

The use of fairy-tale therapy technology by teachers in the formation of children's communication skills

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Abstract

This study aimed to use fairy-tale therapy technology by teachers in the formation of children's communication skills and was patterned according to this purpose. In this context, it was aimed to conduct a study with primary schoolteachers. The research was created and applied in the spring academic period of 2021–2022. 276 preschool teachers voluntarily participated in the study. In the research, fairy-tale therapy technology training was provided to the group participating in the study in the form of a 3-weeks online training. In order to collect data, the 'technology and fairy-tale therapy' data collection tool developed and validated by the researchers was used in the study. The data collection tool used in the study was delivered to and collected from the people participating in the study by the online method. The analysis of the data was carried out using the SPSS programme; frequency analysis was performed with the *t*-test; and the results obtained were added to the study accompanied by tables. As a result of the research, it is seen that preschool teachers adopted the fairy-tale therapy technology in their professional lives and achieved positive results as they also used them in their professional lives.

Keywords: Preschool teachers, fairy-tale therapy, distance education, technology;

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1. Introduction

Generally, when society is considered, it seems that language is one of the most important means of communication and many ideas and approaches have been put forward from the past to the present about the acquisition and teaching of language (Sahli & Belaid, 2022). In order to support these approaches and make them systematic, it seems that there are various studies for communication (Mimoso, Bravo, & Gomes, 2021). Approaches to teaching communication skills in the classification, one of which is widely accepted, are grouped into three main groups. They are known as behavioural, cognitive and constructivist approaches (Bayraktar, Akgul, & Bayram, 2020). It is known that a healthy and normally developing child has psychological needs as well as natural needs; it seems that there are needs that exist unchanged in essence. Oral and written works have a significant role in meeting these needs (Grigorieva Elena Ivanovna, Morozova Ekaterina Alexandrovna, & Mikhailovna, 2019). In particular, the best way to teach children the desired behaviours is through literary works that appeal to them in their existing lives. From this point of view, the contribution of fairy tales to the social interactions of children occupies an important place. Fairy tale is a genre that can contribute to social interaction and the development of social communication skills (Çetin, 2021). Social skills are a set of skills that last a lifetime, starting from birth. In order to meet the needs of a newborn baby, it is necessary for him to establish social communication with his parents and those who care for him. While social communication can be achieved with a glance, a voice and a hand gesture when the child is young, it turns into a more complex structure as the child grows up (Frolli et al., 2022). As the child joins different social groups, his social communication skills also develop, thanks to peers, neighbours and even other adults. The child's interactions with others make very significant contributions to language learning and provide mental development. In short, language is the most important tool for developing individual, mental and social skills; learning; interacting; communicating; and integrating with the outside world (Tabroni et al., 2022). Language is learned through the individual's own active efforts, the development of his mental skills and interaction with others. For these reasons, much attention is paid to developing mental and language skills in the constructivist approach to education, and this approach is applied in the education system of most developed countries (Badawi, Farrag, El Gabas, Mohamed, & Mohamed, 2022).

In recent years, the importance of fairy tales in a child's education has been raised and studies in this field have gained momentum. It has been found that fairy tales, storytelling and interactive storytelling contribute positively to children's language skills and, in particular, listening skills (Gandolfi, Ferdig, & Kratcoski, 2021). However, the number of studies addressing the contribution of interactive storytelling to the development of preschool children is limited. For these reasons, the problem of the current research is to evaluate the progress in the language development of young children participating in interactive storytelling (Szymona et al., 2021). In accordance with the principle of child suitability, it is important to provide foreign language education with an educational environment enriched with the target language and materials that will support the child's development, allowing the child to be active (Estévez, Terrón-López, M. J., Velasco-Quintana, Rodríguez-Jiménez, & Álvarez-Manzano, 2021). With stories, the child's linguistic and personal characteristics are developed, thanks to its fun characters. The unusual events also contribute to the psychological development of the child's foreign language education at an early age for reasons such as to attract attention, which is important (Abdelmohsen & Arafa, 2021). For the participants participating in the research, the research will continue planning the formation and development of communication skills using the fairy-tale therapy method. This article aims to shed light on other articles.

1.1. Related studies

Golovina and Feofanov (2021), in their study, clearly determined the need for the development of communication skills in preschool children and sought to develop technology with the fairy-tale method. As a result, depending on the treatment method used and the developmental storytelling programme, the communication skills in preschool-aged children with developmental disorders improved. The hypotheses show that by adopting this technology, the results have been achieved.

