

Drohobych Ivan Franko State Pedagogical University

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FAIRY TALE THERAPY

**Drohobych
2025**

UDC 37.013.82(072)

P 14

Recommended for publication by the Academic Council
of Drohobych Ivan Franko State Pedagogical University
(protocol dated 27.05. 2025 №. 5)

ISBN 978-617-8591-08-3

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P 14 Palasevych Iryna, Bereza Svitlana. Fairy tale therapy: methodical recommendations for seminar classes [for specialists of the first (Bachelors') level of higher education in the specialty 012 «Preschool Education»]. Drohobych : Trek LTD, 2025. 104 p.

The proposed manual has been compiled in accordance with the syllabus of the academic discipline «Fairy tale therapy» for specialists of the first (Bachelors') level of higher education in the specialty 012 «Preschool Education» (author: Iryna Palasevych, Candidate of Pedagogical Sciences, Associate Professor), approved at the meeting of the Academic Council of the Faculty of History, Pedagogy and Psychology (protocol dated 21.03. 2025 №.5)

The manual is designed to familiarize students with the scientific and pedagogical foundations of fairy tale therapy; the features of using artistic (folk, authorial), didactic, psycho-correctional, psychotherapeutic, meditative and diagnostic fairy tales, fairy tale therapy techniques in working with preschool children; modeling fairy tale therapy sessions; as well as the specifics of the educator's cooperation with parents regarding the diagnosis, development, correctional and therapeutic impact on a child's personality through fairy tales.

It contains a syllabus, self-assessment questions and tasks, a list of recommended literature, a tentative list of questions for final assessment and appendices.

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Preface

The specificity of pedagogical activity in modern preschool educational institutions is defined by its dynamic and creative nature, as it is constantly changing, being updated and improving. Today an educator not only has the right but also the duty to research, seek, create, implement and update the content and methods of professional interaction, directing their efforts towards the formation of the child's personality and their comprehensive development. It is understood that an educator must be able to direct the educational process towards the individual child, facilitate their formation, development and self-realization, interact effectively with children, respect and consider the objective laws of their psychological development, select effective means of influencing the child's personality, and implement an individual approach to them.

The academic discipline «Fairy tale therapy» aims to equip future preschool educators with the readiness to design fairy tale therapy technologies in their educational work with preschool children.

Throughout the study of «Fairy tale therapy» students acquire skills in analyzing the features of individual development in preschoolers, taking them into account when selecting fairy tale therapy techniques for working with children; using the possibilities of various types of fairy tales (artistic, didactic, psycho-correctional, psychotherapeutic, meditative) for the diagnosis, development, correctional and therapeutic impact on a child's personality; combining fairy tale therapy with art therapy methods and techniques (sculpting, drawing, dramatization, puppet therapy, mask therapy etc.); developing a program of correctional and developmental classes using fairy tale therapy; designing pedagogical activities involving practical psychologists and parents.

The developed teaching aid is designed to assist students in independently acquiring knowledge and preparing for seminar classes, which can be organized according to the following scheme: discussion of the main issues of the topic; presentations of projective fairy tale tests for children, fairy tale therapy sessions, role-playing of fairy tale fragments etc.

Working with this manual will enable students to engage in active, purposeful and conscious independent work. It includes seminar topics, a list of main and additional literature, theoretical information for each session, assignments for independent work, a tentative list of questions for the final assessment and appendices.

Topics for Seminar Classes

1. Scientific and pedagogical foundations of fairy tale therapy
2. Features of using fairy tales in the educational work of a preschool institution
3. Fairy tale as a means of development, correction and therapy for preschoolers
4. Fairy tale therapy techniques in working with preschool children
5. Modeling a fairy tale therapy session
6. Fairy tale therapy in collaboration with educators and parents

Topic 1. Scientific and pedagogical foundations of fairy tale therapy

Plan

1. The concept of fairy tale therapy. The subject and goals of fairy tale therapy.
2. The functions of fairy tale therapy (diagnostic, prognostic, educational, corrective).
3. Directions of fairy tale therapy.

Literature

Main

1. Bradikhina O.A. Fairy tale therapy in working with preschool children. Authors' psychotherapeutic fairy tales: a method. manual. Netishyn, 2015. 85 p.
2. Child development program for preschool age «Ukrainian Preschool» / O.I. Bilan; general ed. by O.V. Nizkovska. Ternopil : Mandrivets, 2017. 256 p.
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Theoretical information

The coverage of the topic involves clarifying the concepts of «fairy tale», «therapy», «fairy tale therapy» and substantiating its scientific and pedagogical foundations.

The authors of the New Explanatory Dictionary of the Ukrainian language V. Yaremenko and O. Slipushko emphasize that fairy-tale events do not correspond to reality and are fiction, a fable. According to the compilers, its origin and symbolism, the emergence

and depiction of fairy tale characters, as well as the use of those linguistic means that, in fact, constitute the expressive background of the fairy tales' language, are still considered debatable and insufficiently substantiated today [10, p. 207].

Researchers L. Kilichenko, P. Leshchenko and I. Protsenko define a **fairy tale** as «...an epic work of folk literature that reflects beliefs, views and perceptions of the people from different periods in the form of a structured, chronologically sequential narrative with a clear compositional structure and a vividly expressed conflict» [7, pp. 29 – 30].

S. Yakymenko offers his interpretation of a **fairy tale** as «...oral artistic epic narratives in prose, collectively created and collectively preserved by the people, with such moral-ethical and socio-domestic content that inherently requires the full or partial use of improbable depiction of reality and therefore resorts to fantastic fiction, the various and traditional forms of which, not repeated in any other genre of folklore, have developed over centuries in close connection with the entire way of folk life and had an original link with mythology» [12, p. 20].

Specialists identify the simplicity, ease of reading and memorization of fairy tales as their distinctive feature, as well as the preservation of the entire diverse richness of the folk language. According to researchers, fairy tales are characterized by «...national specificity and color, reflect the people's way of life, their labor and everyday life, natural conditions, as well as the individual traits of the performer-narrator (storyteller)» [8, p. 321].

No less important feature of fairy tales is the traditional nature of their structure and the distinctiveness of their compositional elements, fairy-tale formulas, particularly the beginning and the ending, which delineate the «boundaries of the fairy-tale world» and guide the reader (listener) into its virtual spaces. The main function of the beginning (opening) and ending as a specific temporal framing of a fairy tale lies in setting the parameters of existence, space, time and affiliation, the location of the fairy tale texts' characters (the beginning) and in leading the listener and the world of the characters out (the ending) [19, p. 69].

The artistic value of a fairy tale text is primarily determined by «...the concreteness and imagery in the depiction of the fairy tales

heroes and its events, the organic connection between the appearance and behavior of the fairy tale characters. The language of the fairy tale, thanks to the presence of apt epithets, comparisons, metaphors and repeated words, contributes to the activation and enrichment of preschoolers' speech» [14, p. 31].

The Program for the Development of Preschool Children «Ukrainian Preschool» emphasizes the importance of fostering children's ability to understand and perceive the expressive means of fairy tales: aphoristic language, fantastic transformations, magical objects, repetitions, inserted songs, beginnings, endings; to recite several beginnings and endings from memory, independently use and modify them while telling fairy tales; to recognize a fairy tale by the description of characters, illustrations and excerpts from the text of fairy tales; to analyze their structure; to answer the educator's questions about the content of the fairy tale, evaluate the behavior and actions of the characters, compare them with their own actions; to distinguish and recognize fairy tales by genre; to correlate the fantastical and the real in the plots of fairy tales [2, pp. 215 – 216].

Understanding the important educational significance of fairy tales in the development of a child's personality has led to the introduction of the concept of «fairy tale therapy» into scientific discourse. The application of the latter in pedagogical activity raises a logical question regarding the component «therapy»: 1) «Does the educator have a sufficient level of qualification to conduct therapeutic work?» 2) «Doesn't this concept limit the content and functional scope of fairy tale therapy?» (since within its context, a specialist can diagnose the specifics of a child's development, correct negative manifestations of their behavior etc.)

Fairy tale therapy involves a specific approach by a specialist (educator and psychologist), who uses fairy tales as an effective tool for the development of a child's personality, their emotional, social and cognitive formation. Of course, a fairy tale is not necessarily considered a therapeutic process in the medical sense, but rather a method of psychological support and development through storytelling, analysis, and the creation of fairy tales.

