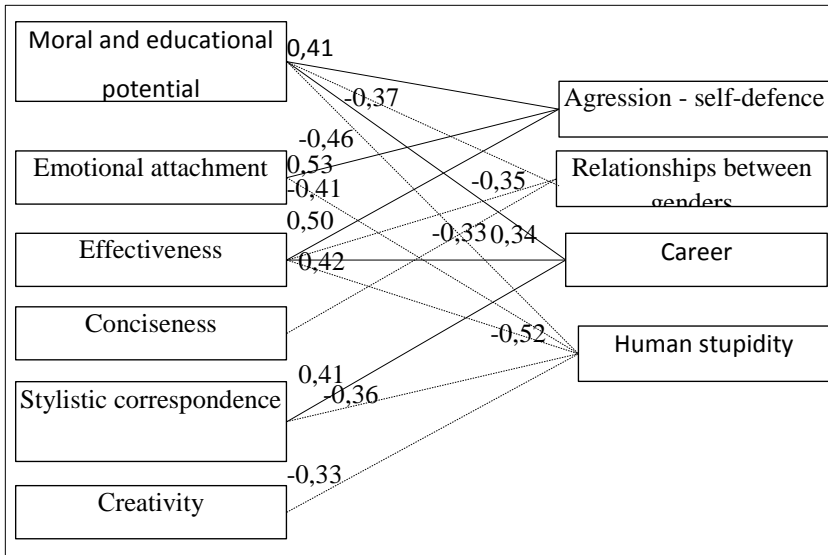


Fig. 2 Correlation constellations for indicators of the motivational sphere and parameters of expert assessment of therapeutic fairy tales.

Aggression-self-defense indicators are positively correlated with the emotional attachment of the fairy tale and its effectiveness and moral and educational potential ($p < 0.01$). Therefore, the focus of behavior on self-preservation and protection, a certain dissatisfaction with one's role in this world and life against the background of an active life position is characteristic of future psychologists in direct proportion to their ability to create effective therapeutic fairy tales capable of causing an adequate emotional response and forming moral values and virtues in children.

The "sexuality" theme or the relationship between the sexes is revealed the more the moral and educational potential, emotional attachment and brevity of the tale are less expressed ($p < 0.05$). The desire to get rid of insufficient attractiveness, overcome modesty, internal moral prohibitions are negatively associated with the ability to write laconic, emotionally rich and morally instructive tales.

Ambition, the desire to reduce the feeling of inferiority and dissatisfaction with oneself through self-affirmation in social and

business relationships, ambitiousness are all the more characteristic of future psychologists, the more they are able to write morally oriented fairy tales ($p < 0.05$), stylistically correct according to the age of the child and effective by its therapeutic effect ($p < 0.01$).

Truthfulness and the desire for self-assertion, denial of barriers and conventions in communication against the background of low reflexivity and lack of empathy, interest in one's own inner world, as well as in the nuances of other people's experiences are negatively related to the moral and educational potential of a fairy tale, its effectiveness, emotional binding ($p < 0.01$), stylistic conformity and creativity ($p < 0.05$).

Fig. 3 shows the relationships between communication skills and the ability to create a therapeutic fairy tale by experts' assessment.

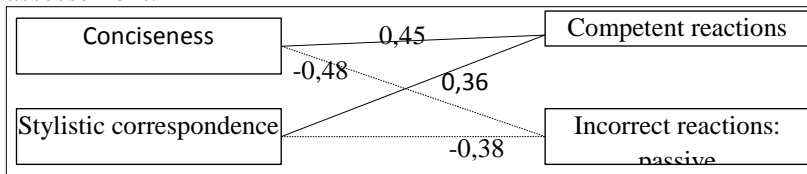


Fig. 3 Correlation constellations for indicators of communication skills and parameters of expert assessment of therapeutic fairy tales.

The ability to create concise therapeutic tales is characteristic of psychologists, the more they are able to demonstrate competence in communication and the less they passively react to the communicative reactions of the interlocutor ($p < 0.01$). Stylistic conformity is also characterized by a positive connection with the competent reactions of future psychologists in communication situations and negatively with passive ones ($p < 0.05$).

From fig. 4, it can be seen that the negative experience of communication, the preconceptions towards the sincerity of the attitudes of the surrounding people is negatively correlated with the stylistic correspondence, effectiveness, moral and educational

potential, emotional attachment of the fairy tale written by future psychologists ($p < 0.05$).