In a study conducted by Kuzenko, Kuzenko, and Matsuk (2021), they aimed to emphasise on the problem of providing effective pedagogical support for the personal development of children in education and aimed to use many methods. The main tasks of pedagogical support for children in the study are to achieve social cohesion, while the results of the research consider the part of difficulties that come when communicating with the spouse or parents; it is seen that the results have been reached wherein it helps to prevent problems of personal development and upbringing of the child and in solving existing educational and socialisation problems.

Emelyanova, Borisova, Shapovalova, Karynbaeva, and Vorotilkina (improvement in speech development in children), in their study, as a priority in the creation of necessity pedagogical conditions, sought to examine preschool children with general speech underdevelopment. As a result, there were significant challenges in creating detailed expressions and continuous dialogues, which eliminated the materials and psychological and pedagogical support of children with speech disorders in the training process.

The fairy tales of aphasia and related research and technology are shown in the reviewed studies; it is important that these studies in the education of preschool teachers and their students and the gain applied internally seen that in this context be at the forefront. In this research, it can be said that the same factors are expected.

1.2. Purpose of the study

In the study, it was aimed to use the technology of fairy-tale therapy by teachers in the formation of children's communication skills and the answers to the following questions were sought for the general purpose of the study:

1. What are the communication skills usage situations of the participants included in the study?
2. What is the level of knowledge about fairy-tale technology of the participants included in the study?
3. What is the purpose of using fairy-tale therapy technology in everyday life of the participants included in the study?
4. Is there a significant difference for fairy-tale therapy technology according to the gender variable of the participants included in the study?
5. What are the views of the participants included in the study on pre- and post-study education?

2. Method

In this section, the research method, data collection tools, findings, gender and practice information are presented and interpreted in the form of tables. The method is very important part in the research and it has great importance.

2.1. Research model

In the research, it is seen that the screening model underlying the quantitative research method is used. At the quantitative research stage, the researchers present results expressed by number from the sample representing the universe relevant to the subject. An in-depth analysis is not carried out in quantitative research, but it deals with statements made as a result of numerical data. Some methods are used when conducting quantitative research. Let us examine these methods (Uzunboylu et al., 2022). In this sense, it is patterned on the creation of a suitable environment for the use of fairy-tale therapy technology by teachers in the formation of the communication skills of children of the group participating in the research.

2.2. Working group/participants

When the working group is considered, it is seen that the study was applied in the spring semester of the academic year 2021–2022. The number of participants in the study was 276, who continue their education in Kazakhstan. The group participating in the research took part in the created activity studies through a live course.

2.2.1. Gender

The gender differences of the group participating in the study are given in Table 1.

Table 1. Distribution of the group participating in the study according to the gender variable

Gender	Male		Female	
	F	%	F	%
Variable	142	51.44	134	48.56

The gender distribution of the study is given in Table 1. It is seen that these values are numerical. It is seen that 51.44% (142 people) of the participants are male and 48.56% (134 people) of the participants are female. These findings reflect the actual gender distribution.

2.2.2. The use of communication skills of the group participating in the study

A large part of the children’s fairy-tale therapy with technology is focused on the development of communication skills. The duration of research participants’ communication skills is given in Table 2.

Table 2. The use of communication skills of the group participating in the study

Use cases of communication skills of the day	1 hour		2 hour		3 hours and above	
	F	%	F	%	F	%
Variable	17	6.16	121	43.84	138	50.00

The use of communication skills of the group participating in the study were examined and detailed information is presented in Table 2. 6.16% (17 people) devoted 1 hour to the use of communication skills, 43.84% (121 people) devoted 2 hours to the use of communication skills and

50.00% (138 people) devoted 3 hours or more to the activity and communication skills. It is observed that the numerical amount is most preferred by the participants for 3 hours and above.

2.2.3. The level of knowledge about fairy-tale technology of the group included in the study

In this section, the information status of the group included in the study about the technology of fairy-tale therapy was investigated and examined. Detailed information is given in Table 3.

Table 3. The level of knowledge about fairy-tale technology of the group included in the study

Fairy-tale technology	I have information		I have no information		I have partial information	
	F	%	F	%	F	%
Variable	19	6.88	248	89.85	9	3.27

When Table 3 is examined, the research participants' level of knowledge about fairy-tale technology is assessed and the relevant information is given. 6.88% (19 people) responded that they have knowledge, 89.85% (248 people) responded that they have no knowledge and 3.27% (9) responded that they have partial information. In this context, it is thought that the information that will be given in the fairy-tale therapy technology in the research will benefit the participants.

2.2.4. Age status

In this section, the age data are examined and presented in Table 4.