Analyzing the concept of «***therapy***» in psychological and pedagogical practice, researchers (N. Nikitina, G. Lokareva, O. Fil) primarily interpret it as «care» for the individual, «nurturing», and

«assistance» in something. Scholars note that, as with any type of therapy, for fairy tale therapy, the primary task appears to be assisting in the personal development of the child, the unfolding of their cognitive and creative abilities, the formation of life values, positive social and emotional skills, as well as in effectively establishing and improving ways of interacting with the environment, in the harmonious integration of the preschooler into it, and so on [18, p. 29], [9, p. 62].

According to researcher N. Lisnevskaya, fairy tale therapy as one of the most effective types of therapy, can «...be used by psychologists and educators, as well as doctors, since each of them can find in a fairy tale something that will help in the realization of their professional task» [16, p. 267]. The author emphasizes the flexibility of fairy tale therapy and its universal applicability in various professional contexts (psychology, pedagogy, medicine). The fairy tale becomes a resource capable of influencing different aspects of a child's development: emotional, cognitive, moral and social. Every specialist working with children will find in it the necessary «tools» for solving specific tasks – whether it is reducing anxiety, supporting personality development or promoting socialization.

The application of fairy tale therapy in the aforementioned areas enables the creation of a safe space for the child, in which they can openly express their emotions and experiences while simultaneously developing new skills. Caring for the individual becomes the main priority, which highlights the effectiveness of fairy tale therapy in working with children.

In the terminological dictionary-reference book on social rehabilitation by L. Potapiuk it is noted, that fairy tale therapy is «...a non-standard, but very effective method of therapy, which is based on the connection between the fictional world of a fairy tale and real life. Since for a child a fairy tale is a real world, educators and psychologists often use fairy tale plots to introduce situations, images and character behaviors that help form important qualities in a child» [11, p. 41].

A similar interpretation of the essence of fairy tale therapy is offered by researchers I. Danyliuk and N. Burkalo as a means of «...using metaphor to create connections between fairy tale events and behavior in real life, as well as ... transferring fairy tale meanings to reality» [15,

p. 90]. Through fairy tale therapy, preschoolers experience «...an awareness of their own inner essence, uniqueness, and harmony between themselves and the world, personality integration, expansion of their consciousness and improvement of interpersonal interaction» [4, p. 30].

Researchers M. Zameliuk, N. Lisnevskaya, L. Magdysiuk, Z. Matsiuk, R. Fedorenko, M. Fenko and others have identified the main aspects of the scientific substantiation of the importance of fairy tale therapy:

- ***Fairy tale therapy allows children, through fairytale characters and situations, to find the connection between their feelings and behavior, thus better understanding themselves.*** Through fairy tales, children can better express their own internal hidden emotions, become aware of them and explain them. Furthermore, fairy tale therapy enables the reduction of children's stress and anxiety levels, as it offers alternative ways for fairy tale characters to resolve conflicts, overcome difficulties and find solutions to complex situations.

- ***Fairy tale therapy contributes to the enrichment of children's speech, its activation, and the diversification of their artistic, aesthetic and emotional-sensory experience.*** While narrating, discussing the content of fairy tales, retelling them, independently composing fairy tales and inventing new episodes, children utilize a variety of tropes, metaphorical expressions, idioms and folk figurative expressions that abound in fairy tales. All of this, in turn, enriches children's vocabulary with emotionally expressive lexis, which contributes to the formation in preschoolers of the ability to vividly and comprehensively reproduce the depicted image and to enjoy its aesthetic beauty. The children eagerly dramatize the plots of fairy tales, thereby acquiring dialogue and monologue skills and developing their speech creative abilities [19].

- ***Fairy tale therapy activates the development of children's creative potential, imagination and fantasy.*** Fantastic elements in fairy tales provide an opportunity to «go beyond reality» and create new, exciting worlds. Through fairy tales, preschoolers can imagine themselves as heroes, invent new characters and seek original ways to solve numerous problems, which stimulates their creativity and intellectual abilities.

Fairy tale therapy helps children expand the boundaries of reality, because there are no limitations in fairy tales, which gives children a sense of freedom in the creative process. They can create new and interesting stories, take on different roles and experiment with emotions, which positively affects their psychological development and their ability to adapt to various life situations.

- ***The fairy tale is an important means of clarifying childrens understanding of moral values and social norms.*** Children usually respond very emotionally to various fairy tale events, analyze the actions and behavior of the characters in the story, express their own attitude towards them, learn to distinguish between good and evil, evaluate the consequences of their actions and also become aware of the importance of such qualities as honesty, sociability, compassion, empathy, mutual respect and responsibility.

The discussion of fairy tale characters actions enables the child to identify and understand their own values and to project ways of interacting with other people. In particular, preschoolers learn how to properly overcome conflicts and difficulties, as well as how to realize positive social relationships.

- ***Fairy tale therapy effectively influences the development of cognitive skills in preschool children.*** Fairy tales often contain complex, yet understandable categories that help children form concepts of time, space, cause-and-effect relationships and emotional reactions.

When a child, while listening to or telling a fairy tale, actively imagines the images of characters, places and events, this fosters the development of their creative thinking abilities. At the same time, fairy tales teach children to analyze situations, compare different scenarios and find correct solutions. For their part, this activates critical thinking and the understanding of complex connections between the elements of the story.

In fairy tales characters often demonstrate perseverance, courage and the ability for self-control. Through their examples, preschoolers learn to overcome difficulties and achieve their intended goals, which is an important component of cognitive development [16, pp. 268 – 269].

It is worth noting that throughout its development fairy tale therapy has overcome several interconnected stages. Thus, the first of these – oral folk tradition – involved the initial application of fairy tales

in social and cultural contexts. The fairy tale had a therapeutic effect by teaching important moral lessons, depicting archetypes and conflicts that could help the listener or reader understand and overcome their own problems. Due to this, fairy tales were perceived as unique «tools» for transmitting necessary life experience and universal moral guidelines.

At the second stage of fairy tale therapy, which involved collecting and researching fairy tales, we trace the first attempts to systematize and classify fairy tales for further use in psychological and pedagogical practice. The third stage of the development of fairy tale therapy involved the application of fairy tales as a specific technique, a tool for psychodiagnostics, correction and personality formation, particularly through the analysis of the behavior of fairy tale characters, as well as through the aesthetic perception of the powerful influence of expressive fairy tale means (metaphors, symbols etc.). The fourth stage of the process under consideration – the interactive stage – is related to the implementation of the so-called complex fairy tale therapy (the therapeutic influence of a special fairy tale environment in which an individual can discover their potential for development) as an appropriate educational system that enables deeper reflection and integration of knowledge about oneself and the surrounding world through interaction with fairy tale elements [9, p. 63].

In contemporary research, the distinction between the use of fairy tales in psychological and pedagogical work and fairy tale therapy itself is often traced quite unclearly. This likely depends on the specific pedagogical aims and objectives. The use of fairy tales in working with preschoolers to activate their development, upbringing and education is supported by centuries of experience in folk pedagogy. Specialists identify a number of key *tasks of fairy tale therapy*:

- 1) correction of behavioral patterns;
- 2) prevention of negative phenomena;
- 3) mobilization of the individual's internal resources to overcome stress, anxiety, fears, depression and to develop adequate self-esteem and self-confidence.

In fairy tale therapy a fairy tale acts as a so-called «metaphorical tool» for self-knowledge, providing the individual with the opportunity, through fairy tale characters, to more deeply understand their own experiences, internal conflicts and find ways to resolve them. Of course,

during the use of fairy tale therapy, no less important tasks of personal development, upbringing and education are simultaneously realized, which, however, are not considered primary.

Thus, fairy tale therapy is applied today for the purposes of diagnostics, forecasting and prevention, correction and activation of personal development, therapeutic influence on the child; improving the effectiveness of their communication, learning and upbringing. The specificity of the analyzed method lies in its multi-variant functionality, the expediency of practical use in working with different categories of children. The advantages of fairy tale therapy include a direct impact on children's emotions and feelings, the ability to change the behavior of preschoolers and the actualization of hidden resource capabilities in various life situations.

Questions and Tasks for Self-Assessment

1. Analyze the essence of the concepts «fairy tale», «therapy» and «fairy tale therapy».

2. How does the structure of a fairy tale (beginning, ending) influence children's perception of fairy tale texts?

3. Why is fairy tale therapy considered a universal method that can be used by various specialists (psychologists, educators, doctors)?