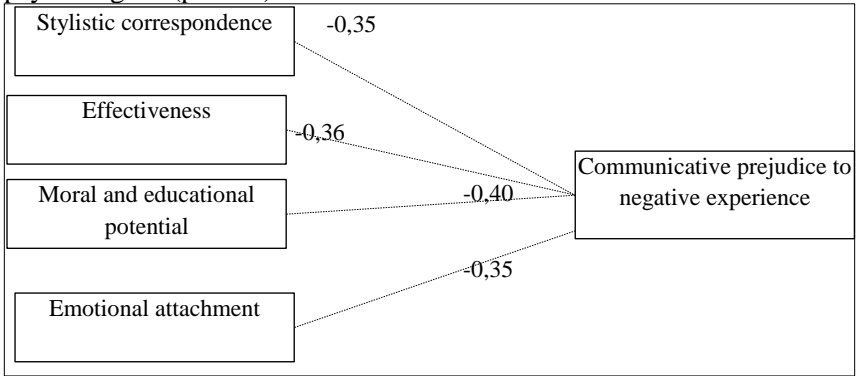


Fig. 4 Correlation constellations for indicators of communicative attitude and parameters of expert assessment of therapeutic fairy tales.

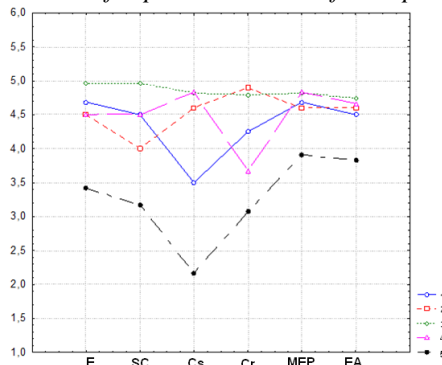


Fig. 5 Typological profiles of the readiness of future psychologists to write therapeutic fairy tales based on the results of clustering of expert assessments.

Cluster 1 is formed by high indicators of efficiency, moral and educational potential of the written fairy tale, medium-high indicators of stylistic correspondence and emotional attachment, and average indicators of conciseness of the fairy tale. The type was called "Non-concise".

Cluster 2 - medium-high indicators of fairy tale effectiveness, conciseness and emotional attachment and high indicators of creativity. The type was named "Stylistically Incorrect".

Cluster 3 – high indicators of all expert assessment in all parameters. The type is called "High readiness to write a therapeutic fairy tale."

Cluster 4 is formed by high indicators of conciseness, moral and educational potential of the written fairy tale, medium-high indicators of effectiveness, stylistic correspondence and emotional attachment, and average indicators of creativity. The type was called "Uncreative".

Cluster 5 - below average indicators of efficiency, stylistic correspondence, creativity, average indicators of moral and educational potential and emotional attachment, and low indicators of conciseness. The type was named "Insufficient readiness to write a therapeutic fairy tale."

The next task was to identify the peculiarities of the communicative sphere of future psychologists with different types of readiness to write therapeutic fairy tales.

Fig. 6 shows the differences in the communicative speed of future psychologists with different types of readiness to write therapeutic fairy tales.

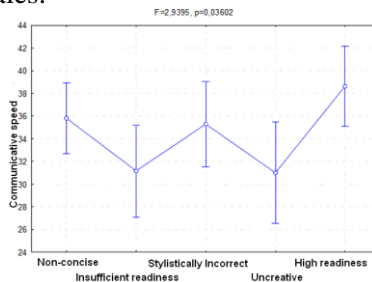


Fig.. 6 Communicative speed of future psychologists with different types of readiness to write therapeutic fairy tales.

With high readiness for writing therapeutic fairy tales, the highest communicative speed was found in future psychologists, on the other hand, with insufficient - the lowest. Therefore, there is a direct correspondence between the speed of oral or written speech

and the production of verbal material in general and the readiness to write effective, creative, concise, stylistically appropriate and emotional therapeutic tales by future psychologists.

At a level lower than the tendency, differences in indicators of aggression-self-defense among future psychologists with different types of readiness for writing therapeutic fairy tales were found (Fig. 7).

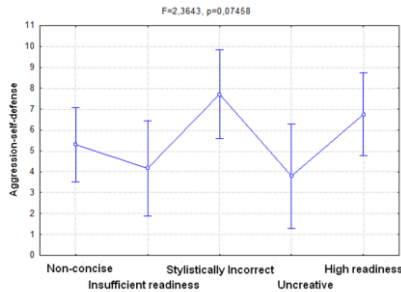


Fig. 7 Aggression-self-defense of future psychologists with different types of readiness to write therapeutic fairy tales.

Those future psychologists who more often make stylistic mistakes in writing fairy tales, inappropriately or inaccurately choose vocabulary for children's literature, do not have enough artistic style in their writing skills, are more inclined to assert themselves in communication.

At the tendency level, differences in indicators of "bad habits" among future psychologists with different types of readiness to write therapeutic fairy tales were revealed (Fig. 8).

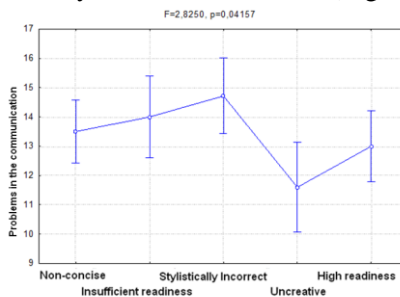


Fig. 8 Problems in the communication of future psychologists with different types of readiness to write therapeutic fairy tales.