Table 4. Distribution of the group included in the study according to their age Status

Age	22–24		25–27		28 and above	
	F	%	F	%	F	%
Variable	69	25.00	201	72.83	6	2.17

When Table 4 is examined, it is seen that distribution of the group included in the study according to their age status is added. In this context, 25.00% (69 people) were observed to be in the age range of 22–24, 72.83% (201 people) were in the age range of 25–27 and 2.17% (6 persons) were aged 28 and above. These findings reflect the actual distribution.

2.3. Data collection tools

It is known that the data collection tools proposed in the research are aimed at solving problems. In this section, it is seen that information about the data collection tool is included and provided. The people who carried out the data collection created the tool specifically for this study. The form was then examined by experts for their opinions. It is seen that a personal information form created by the researchers was used, which is called the 'technology and fairy-tale therapy' measurement tool and it was applied to the participants included in the study. The validity of the scope of the measurement tool developed was examined by four experts with the title of professor and who conducted studies on fairy-

tale therapy and technology education. The unnecessary items were removed from the measurement tool and simplified and rearrangements were made.

1. Personal information form (demographic data): In the personal information form, information such as gender, age, technology use and fairy-tale technologies information situations are provided.

2. Technology and fairy-tale therapy data collection tool: A 5-point Likert-type data collection tool was prepared to create some values for the participants. 18 items of the measurement tool consisting of a total of 24 items were used and 6 items were removed from the measurement tool, thanks to experts' opinions. The opinions of the participants from two factorial dimensions, i.e., 'Fairy-tale Therapy' and 'Technology', were applied in the study. The Cronbach alpha reliability coefficient of the measurement tool as a whole was calculated as 0.88. The measuring tool was rated as 'I strongly disagree' (1), 'I disagree' (2), 'I am undecided' (3), 'I agree' (4) and 'I definitely agree' (5). The measurement tool was also collected from the participants in the form of an online environment.

2.4. Application

It is seen that information will be given about the activity put forward when the application dimension of the research is discussed. In this section, it is seen how often the application is given in Kazakhstan by various researchers in the area who aimed to study children in elementary schools. This study consists of future primary schoolteachers. A total of 276 designated primary schoolteachers participated in the study. Live events were created using the Microsoft Teams application programme with activities such as the fairy-tale therapy technology and distance education. When the practical part of the research was completed, activities were created for the groups included in the study on technology and fairy-tale therapy. The tool was distributed through the Microsoft Teams application programme in a designated section, and each section had 4 to a maximum of 70 participants. It took 15 minutes for each activity and the data were collected in the form of questions and answers. It took 25 minutes totally and about 40 minutes in the case of live events. Participants with smart devices participated in the research and they were expected to attend the training using the microphone. The data collection tool applied to the participants in the study was collected through an online survey. SPSS programme was used to code them in the environment of calculation programmes.

2.5. Analysis of the data

In the data analysis, the statistical data are obtained and presented as frequency (F), percentage (%), average (M), standard deviation (SD) and t -test using the statistical programme. The data obtained from the programme are given in tables accompanied by numerical values, findings and comments.

3. Findings

In this section, the findings of the participants in the study regarding the fairy-tale therapy and technologies are included; each finding of the study is added to the tables presented in this section and accompanied by comments.

3.1. Purpose of using fairy-tale therapy technology in everyday life according to the group of participants included in the study

In this section, the purpose of using the fairy-tale therapy technology of the group of participants included in the study in the problem situation in everyday life was investigated and detailed information is given in Table 5.

Table 5. Purpose of using fairy-tale therapy technology in everyday life according to the group of participants included in the study

Variable		<i>F</i>	%
The purpose of the use of fairy-tale therapy technology	Teaching social skills	112	40.58
	Teaching communication skills	146	52.90
	Other	18	6.52
Total		276	100

When Table 5 is examined, the group participating in the study was investigated according to the research problem and the purpose of the use of technologies relevant information has been added to the picture. In this context, 40.58% (112 people) testified that they use it for teaching social skills, 52.90% (146 people) declared that they use it for teaching communication skills and 6.52% (18 people) use it for other purposes. It is also seen that most of the segments of the research are oriented towards the problem situation according to the problem situation and that the communication skills and social skills are preferred and used over the teaching of the purpose of the research.

3.2. The distribution of the technology of fairy-tale therapy according to the gender variable of the group of participants included in the study

In this section, the opinions of the group of participants included in the study on the technology of fairy-tale therapy according to the gender variable and detailed information are given in Table 6.