4. What are the specific features of using fairy tale therapy in working with preschool children?

5. Name the main tasks of fairy tale therapy.

6. Describe the stages of development of fairy tale therapy.

7. What are the diagnostic, prognostic, educational and corrective functions of fairy tale therapy?

8. Name the main directions of fairy tale therapy.

9. Prepare a report on the topic: «Fairy tale therapy as a tool for the development of a child's personality and abilities».

10. Select projective fairy tale tests for preschool children.

Topic 2. Features of using fairy tales in the educational work of a preschool institution

Plan

1. Fairy tale as a literary genre. Classification of fairy tales: artistic (folk, authorial); didactic; psycho-corrective; psychotherapeutic; meditative fairy tales.
2. Educational opportunities of different types of fairy tales.
3. Algorithm for constructing a fairy tale.
4. Diagnostic fairy tales.

Literature

Main

1. Bradikhina O.A. Fairy tale therapy in working with preschool children. Authors' psychotherapeutic fairy tales: a method. manual. Netishyn, 2015. 85 p.
2. Child development program for preschool age «Ukrainian Preschool» / O.I. Bilan; general ed. by O.V. Nizkovska. Ternopil : Mandrivets, 2017. 256 p.
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Additional

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Theoretical information

The use of fairy tale therapy involves the educator working with a variety of fairy tales, the metaphorical basis of which leads to an understanding of their impact on a child's personality. Scientists have identified three main groups of fairy tales, that are advisable to use in preschool educational settings:

- ***folk*** (animal tales, social and domestic tales, fairy tales);
- ***literary*** (original, based on folk tales);
- ***authors***: created by specialists (didactic, psychotherapeutic, psycho-correctional, meditative) and client-created (depending on the issues) [14, p. 69].

Animal tales are genetically the oldest; their main characters are animals symbolizing certain human qualities or behaviors: the hare reflects timidity, the fox – cunning, the wolf – aggression or cruelty, and the bear – negligence or rudeness, clumsiness, the cult of power [11, p.61]. That is, animals in fairy tales appear as metaphorical embodiments of human traits and behaviors, which enables children, through simple and understandable images, to comprehend important social and moral concepts.

One of the common types of animal tales is ***cumulative*** («Kolobok» («The Gingerbread Man»), «Rukavychka» («The Mitten»), «Ripka» («The Enormous Turnip»), «Kurochka Riaba» («The Speckled Hen») etc.), the peculiarity of which lies in a kind of repeated repetition of certain actions, which over time acquire a new meaning. This repetition helps children not only to better remember the text, but also to deeply understand the meaning of the fairy tale and important moral lessons.

Repeated situations in cumulative tales allow children to delve deeper into the emotional world of characters and understand the impact of emotions on their behavior. For example, in the tale «Kolobok», each character – the fox, the bear, the hare – illustrates various emotional states, which contributes to a deeper understanding and awareness of their own feelings (fear, joy, sadness or resentment etc.) in the child. By observing how the characters in a fairy tale interact with each other and overcome difficulties, children learn to value such traits as honesty, kindness, generosity, sociability, determination, purposefulness, responsibility and the ability to overcome life's obstacles.

Social and domestic tales are less common than animal tales and of later origin. They depict the everyday life of people, their social interactions, problems, and conflicts. Social and domestic tales reveal the moral aspects of the characters' lives, highlight the advantages and disadvantages of various actions, condemn evil and dishonesty, while promoting universally recognized humane values that contribute to the formation of positive moral behavior patterns in a child's real life.

Magical fairy tales are most often used in fairy tale therapy, which describe the internal mechanisms of personal growth and development through relevant symbols, metaphors and fantastical images. These tales usually involve the journeys of heroes, their struggles with internal and external difficulties, encounters with magical creatures and overcoming trials (all of which allegorically reflect the processes of personality formation and the search for one's own self).

Magic elements in fairy tales provide the educator with a unique opportunity to effectively work with children's emotions, fears, and desires in a so-called specific fairy-tale metaphorical world, where it is

easier for a child to express their inner experiences. Through fairy-tale situations, the child perceives their problems from a different angle, viewing them from a new perspective. For example, a fairy tale character who suffers from fear or insecurity overcomes their difficulties, gains strength or receives help from magical creatures. Such an experience can encourage a child to recognize their ability to cope with their own problems, find ways to resolve them or discover internal resources to solve problems in real life.

Literary fairy tales have a more figurative and emotional character compared to folk tales. In literary fairy tales the author often uses metaphors, symbols and expressive language to convey deeper ideas, moral or philosophical reflections. These works can have more complex plots and characters that reflect the author's vision of the world, sometimes challenging stereotypes, enriching traditional fairy tale themes and motifs with new meanings. Researchers H. Lokareva and O. Fil divide literary fairy tales into two groups: original and those based on folk tales. The first group includes works of the author's individual imagination and those written based on the plots of folk tales. The second group (author's fairy tales) includes those created by specialists (psychologists, educators, therapists) and by the children themselves [14, p. 70].

Among authors' fairy tales researchers (M. Zamelyuk, N. Klymenko, H. Lokareva, L. Magdysyuk, R. Fedorenko, O. Fil and others) distinguish didactic, psycho-correctional, psychotherapeutic and meditative types.

Didactic fairy tales are usually developed by educators to present information in an engaging way and to foster a positive attitude towards the learning process. In such works abstract symbols (letters, numbers, mathematical signs) are often personified, which enables the creation of a special fairy tale world in which they live and interact [14, p. 70].

The purpose of **psycho-correctional fairy** tales is to provide a so-called «soft» influence on a child's behavior. They metaphorically demonstrate ways to solve specific problems through the images of characters similar in age and character, who successfully overcome difficulties. These fairy tales focus attention on the behavioral aspects of personality, subtly introduce models of correct reactions, allow for

proper assessment of a situation or problem, which, in turn, contributes to emotional development and adequate responses in real-life situations [7, p. 85].

Psychotherapeutic fairy tales, which typically involve exploring the meaning of existence, are directly addressed to the child's inner, emotional world. A distinctive feature of these works is their «incompleteness»: they do not provide ready-made answers, but rather encourage the listener to reflect, thereby stimulating the processes of self-development and self-education.

It is evident that each such thematic fairy tale, highlighting its profound essence, teaches a child how to act correctly in a specific situation, avoid danger, manage various emotions, and find inner peace and confidence. Furthermore, the fairy tale helps children believe in their own abilities, enables them to overcome difficulties and achieve goals, and also promotes the development of internal motivation and self-esteem, which are necessary for further emotional and social development.

The purpose of ***meditative fairy tales*** is to reduce children's psycho-emotional tension, to form harmonious models of relationships in them and to develop personal resources, to establish positive-emotional relationships between a person and their environment and themselves. These fairy tales typically lack negative characters. Meditative fairy tales are aimed at cultivating an ideal «self», supporting and enhancing positive personal qualities and activating the child's development and self-realization.

Let's illustrate this with an example from the fairy tale «*Quiet Forest*»: «In a forest where peace always reigns, lives a little forest spirit named Derevograi. He loves to listen to the rustling of leaves on the trees, the singing of birds on the branches, and the babbling of water in a small stream. Every morning, Derevograi sits on a rock by the river, closes his eyes, and listens to the nature around him.

He knows, that this forest is a place of peace and tranquility and he dreams, that everyone who comes here will feel this silence and calm down. Derevohrai sits on the soft moss and takes a deep breath of the fresh, clean forest air. Then, he exhales slowly, imagining all the worries and anxieties flying away like small feathers.

The silence of the forest restores a deep inner peace to Drevohrai, and each breath brings a sense of harmony with the surrounding environment. The forest spirit knows that when the heart is troubled, it is advisable to find peace and tranquility in the world of nature».

Conclusion: Derevograi teaches us to pause for a moment and listen to the world around us. Sometimes, simply taking a deep breath in and out is enough to find inner harmony and balance.

A specific type of authors' tales are **client-created tales**, which are composed by children or adults themselves. Preschoolers usually invent them together with the educator, individually, or with the entire group. Client-created tales have particular value for the authors themselves, as they contribute to solving various problems, revealing inner potential, enhancing self-esteem, and also establishing communication with the educator and other children.