Problems in communication are more characteristic of future psychologists who create therapeutic fairy tales that are stylistically inappropriate for children's age. Future psychologists with a high readiness to write therapeutic fairy tales, as well as those psychologists who generally write effective, concise, emotional, age-appropriate fairy tales, which to some extent lack originality, content uniqueness, have the lowest indicators of the desire to get rid of shame, guilt and tension relief.

At the level of less than the tendency, differences in the "money" indicators of future psychologists with different types of readiness to write therapeutic fairy tales were found (Fig. 9).

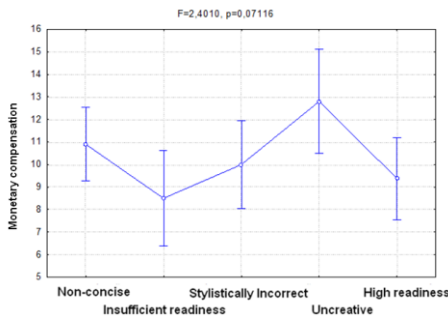


Fig. 9 Monetary compensation for the inferiority of future psychologists with different types of readiness to write therapeutic fairy tales.

Future psychologists, who faithfully coped with the task of writing a therapeutic fairy tale, but did not pay enough attention to its originality and non-triviality, are more likely to feel inferiority and inner emptiness, which they try to compensate with money.

The desire for family well-being is more characteristic of future psychologists who successfully coped with the task of writing a therapeutic fairy tale, but did not approach this task creatively enough.

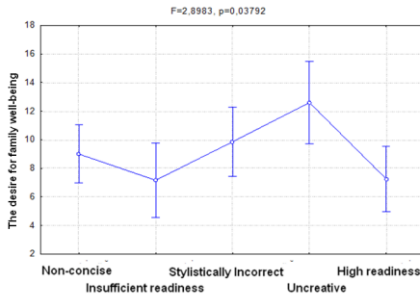


Fig. 10 The desire for family well-being of future psychologists with different types of readiness to write therapeutic fairy tales.

Considering the communicative skills of future psychologists with different levels of readiness to create therapeutic fairy tales, it should be noted that the "non-creative" type of readiness is characterized by more competent reactions in communication (Fig. 11) and less characteristic - passive ones (Fig. 12).

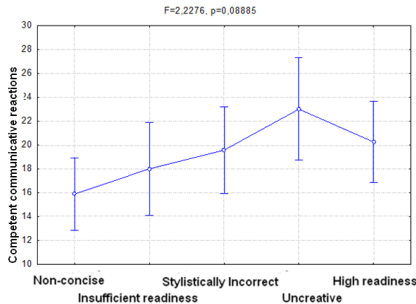


Fig. 11 Competent communicative reactions of future psychologists with different types of readiness for writing therapeutic fairy tales.

Therefore, future psychologists with a sufficient level of readiness to create therapeutic fairy tales are characterized by a higher level of communication skills.

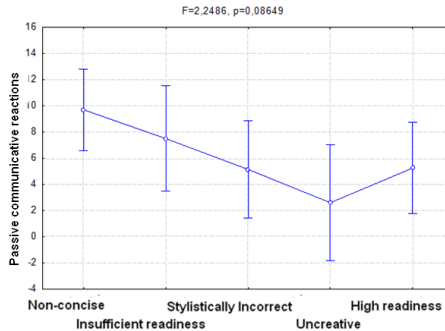


Fig. 12 Passive communicative reactions of future psychologists with different types of readiness for writing therapeutic fairy tales.

Conclusions. In the presented study, the evaluation criteria of a therapeutic fairy tale were determined: effectiveness, stylistic correspondence, brevity, creativity, and emotional attachment. All these parameters of the effectiveness of the therapeutic fairy tale turned out to be related to the socio-communicative sphere (properties and abilities) of future psychologists, especially the connection between the ability to write concise and stylistically correct fairy tales and the communicative skills of future psychologists should be noted. As a result of the examination of the therapeutic fairy tales created by future psychologists with further clustering of the ratings, five types of readiness to create a therapeutic fairy tale by psychologists were obtained: non-concise (with excessive presentation of information not relevant to the purpose of the fairy tale), insufficient (with lower sample ratings on all criteria), stylistically incorrect (with the use of vocabulary in a fairy tale that is incomprehensible to children), non-creative (with lower indicators according to the criterion of creativity) and high (with the highest scores according to all criteria). The highest level of communication skills, desire for family well-being and monetary compensation of inferiority in future psychologists of the "uncreative type", aggression-self-defense in the "stylistically incorrect" type, and communicative speed - in future psychologists with a high level of readiness to write therapeutic fairy tales were revealed.

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