Table 6. The distribution of the fairy-tale therapy technology according to the gender variable of the participant group included in the study

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>p</i>
Fairy-tale therapy and technology cases	Male	142	4.27	0.19	276	0.301	0.311
	Female	134	4.24	0.22			

When Table 6 was examined, the fairy-tale therapy technology situations related to the gender status of the group of participants included in the study were examined and it was found that there was no significant difference according to the gender criterion [*Df* (276)= 0.311, $p < 0.05$]. When the fairy-tale therapy technology situations of the participants included in the study were examined, it was observed that the male group had an average score ($M = 4.27$) for some situations, while the female participants had an average score ($M=4.24$) for certain situations. In this context, it can be said that the average scores of the male participants included in the study are higher than the scores of the female participants and is also higher than the two values of the findings of the study.

3.3. Educational opinions of the group of participants included in the study before and after the study

In this section, the pre- and post-study educational opinions of the group of participants included in the study are examined and the examined values are presented in Table 7.

Table 7. Pre- and post-study educational opinions of the group of participants included in the study (pre-test and post-test)

No	Variable	Pre-test-1		Post-test-2		df	t	p
		M	SS	M	SS			
1	I felt and found my own health better in the workshop of fairy-tale therapy technologies	3.18	0.51	4.32	0.52	276	-4.31	0
2	During the time I was teaching, my self-confidence increased with the technology of fairy-tale therapy.	3.21	0.62	4.39	0.49	276	-5.38	0
3	I realised my emotional personality with fairy-tale therapy	3.23	0.52	4.38	0.47	276	-3.89	0
4	I think I have reduced my stressful classroom life with fairy-tale therapy technology	3.21	0.61	4.41	0.62	276	-4.47	0
5	With the fairy-tale therapy technology, it has made me feel more social and more qualified	3.17	0.51	4.38	0.52	276	-4.24	0
6	I have seen that I am more successful in cognitive areas thanks to technology	3.25	0.72	4.36	0.64	276	-5.61	0
7	I can express fairy-tale therapy very comfortably with the help of technology	3.23	0.81	4.38	0.67	276	-4.31	0
8	With the help of technology, I can repeatedly watch events, workshops in the field of fairy-tale therapy.	3.32	0.63	4.42	0.59	276	-3.51	0
9	I would like to use these activities and Synchronous course recordings that I have received in my different trainings	3.29	0.69	4.40	0.61	276	-3.52	0
10	It's a great feeling to join the study from where I want when I want to	3.27	0.72	4.38	0.69	276	-3.28	0
11	With technology, it gives me the opportunity to do it again in my field during the day	3.29	0.62	4.52	0.62	276	-3.59	0
12	Online training of the method of fairy-tale therapy and activities The training I received in the classes allows me to improve myself	3.28	0.58	4.37	0.58	276	-4.08	0
13	Despite the primary school students with technology education, my old habits have become different	3.21	0.53	4.39	0.51	276	-5.48	0
14	I take more responsibility for being more successful with fairy-tale therapy	3.22	0.61	4.48	0.54	276	-4.57	0
15	One-on-one performance of the activities provided my elementary school students with the improvement of my behaviour	3.29	0.56	4.34	0.64	276	-4.31	0

16	I am looking forward to seeing the development in my students with fairy-tale therapy technologies	3.28	0.61	4.37	0.58	276	-6.48	0
17	With the fairy-tale therapy method, I can easily get used to every idea given to me	3.25	0.57	4.41	0.51	276	-4.22	0
18	I would like to note that I find it fun to participate in live events and spend time with technology models, and I also want to participate in another other event.	3.26	0.58	4.42	0.53	276	-5.85	0
Overall average		3.25	0.61	4.39	0.57	276	-4.50	0

In Table 7, the pre- and post-study educational opinions of the group of participants included in the study are presented. More efficient and high values show that there is a difference ($p < 0.005$). Although it is seen that there is a significant difference in all statements, according to the results of the preliminary test, one of the most obvious statements of the groups of participants participating in the study is 'I think I have reduced my course life that is stressful with fairy-tale therapy technology', with a pre-test score of $M = 3.21$ and a post-test score of $M = 4.41$. In addition, one of the most obvious statements of the groups of participants included in the study in the preliminary test is 'Fairy-tale therapy with technology gives me the opportunity to do it again in my field during the day', with a pre-test score of $M = 3.29$ and a final test score of $M = 4.52$. In addition, 'I take more responsibility to be more successful with fairy-tale therapy' had a pre-test score of $M = 3.22$ and a post-test score of $M = 4.48$. The statement 'I can easily get used to every idea given to me with the fairy-tale therapy method' had a pre-test score of $M = 3.25$ and a post-test score of $M = 4.41$.