Questions and Tasks for Self-Assessment

1. Describe the main groups of fairy tales that are advisable to use in the context of fairy tale therapy.

2. What are the possibilities of different types of fairy tales (artistic, didactic, psycho-correctional, psychotherapeutic, meditative, diagnostic)?

3. What is the algorithm for constructing these fairy tales?

4. Develop a thematic lesson plan for older preschoolers using a didactic fairy tale about letters. Its structure can include the following main stages:

- introduction to and memorization of a poem or fairy tale about a letter;
- drawing an illustration for the poem (fairy tale);
- inventing a song about the letter;
- introduction to the letter, its «animation», and the creation of names, stories and fairy tales about the letter;
- adding details and creating a thematic drawing.

5. Select psycho-correctional fairy tales that are used to correct negative behavioral manifestations such as greed, sloppiness, laziness, capriciousness, fussiness, aggressiveness, dependence etc.

6. Select authorial psychotherapeutic fairy tales that contribute to a child's successful adaptation to the conditions of a preschool institution; consider questions for discussion and possible technologies for using the fairy tale.

7. What is the purpose of meditative fairy tales?

8. Assignment for students' practical work: «Diagnostic Fairy Tale Interview»: Imagine a Fairy Tale Land. Draw a picture of it. Who would you like to be in this Fairy Tale Land and why? Imagine you are a wizard: What would you do in Fairy Tale Land? At home? In your family? At work (in a kindergarten)? With your friends? For your teacher? Which animal would you like to turn into (eagle, cat, mouse, dog, squirrel, lion, deer, elephant, rabbit, frog, fawn, tiger, snake, bear, monkey, turtle) and why? Would you choose to be a small child, a more adult person, or stay as you are now? Why? If you met a wizard, what three wishes would you make? Ask your teacher three questions [18, p. 9].

Topic 3. Fairy tale as a means of development, correction and therapy for preschoolers

Plan

1. The influence of fairy tales on the implementation of educational tasks for preschool children.
2. Correctional-developmental and therapeutic possibilities of fairy tales.
3. Development of preschoolers' emotional-volitional sphere and communication skills through fairy tale therapy. The upbringing of neatness and accuracy.
4. Creative development of children through fairy tales.
5. Correction of deviations in children's behavior by means of a fairy tale.
6. Therapy for loss, hyperactive behavior, childhood fears and laziness using storytelling therapy.
7. Prevention of lying, boasting, stubbornness and negativity in children.

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Theoretical information

Of all types of fairy tales **psychocorrectional and psychotherapeutic** ones require special attention. The former are designed to correct such negative behavioral manifestations as

greed («Fox, Bear and the gift»), **untidiness, laziness** («Lazy Hedgehog and his lazy house»), **capriciousness** («Girl and her capricious wishes»), **fussiness** («About Sleepy Mouse and fussy Dust Speck», «How Natalochka stopped being fussy»), **aggressiveness** («Little Dragon, who couldn't control his fire»), **dependence** («Fox Cub and his little problem»). Such fairy tales help children realize the importance of kindness, order, gratitude and moderation in behavior.

When developing such a fairy tale, the educator must define a fairy tale character, describe them in a way that the child sees themselves in them; model a situation in which the fairy tale character finds themselves, and tell how exactly they will solve it. In this way, the child can adequately assess their actions, behavior, minimize its negative impact on the environment, gradually learn to overcome difficulties that occur in their life path, and gain confidence in their abilities.

Psychotherapeutic fairy tales contribute to the enrichment of children's inner world, healing the soul. They define a special meaning of events; are almost always multifaceted; often end by directing the child to reflection, which promotes their personal growth. Psychotherapeutic fairy tales are used in the process of solving certain problematic situations and are created in stages:

- First of all, it is necessary to consider the problem that troubles the child. «Tune in to the wave» of their feelings and experiences, trying to understand how this situation is perceived by them.

- To formulate the main idea of the fairy tale: what exactly do we want to convey to the child's mind; what problem solution can we offer through the fairy tale.

- When telling a fairy tale, begin by introducing a character who has similar character traits, or fears, apprehensions, anxieties, or conflicts. This allows the child to identify with the character, making them a participant in the fairy tale.

- Emphasize the positive aspects in the character of a hero similar to a child.

- Describe a certain situation at the beginning of the fairy tale, and then move on to its positive resolution.

- During the storytelling, observe the child's reaction to what they hear; pay attention to when the child is engaged and when they are bored; do not ignore the child's comments and questions about the content of the fairy tale, as these will help to understand their thoughts and feelings.

- To describe a certain situation at the beginning of a fairy tale and then move on to its positive resolution.

- During the storytelling, it is important to observe the child's reaction to what is being heard; pay attention to when the child is engaged and when they are bored; do not ignore the child's comments and questions about the content of the fairy tale, as these will help to understand their thoughts and feelings.

Psychotherapeutic fairy tales (*Appendix C*) address various problems that children may encounter, including:

- **Stress, anxiety, fears and insecurity**

- Fairy tale «*The Boy and the Firefly*»

Problem: Fear of the dark.

The boy is afraid of the dark, but at night he meets a Firefly that lights his way and convinces him that the darkness is not so scary. Together they find beautiful and interesting things that can only be seen at night.

Conclusion: The fairy tale allows the child to overcome the fear of the dark, confirming its mystery, attractiveness, and secrecy, emphasizes its charm, and teaches them to remain calm and confident. The Firefly becomes a symbol of how small but reliable sources of light can help overcome fears.

- Fairy tale «*The Little Bird and the Strong Wind*»

Problem: Fear of adverse conditions and difficult situations.

The little bird is afraid of the strong wind and doubts her ability to fly. She thinks the wind could be an obstacle to her flight, but the Wise Owl teaches her to use the wind's power to her advantage.

Conclusion: This fairy tale motivates one not to fear obstacles, not to avoid difficult situations, but to use them for one's own development; it emphasizes the importance of adaptation and inner strength.

- Fairy tale «*Colored Stone and Anxious Thoughts*»

Problem: Anxiety and excessive worrying.

A little fox is troubled by her constant anxious thoughts. She finds a colored stone that allows her to focus on something positive and calm down.

Conclusion: The tale demonstrates the importance of finding techniques or tools that help overcome anxiety, as well as distract from negative thoughts and find ways to calm down, in order to maintain peace and clarity of mind.

• Acceptance of self and others

– Fairy tale «*Magic Flower that learned to accept itself*»

Problem: Self-doubt, the desire not to stand out from the crowd.

In a forest lived a magic Flower that felt it was not like all the other flowers, as it had a different color and shape from its neighbors and was therefore ashamed of its differences. The Flower wanted to be like the other flowers, so as not to stand out. But over time, it realized that it was its uniqueness that made it special. Each plant in the forest has its own purpose, and the variety of flowers makes the forest especially beautiful.

Conclusion: The fairy tale teaches to accept one's uniqueness and appreciate what sets us apart from others. It is important to understand that you should not try to imitate someone in everything, because true inner beauty lies in the ability to always remain yourself.

• Finding inner harmony and peace

– Fairy tale «*The Wise Forest and Little Owl*»

Problem: Anxiety and chaos in the inner world, the search for harmony.

Little Owl was always worried and anxious in every situation. She couldn't calm down and was constantly worried about the future. One day, Owl went to an old wise tree that grew in the forest thicket. The tree taught the bird to listen to herself, to stop and understand that not every problem can be solved immediately. Owl needed to find inner peace to react correctly to various external situations.

Conclusion: The fairy tale teaches the importance of inner peace and harmony, the ability to listen to oneself and find time for reflection and rest, in order to maintain balance in difficult life situations.

• **Boosting self-esteem, belief in one's own abilities**

– Fairy tale «The Little Turtle and the great journey»

The problem of doubting one's own abilities through comparison with others.

A little turtle dreamed of traveling the world, but everyone mocked her slowness. She set off on a journey and, despite her slowness, achieved a great goal – she found herself on an island that no other fast animal could reach due to the difficulties along the way.

Conclusion: The fairy tale teaches: it doesn't matter which path you take, the main thing is not to stop and use your full potential, even if it sets you apart from others.

• **Loneliness and feeling of isolation**

– Fairy tale «The Little Cloud who was looking for friends»

Problem: Feeling of isolation, desire to find friends.

Young Cloud, traveling daily through the sky, constantly felt that no one understood her. She dreamed of friends with whom she could share her thoughts. Eventually, after long journeys, Cloud met similar lonely dreamers in the sky. They formed a group and together poured down as rain, bringing joy to the earth. Little Cloud realized the value of solitude for self-development, the importance of finding others with whom to share joy and support.

Conclusion: The fairy tale teaches us that it is essential to seek out like-minded individuals with whom we can share our sorrows, problems, and joys, as genuine support is provided only through interaction with others. Loneliness is not always negative, as it prompts us to self-exploration. It is important to open ourselves to others and be open to new connections to satisfy the need for friendship and support.

• **Conflicts with other children**

– Fairy tale «The Little Fox and the Little Hare»

Problem: Conflict due to competition and envy.

The Little Fox and the Little Hare constantly argue about who is more successful in different situations – in hunting, in running. The animals begin to feel competitive and devalue each other's achievements. But later, the Forest Sage teaches them that everyone has their own advantages, their own pluses and virtues, and that they should help each other.

Conclusion: The fairy tale emphasizes that during conflicts, it is important not to compete, but to recognize the value of one's talents and abilities. Mutual support and cooperation allow for achieving better common results than open rivalry.

• **The importance of responsibility**

– Fairy tale «The Little Bird and the big storm»

Problem: Responsibility for oneself and others in difficult situations.

The Little Bird dreamed of great adventures and set off on a long journey, neglecting its dangers. When a storm began on her way, the Bird realized that she needed to take responsibility for her actions and find shelter not only for herself but also for the other birds she encountered in danger. She understood that it is necessary to think not only about oneself but also about others, especially in a difficult situation.

Conclusion: The tale teaches that responsibility not only for one's own actions but also for one's surroundings will contribute to maintaining peace and safety in problematic situations.

• **Recovery from trauma and loss**

– Fairy tale «Little Star and her new path»

Problem: Seeking hope and support in difficult situations.

This fairy tale tells the story of a Little Star who lost part of her shine after war darkened her sky. In those hard times, the Star didn't believe she could ever shine again. However, thanks to the support of her friends and patience, she gradually regains her light.

Conclusion: The fairy tale teaches that even after great losses or traumas, one must find the strength to recover. It is important not to lose hope, to seek support from others, and to believe in one's own light. Little Star reminds us that everyone fulfills their unique role in the world, and even in difficult times, one must find the strength for new beginnings.

– Fairy tale «The Fox Cub who lost its home»

Problem: Finding a new beginning, accepting change, hope after loss.

The fox cub was forced to flee from the war, losing its home. At first, the little animal was very scared and sad, not knowing how to start again. It had nothing left and had to look for a new home. Later, thanks to the help of new friends, the fox cub realized that even when

everything is lost, it is necessary to look for new opportunities for happiness and start a new life.

Conclusion: The fairy tale teaches that even after great losses and difficulties, one can find a new path and start over. It is important not to give up, to seek support from friends, and to believe in the possibility of a new stage in life, even when everything seems lost.

Questions and Tasks for Self-Assessment

1. Describe the corrective, developmental and therapeutic potential of fairy tales.

2. Select fairy tales for children who:

- have difficulty falling asleep;
- are afraid of the dark;
- are naughty;
- are shy;
- are afraid of new things;
- have trouble finishing tasks.

3. Come up with continuations for fairy tales aimed at overcoming children's fears:

• «A little girl (boy) whispers, "How scary!" What could she (he) be so afraid of?»;

• «One morning, waking up in their bed, the girl (boy) said, "I had a bad dream...". What could a girl (boy) have dreamed about?».

4. a) Establish the correct sequence of the main stages of the «Hero's Journey» technique:

☐ *Crossing the threshold.* With the help of a mentor, the hero leaves the familiar world and enters a new reality where unknown and unpredictable challenges await. In real life, this is the moment when we take the first step towards significant changes.

☐ *Life in the ordinary world.* It is from here that the journey begins.

☐ *Meeting with «pests» and allies.* At this stage, the hero encounters the first difficulties: «pests» appear in their path, trying to harm them (doubts, fears, insecurity, lack of

experience etc.). The hero must find allies who will help them overcome these obstacles by providing support and useful advice.

- *The call.* This is the moment when we receive a signal that the current situation may lead to negative consequences. The question arises: should we leave everything unchanged, or answer the call and change direction?
- *Meeting the mentor.* At this stage in the hero's life, a mentor appears who provides them with the necessary support and helps them begin their journey.
- *Refusal of the call.* The next step is accepting the necessity of change. At this stage, the hero encounters those who try to dissuade them from the journey (an inner voice, a character who does not support their decision).
- *The challenge.* To test if the gift of power works, the hero faces new obstacles. Now they are armed with new knowledge and skills. They learn to react to old problems in new ways and achieve success in this.
- *History of strength.* The final stage is sharing the story of one's journey with others, sharing the experience and knowledge gained along the way.
- *Point of «death».* If the hero overcomes all previous obstacles, they reach the most difficult and challenging part of their journey – the point of «death». This is the moment when it is decided whether the hero will be able to learn an important lesson from their experiences, or remain at the same level, with the same experience they had before.
- *Gift of strength.* Having overcome the point of «death», the hero gains new experience that will help them cope with new challenges – they acquire a gift of strength: a new strategy, principle, skill or habit they did not possess before. This discovery becomes a key moment on their journey, changing their approach to life and allowing them to move forward.

- *The road home.* The hero decides to integrate the new experience into their everyday life, making it a part of their new reality.
- *Mastery.* In parallel, he continues to refine himself, practicing the acquired skills and knowledge to become a true master in this new art form for him. The challenges he faced along his journey are no longer just events – they are transforming into life lessons that shape his new essence.

b) Familiarize yourself with the approximate algorithm of the hero's positive journey:

1. The protagonist of the story has harmful habits or negative character traits that prevent them from living a fulfilling life. For example, they often waste time on trivialities, are lazy and avoid responsibility, neglect personal hygiene (don't wash, don't brush their teeth), and lie to avoid unpleasant situations. These negative habits create problems for the protagonist and those around them, and they become the main reason for their subsequent changes in the course of the plot development.

2. The sudden appearance of another character, who points out the main character's flaws, becomes a pivotal moment in their journey. This character, possibly a wise elder, a sorcerer or even a symbolic figure, highlights the hero's weaknesses, harmful habits or negative character traits. They send the hero to another town or a fantastical land where they must undergo a certain punishment or face trials that will help them understand their mistakes and change themselves. This place can be wondrous or harsh, with numerous challenges that will contribute to their inner growth.

3. The main character encounters numerous adventures during their journey. They face various obstacles and difficulties, but each of them becomes an opportunity for them to change and understand important lessons. Their desire to return home becomes a strong motivation, helping them overcome all the hardships along the way. Every victory over an obstacle brings them closer to their ultimate goal – returning home, where they can apply their new skills and a changed approach to life.

4. The positive evaluation of the main character's actions by other characters in the fairy tale begins when he starts to change for the better. Initially, the characters may doubt his ability to change, but as they observe his gradual self-improvement, they notice how he becomes more responsible, honest and caring. Eventually, they recognize his efforts and progress, praising him for his courage in overcoming difficulties and improving his habits. This positive assessment from those around him becomes an important confirmation that the hero's changes are genuine and significant, which gives him the strength to move forward and continue his self-improvement.

5. The main character gets rid of their harmful habits and negative character traits after going through significant trials and an inner transformation. They no longer waste time, are not lazy and do not lie... After all the changes, they return home, where their new behavior evokes approval and respect from those around them. Everyone notices how they have become more responsible, honest and caring, and their changes inspire others. The hero now behaves differently and this brings them not only external recognition but also internal satisfaction from having become a better version of themselves [4, pp. 13 –15].

For example:

1. «*In the Land of Unlearned Lessons*»: Little lazy Marko always gets bad grades because he doesn't pay attention to his studies and often does his homework incorrectly. The teachers decide to send him to the Land of Unlearned Lessons, where he has to correct his mistakes. In the Land, he finds a map that leads him to the Palace of Grammar. Here, he faces various challenges that force him to correct the errors in his work. During his journey Marko corrects his mistakes, learns the rules and receives help from the residents of the Palace, who praise his efforts. When he returns home, he has changed: he starts to study well, diligently does his homework and receives good grades. Those around him notice his changes, and this brings him joy and pride.