Although positive results are seen in each item of the survey, 'The events brought about the development of my elementary school students to be done exactly, my behaviour' had a pre-test score of $M = 3.29$ and a post-test score of $M = 4.34$. 'It's a tremendous feeling to work from where I want when I want to join' had a pre-test score of $M = 3.27$ and a post-test score of $M = 4.38$. Finally, it is seen that the pre-test average of the participants of the study are $M = 3.25$, while the final test average was $M = 4.39$. In this context, it is seen in Table 7 that the ideas of the fairy-tale therapy technology situations of the people participating in the study have developed positively.

4. Discussion

Razumova, Ruslyakova, Bazhenova, Shpakovskaya, and Tokar (2019) conducted a study to support innovative methods of psychological help. Thinking about the purpose of the survey and the presentation is intended to create canis therapy and psycho-puppet theatre-tech methods for children with special needs with an education. As a result, the technology of micro-techniques of psychotherapy made it possible to create a safe environment, and teachers using these methods seem to give better education. When the results are combined with the values of the research, it is seen that the results of the fairy-tale therapy technology is useful for preschool children. This can also be said based on two studies that new technologies have gained meaning for the future within the research.

Eldarovna (2020) carried out a study on the status of psychological services that provide an analytical definition to local kindergartens; this was an experimental study of individual properties. However, their theoretical knowledge in the development of appropriate conditions for the development of a set used in the various research methods and tools to be presented with putting in their implementation of the work of the psychologist is to get pre-school education and model.

Accordingly, the ideology of the solution to the problems of the current and future pre-school education has a positive impact on their values and status. When the values are combined with the results of the study, it is seen that the results of primary schoolteachers are better with this method. In this context, it can be said that the methods used benefit the educators in terms of thinking while also dimensioning education in a sense.

Shmachilina-Tsybenko, Ivanova, Davletshina, Khramova, and Chemerilova (2021) considered the use of methods, selection, systematisation and classification of therapeutic pedagogy with the problem of the methodological toolkit. As a result of scientific innovation, the harmonious development of children, which is essential for healing and trainers also using the social importance of the art techniques to attract the types of results have been achieved and can be increased. In this regard, when this value is combined with the results of the study, it was seen that the results of the research were obtained most commonly by using social skills teaching and communication skills teaching by primary schoolteachers with the fairy-tale therapy technology. In this context, it can be said that fairy-tale technology and other technologies make a difference in educational fields.

In this context, the research studies on the elementary school with the values obtained from the levels given in the discussion section are positive considering combined therapy with a tale that also has an impact on the formation of technology training technologies and a fundamental factor can be said to be located between the expectations of this study. As mentioned in the formation of fairy-tale therapy teknolojilerin, a better education and applied research audience may vary depending on the model of the formation of life. In this context, it is among the expectations of the research that this research will be conducted in another time and place.

5. Conclusion

When the results part of the study is considered, it is seen that the people included in the research come first. 276 people participated in the research; this value is important for the research. Another value of research on provision of state activities in relation discussed the problem when cases were examined and as a result the use communication skills of the participants was above 3 hours. It is seen that this value is important for the subjects to be transferred to preschool children. Another result of the research is that it was investigated whether there is fairy-tale therapy technology information to be transferred to preschool children and applied to the participant group, and the relevant information were presented in the table. After examination, it was found that most of these segments have no level of knowledge and will receive this training with the activity applied. In this context, it was concluded that the information that will be given with fairy-tale therapy technology in the study will benefit the participants.

Another value of the research of the group participating in the survey after the transmission of the fairy-tale therapy technology researched and relevant information according to the purpose of use state the research problem in light of arycia used for teaching social skills teaching communication skills and many reached the conclusion that they were used to. It is seen that these two values showed better education for elementary school students and the environment they are adapted to. When another value of the research is considered, the fairy-tale therapy technology situations related to the gender status of the groups of participants included in the study were examined and it is seen that there is no significant difference according to the gender criterion, and it is also seen that the results of both male and female participants have high values. The final result of the study is a preliminary test of the group of participants included in the study before and after the study provided the pre-test and post-test scores Test between the pre-test, according to the conclusions of our research participants that there

was a difference of more efficient and higher with their lesson with the tale fairy-tale therapy technology that reduces the stressful life they are making facilities back in the days of therapy. With therapy being more successful, fairy-tale therapy provided them with a method of getting used to every idea easily. It is seen that the one-on-one performance of the activities provided preschool children with improvement in their behaviour and the results that there are many more positive values reached.

With fairy-tale therapy technologies and a positive research on the benefits of this, as mentioned in the discussion section, this research should be carried out further at another place and time.

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