2. «*About Olena and the Queen Toothbrush*»: Olena doesn't want to wash and brush her teeth, which is why her hands are always

dirty, and her teeth don't shine. One day the Great Soap Bubble comes to her, sticks to her dirty hands, and takes the girl to the Desert of Tooth Powder. Here, Olena encounters various places and characters who teach her the importance of cleanliness. She ends up at Aunt Washcloth's Little House, where she learns about the significance of hygiene, and then goes to the Comb Forest, where she becomes acquainted with the correct ways to care for her hair. At the end of her journey Olena arrives at the Palace of the Queen of the Toothbrush, who is delighted with her clean hands, beautiful hairstyle and healthy teeth. Olena returns home, and now she independently begins to wash and brush her teeth every morning and evening, which evokes admiration and approval from her parents.

c) Provide examples of fairy tales, cartoons or poems in which a positive path of the hero is presented.

Topic 4. Fairy tale therapy techniques in working with preschool children

Plan

1. Introducing children to fairy tales.
2. Methods of working with an existing fairy tale: storytelling; analysis; rewriting the fairy tale (by creating one's own ending or by rewriting a situation in the fairy tale that causes discomfort).
3. Creative fairytale therapy techniques in working with preschoolers. Rules for creating a fairy tale by children.
4. The use of fairy tales in play therapy.
5. Combining fairy tale therapy with art therapy methods and techniques: sculpting, drawing, dramatization, doll therapy, mask therapy, sand therapy, work with cards.

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Theoretical information

The method of fairy tale therapy is currently in a stage of active development and practical use by educators, psychologists, and social pedagogues, which leads to the emergence of new forms and methods of working with fairy tales.

Scientists have identified the following main ***methods of fairy tale therapy work*** with children:

- analysis of a fairy tale (folk or client-created, individual or group), which involves solving fairy tale tasks, bibliotherapy;
- group and individual fairy tale creation;
- recalling a fairy tale in a group and individually;
- fairy tale telling (group and individual);
- rewriting or adding to a fairy tale (by creating one's own ending or rewriting a fairy tale situation that causes discomfort);
- drawing a fairy tale;
- puppet fairy tale therapy and staging (performing) fairy tales;
- fairy tale image therapy [13, pp. 78 – 81];
- art therapy work based on a fairy tale plot – drawing; clay or plasticine modeling; movement therapy; music therapy [7, p. 104];
- use of the so-called «metaphorical image» (working with metaphorical fairy tale images; helping the child find their own ways to interpret and apply them in real life) [18, p. 271];
- working with a ready-made fairy tale, which is continued by creating one's own scenario for the development of events;
- creating one's own fairy tale: free creation, based on a given topic (problem), using the method of free associations, with the help of external catalysts;
- use of fairy tales in play therapy;
- working with cards [17, p. 271].

The most common method of working with a fairy tale is **storytelling** (both group and individual). Group storytelling (in a circle, by roles, from the first or third person) promotes the development of teamwork, deepening interpersonal relationships, and establishing a friendly, open atmosphere for communication. The purpose of individual storytelling is to create a closer connection between the educator and the child, develop the latter's emotional sphere, correct behavior, as well as calm and enhance the preschooler's self-esteem.

Analyzing a fairy tale and discussing its content is another important method for children to deeply perceive and understand the story, as well as to develop their critical thinking, emotional sensitivity, and ability to reflect. Engaging children in fairy tale analysis allows them to understand the events and characters more

deeply, and to realize how they can apply their experience in their own lives.

First of all, it is necessary to clarify the symbolism of the characters and events in the fairy tale. Each fairy tale character embodies certain character traits or life situations. For example, in the fairy tale «*The Little Bird and the strong wind*», the former symbolizes weakness, insecurity, confusion, fear, while the wind represents life's challenges or difficulties. However, the Wise Owl-advisor appears as a reflection of the experience and strength needed to overcome fear. Indeed, by analyzing the behavior and actions of fairy tale characters in specific situations, children understand how different character traits influence their choices and behavior; they express evaluative judgments about the correctness of their actions, comparing their experiences with their own emotions and experiences. A discussion about the consequences of actions encourages preschoolers to understand that their decisions significantly affect both themselves and those around them.

After analyzing the fairy tale, it is advisable to ask the children how they can use the acquired knowledge in their own lives (for example, «What life situation can you compare to the Bird's situation?» or «How do you deal with your fears and what can you do to overcome them?»).

The conclusion of the discussion should include creative tasks. After reading the fairy tale, preschoolers can be encouraged to draw or sculpt a fairy tale character from clay or plasticine, dramatize the fairy tale, invent new adventures for the fairy tale hero, or change its ending. This will not only stimulate creative thinking but also enable a deeper understanding of the fairy tale's lessons, as, immersing themselves in the magical fairy tale world, children master new ways of interacting in reality.

Adding to a fairy tale (extending a fairy tale) involves continuing or changing its plot, creating new variations of events, a different ending to the fairy tale story. For example, children can be offered the following tasks:

- introduce the particle «not» into the text of the fairy tale one or more times to «reverse» the plot, while preserving all the main fairy tale elements and characters;

- introduce one or more characters from other fairy tales into the fairy tale plot;
- change the positive characters of the work to negative ones – and vice versa;
- give the fairy tale characters functions that are not typical for them;
- «rework» the aspirations of the main character;
- «transfer» the characters of a well-known fairy tale to a different time or place.

Rewriting a fairy tale is a process in which a child changes the original text of the tale, preserving the main events and characters, but adapting the plot, style, or ending according to their own ideas or needs. This involves changing certain details, the reactions of fairy tale characters, altering the ending, or even creating new situations that reflect the rewriters' own values, emotions or perspectives.

When rewriting a fairy tale, preschoolers express their emotions and attitudes towards its events, develop creative thinking and imagination, deepen their understanding of moral fairy tale lessons and situations, and propose new ways of resolving conflicts that are more acceptable or interesting to them. Rewriting allows children not only to work through the plot but also to feel like real creators of the fairy tale, to grasp its moral more deeply.

Individual and group fairy tale creation in fairy tale therapy has a significant psychotherapeutic impact on children, fostering the development of their emotional intelligence, creativity and social skills. Each of these approaches enables unique ways of interacting with the fairy tale, processing children's emotions and enhances the effectiveness of the therapeutic process.

During the *individual creation of a fairy tale*, the child freely expresses their emotions, feelings, thoughts and ideas, and experiences a direct connection between themselves and the fairy tale characters. The child independently invents the plot, the main character and other characters, their personalities and roles, develops the course of events, ways to overcome difficulties, and also independently determines the ending of the story. In this context, a fairy tale emerges as an excellent means of self-expression, highlighting one's own emotions, problems

and desires. In the virtual world of a fairy tale, a child can «experience» situations that are really inaccessible for feeling or discussion. This, in turn, enables a better understanding of their emotions, discussion of them with an educator and the search for new ways of self-expression.

During *group storytelling*, a child not only works on their own emotions but also learns to interact with others, comparing their experiences and thoughts with the perceptions of other children. Group interaction enhances the effectiveness of the therapeutic process, enabling the child to express their feelings through collective creativity.

It is evident that group work promotes the development of social skills, communication, and collective experience, as preschoolers jointly create a fairy-tale world, discuss ideas, make collective decisions about characters, events, and plot development, and add to the story. Each participant contributes to the overall process, which fosters responsibility and the ability to consider the interests of others. Group work enables emotional support from peers, which is important for developing self-confidence.

Drawing fairy tales involves creating a visual interpretation of fictional stories to deepen immersion in the plot and emotions of the characters through depicted images, their transformation, revealing inner experiences, as well as ways to overcome conflicts and difficulties in fairy tales.

Researchers N. Burkalo, I. Danyliuk, N. Kalka and Z. Kovalchuk identify four main stages of drawing creation in the context of fairy tale therapy:

1. Free activity before the creative process (experiencing and engaging with the fairy tale). At this stage, the child's initial emotional and sensory immersion into the fairy tale situation takes place, their active experiencing and expression of feelings that arise during this process, internal awareness of the characters' emotions through their experiences, which, in turn, contributes to preschoolers better understanding their own emotions and responding to them. Genuine reproduction of emotional states through the fairy tale encourages children to further creative self-expression.

At this stage the child also boldly experiments with artistic materials, colors, and methods of depiction, without feeling hesitant in their choice.

2. *Creative stage (drawing as a visual representation of an idea).* During the drawing process, the child reflects their inner experiences and emotional states, using art materials to depict characters, events and images from the fairy tale. This stage fosters the development of creative abilities and the expression of an individual understanding of the tale. Through colors, shapes and lines the child not only reflects the emotional state of the characters but also articulates their own interpretation of the events, which stimulates visual perception and the development of artistic skills, motivating inner self-expression.

3. *Distancing (viewing the drawing).* After the drawing is completed, the distancing stage begins, which involves separating the child from the image they have created. This allows the drawing to be perceived as an external reflection of internal experiences and initiates a deeper awareness of one's own emotions and reactions to the fairy tale situation. Distancing aims to facilitate reflection and eliminate emotional overload. This stage motivates the child to trace in the images on the drawing a projection of their own problems or situations, which can contribute to overcoming emotional difficulties and finding ways to solve problems.

4. *Verbalization (describing feelings and thoughts about the drawing),* during which the child describes their vision of the created drawing. This stage is important for revealing the symbolic meaning of the images, as well as for internal comprehension of what has been created. Through verbalization, the child can better understand their emotional reactions and interpret the symbols that appeared in the drawing. This also allows the educator to understand how the child interprets the events of the fairy tale and what aspects of their life or emotions are revealed through the images. Verbalization deepens the child's understanding of their own experiences, develops self-regulation skills, emotional awareness, and social interaction [4, p. 17 – 18], [16, p. 89].

Specialists identify the following drawing varieties:

- *Free drawing of a fairy tale,* where the child independently chooses how to depict certain fairy tale plots or their elements. In this process the child selects their own characters and the means of conveying the main events or emotional states of the characters. Drawing a fairy tale in this format is an excellent way not only for self-

expression but also for the free interpretation of plot lines and the transformation of emotional experiences through visual images.

Such activity encourages the development of creative imagination in preschoolers, who can reimagine every element of the fairy tale (characters, setting, events) through colors, shapes, and composition. Free drawing allows children to regulate their inner feelings, experience the emotions of the fairy tale characters through their own images, which promotes emotional healing and the development of self-awareness in the children.

- *Communicative drawing* is used to create shared fairy-tale images, where several children draw characters or elements of the same fairy tale, communicating only through the images. Naturally, this process fosters the development of non-verbal communication skills, during which each participant contributes their own interpretative perspective to the overall plot.

The described method motivates children to collaboratively create a fairy tale through drawing, fostering creativity and enhancing the ability to empathize. Preschoolers learn to understand the emotions and experiences of others through symbols and images, which is important when working with fairy tales, where ideas of compassion, help, and understanding are typically promoted.

- *Collaborative drawing* on a single sheet of paper is useful for creating a shared fairy tale, where children jointly draw the main characters, events, or important stages of the story.

This method activates the process of collective imagination, where each participant clarifies their perspective on the plot development, supplementing the so-called collective vision of the fairy tale. It fosters the development of teamwork skills and an awareness of the multiplicity of different viewpoints on the same situation. Furthermore, collaborative drawing emerges as an effective way to integrate collective themes in fairy tale therapy, demonstrating the priority of interpersonal relationships and the importance of jointly overcoming difficulties and achieving goals.

- *Supplementary drawing* is a wonderful way to diversify work with fairy tale plots, where children take turns adding new elements to the drawing (for example, new characters, objects, or events to traditional ones). Each participant can add their own element,

activating the development of the fairy tales plot lines and, at the same time, their own creative thinking [4, p. 18].

Within the context of fairy tale therapy, this method gives children the opportunity to supplement or alter the course of events in a story, which fosters the development of the ability to change their own approach to problems and seek new ways to overcome difficulties. For example, preschoolers willingly change the development of a fairy tale, find alternative options for the characters, which, in turn, motivates them to change their attitude towards a situation or find new solutions in real life.

Puppet fairy tale therapy and the staging of fairy tales can be both spontaneous and pre-prepared; individual or collaborative performances together with the educator of folk, literary, or children's own created fairy tales. In group performances of fairy tales or their fragments, especially when using puppets or fairy tale figures, a crucial aspect is the absence of the need for children to memorize roles and rehearse beforehand. This allows for improvisation, free expression of their emotions, and natural actions.

Doll games «...promote the development of all mental processes, and also help children cope with their own experiences, fears, complexes and shyness. Thus, by putting a doll on their hand, a child seems to «transfer» their feelings and emotions to it, forgetting about their own problems and fears, as well as discovering hidden reserves within themselves. This transformation allows the child to feel themselves in a different role, release inner experiences and anxieties, which relieves emotional tension. This is the main principle of doll therapy – the principle of «dominant transfer». Through this transfer, the child can experience emotions through playing with the doll that are difficult or impossible for them to express directly» [8, p. 5].

The staging of fairy tales can also incorporate musical, dance and other art forms. Preschoolers' enthusiasm for this process awakens in them a desire for creative self-expression through dance, singing, and other forms of musical activity. Thus, by listening to a specific musical composition related to a fairy tale, a child imagines, fantasizes, makes music, gradually learns to track and feel the rhythm, timbre, and dynamics of the piece, which highlights the character traits of a specific fairy-tale character they have chosen for dramatization. At the same

time, the musical accompaniment of the theatrical performance «prompts» the child on how to, for example, depict the flight of a small bird or butterfly, the dance of a dandelion, the awakening of spring etc. In this way, it is easier for the children to remember the text of the work, and a well-chosen musical composition can sometimes even replace words.

Working with cards as an effective psychotherapeutic method enables children to interact with fairy-tale characters, symbols, and situations through visual images, fostering the development of emotional expressiveness, creative thinking, and social skills in preschoolers. The use of cards in fairy tale therapy leads to the active engagement of children in the therapy process, allowing them to depict and experience various situations, act through the images of characters, and also work with emotions and problems within the context of fairy-tale plots. An important aspect of working with cards is considered to be the visualization of inner experiences, a deeper level of awareness of one's emotions, and the development of the ability to express them. The cards, presented in various forms (characters, situations, metaphorical images, tasks), create a space for the child's self-expression and their interaction with other participants in the therapeutic process [4, p. 55].

Fairy tale character cards provide children with the opportunity to choose cards with a specific character and «transform» into them, which fosters the development of their imagination and understanding of inner experiences and emotional states. Working with fairy tale situation cards clarifies various scenarios for preschoolers, which helps children develop the skills to make necessary decisions in numerous situations. Metaphorical cards, which contain image-symbols of specific emotions or states, enable children to interpret them through play and, at the same time, better understand their own emotional states and how to work with them.

An important element of this method is the therapeutic dialogue, because after choosing a card, the child can share their version of the fairy tale or interpret the situation with the chosen character. This allows the specialist to gain a deeper understanding of their emotions and experiences and provide effective correction of behavior or emotional reactions.

The use of cards in fairy tale therapy offers several significant advantages: they stimulate children's imagination and creativity, provide an opportunity to express emotions through images and symbols, help develop social skills, increase the level of self-awareness and understanding of their emotions, and also create a safe space for exploring life situations through play.

Fairy tale image therapy is another important method of fairy tale therapeutic work with children that uses fairy tale images, symbols and metaphors to work with the child's inner world in order to change their self-perception, develop their emotional sphere, improve self-esteem, as well as realize their own possibilities and resources for overcoming difficulties.

In the context of fairy tale image therapy particular attention is paid to working with the images of characters and situations that symbolize specific qualities, experiences or difficulties of the personality. Usually, this method helps children better understand their emotions and internal conflicts through trying on new roles, sometimes uncharacteristic for the child, and find ways to overcome problems through fairy tale metaphors. Through such transformation, the child develops desired traits and qualities (for example, confidence, courage or kindness). As a result, the child feels stronger and capable of overcoming various difficulties, which contributes to their harmonious development and psychological well-being.

In professional activities educators should appropriately use a variety of fairy tale therapy methods (both individually and with the whole group), creatively applying them while focusing on the individual needs and developmental characteristics of preschoolers. This, in turn, will enable the organization of a flexible and adaptive educational environment that will contribute to the formation of a positive self-image in children, the development of their emotional sensitivity, social skills, as well as creative thinking, personal self-expression and self-awareness.

Questions and Tasks for Self-Assessment

1. Characterize the main methods of working with an existing fairy tale: storytelling; analysis; rewriting a fairy tale (by creating

your own ending or by rewriting a situation in the fairy tale that causes discomfort).

2. Recall a fairy tale you know and try to change it:

- introduce the particle «not» into the text of the fairy tale one or more times to «reverse» the plot, while preserving all the main fairy tale elements and characters;

- introduce one or more characters from other fairy tales into the fairy tale plot;

- change the positive characters of the work to negative ones – and vice versa;

- give the fairy tale characters functions that are not typical for them;

- «rework» the aspirations of the main character;

- «transfer» the characters of a well-known fairy tale to a different time or place.

3. Substantiate the specific characteristics of individual and group fairy tale creation.

4. Justify the main stages of creating a drawing within the context of fairy tale therapy.

5. Compile a dictionary of fairy tale symbols.

6. Develop methodical recommendations for working with fairy tale cards.

7. Assignment for students' practical work:

- Prepare a fairy tale story about yourself (your family, your friends).

- Participate in the work of one of the creative groups, whose task is to prepare presentations for the lesson from selected examples of different types of fairy tales (choose and record musical accompaniment, draw a fairy tale, make puppets).

Topic 5. Modeling a fairy tale therapy session

Plan

1. Principles of working with fairy tales.
2. Algorithm for composing and analyzing fairy tales.
3. Stages of a fairy tale therapy session. Creative work based on a fairy tale.
4. A scheme for analyzing a fairy tale.
5. Effectiveness of using fairy tale therapy techniques in working with children.

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Theoretical information

When developing a corrective-developmental fairy tale therapy session for preschool children, the primary task for the educator is to accumulate positive emotions in children, establish a positive psychological climate and set the stage for further work. To this end, **meditations** (static or dynamic) are conducted with children, based on fairy tale journeys.

For **static meditation**, it's necessary for the child to assume a comfortable position. This could be sitting on a mat, a pillow, or even a regular chair; the main thing is that the child is comfortable. **Psychodynamic meditations** involve movement. You can choose music that aids relaxation. Sounds of nature are best suited for meditations. The fairy tale selected for meditation should not be too complex or long (no more than five to seven minutes). Educators

can come up with their own meditation texts, using imagery that children enjoy the most.

It is also important to consider the ***fairy-tale tasks*** that are inherent in almost every fairy tale. These are the trials, obstacles and difficulties that a fairy-tale hero encounters on the way to their dream; how the hero copes with them, whether someone helps or hinders them; whether they achieve their goal; whether the hero changes after going through their journey and how this is expressed. Thus, by overcoming difficulties, the main character undergoes a transformation of states, acquiring new qualities. Essentially, these are algorithms for solving certain life problems encrypted in a fairy tale. When analyzing such fairy-tale tasks with children, it is necessary to consider as many ways to overcome them as possible. The options proposed by the child will provide the educator with diagnostic information about the ways in which she copes with difficulties in her life.

The use of the «***Fairy tale figures***» technique is effective in fairy tale therapy sessions. In the process of choosing a figurine and through creating a fairy tale, children express their feelings, emotions; reveal their inner resource potential; express their attitude towards resolving certain situations in a metaphorical form; demonstrate creativity.

Structure of a corrective and developmental fairy tale therapy session

Stage	Purpose	Stage Content
«Entrance» ritual into a fairy tale	To teach to tune in to the common work. To penetrate into a fairy tale.	Group configuration. For example, passing a ball in a circle or any other technique that contributes to group cohesion.
Repetition	To recall what was done last time, what conclusions were drawn, what experience was gained and what was learned.	The educator reminds the children of the previous lesson, whether they have applied the new knowledge, how it has helped them in their lives, and what they learned last time.

Expansion	To broaden a child's understanding of a particular phenomenon or object.	The educator tells or shows a new fairy tale, asking if the children would like to try helping the characters in the story.
Reinforcement	Enrichment of experience, revelation of new personality traits.	The educator conducts games that contribute to acquiring new experience; symbolic journeys, transformations etc. are carried out.
Integration	To connect new experiences with a child's real abilities and daily life.	The educator together with the children discusses and analyzes in which situations they can use the experience gained in the lesson.
Summarization	To summarize the acquired experience, linking it to the previous one.	The educator summarizes the lesson, emphasizing the sequence of events; praises the children for their achievements, highlighting the significance of the acquired experience; and identifies specific real-life situations in which children can apply the knowledge they have gained.
Ritual of «exiting» from the fairy tale	To consolidate new experiences and prepare children for interaction in their familiar social environment.	We repeat the ritual of «entering» the lesson with an addition. The educator says: «We take with us everything most valuable that happened to us today, everything we learned». Children extend their hands in a circle as if taking something from it and place their hands on their chests.

Lets illustrate the possibilities of using art therapy methods in a fairy tale therapy session using the material of psycho-corrective fairy tales from the collection «Forest School» and the main stages of this process.

Setting the stage for the activity. The educator tells the children that the First of September is a special day for every child, because it is on this very day, after a long summer vacation, the school once again hospitably opens its doors and invites all children to study. But the happiest day it is for first-graders, because it is on this very day that they begin a new journey – the journey to the Land of Knowledge, where so much new, interesting and unexpected awaits them.

And so, on this very day, all the little forest dwellers – Bunnies, Bear cubs, Fox cubs, Squirrels, and many other animals – are eagerly awaiting their first day at Forest School. Yes, thats right, Forest School. Every forest has its own Forest School where little inhabitants learn the wisdom of forest life. The educator begins the story:

– And so, on the First of September, as the sun smiled warmly upon our first-graders, and the clouds seemed to follow them along their journey...

Cognitive stage. To form a positive attitude towards school and to alleviate possible emotional anxiety in children, the educator tells a fragment of the psycho-corrective fairy tale «***Funny Fears***»: ...Dressed up for the occasion, carrying real briefcases and bright bouquets of wildflowers, they approached the Forest School where the Hedgehog teacher was waiting for them. He looked at his students attentively and smiled kindly. When the bell rang, the teacher invited everyone to the classroom and suggested that the children choose a desk they would be comfortable at.

The first-graders at first entered the classroom a bit timidly, but seeing how bright and beautiful it was, they boldly began choosing their desks.

«On our first lesson, well get to know each other», said Hedgehog. «First, well say our names, and then well tell everyone what we do and what we like».

Each student, in turn, said their name and talked about their hobbies, favorite toys, games, books and cartoons. Only little Bunny was silent. From nervousness, it had hidden so deeply under the desk that only its ears were visible.

Teacher Hedgehog walked over to Bunny and asked what its name was and who had scared it so much.

Bunny replied that it was its brother who had said that at school, children would be beaten with sticks and rods.

All the first-graders laughed.

And Hedgehog continued to ask Bunny what else his brother had told him about school. It turned out that Bunnys' brother had said that Hedgehog the teacher had very sharp needles and that he would prick naughty students with them. This time, even Hedgehog was laughing along with the children, and finally Bunny smiled too.

The teacher replied, smiling, «What a storyteller your brother is! Perhaps he didn't want you to go to school because now he'll be home alone and won't have anyone to play with. That's probably why your brother made up those stories».

«Maybe», Bunny replied, a little calmer now, «and he's also a bit jealous because I can jump higher and run faster than him. I really love to run and jump!».

«That's wonderful!» said the teacher. «You'll be the best student in physical education, and you can help organize different games».

Just then, the bell rang for break, and Hedgehog the teacher invited the animals to relax.

The art-reflective stage. The goal of this stage is not merely to obtain feedback by asking children if they liked the story, what they liked about it, and why, but also to create conditions for a deeper immersion into the fairy tale.

To do this, we invite future schoolchildren to draw an illustration for the story using the following instructions: «Children, we have just visited the Forest School. Did you like it? What did you like most? Why? And what, perhaps, did you not like? Why? Would you like to visit this school? Let's close our eyes and imagine that we are in a forest clearing. Listen to the leaves rustling above your head... feel the warm summer breeze... Breathe in all the aromas of the forest... Right here in this clearing is the Forest School. Look

around: what animals are studying in this school? What are the students doing now? Who is teaching what here? Do you like it in this school? And now let's open our eyes, and I ask you to draw on paper what your imagination has drawn».

After completing the task, children should be asked to carefully look at their drawings and mark the animal they would like to be if they studied at the Forest School with a specific mark or letter «I».

Analysis of children's drawings will allow the educator to identify each child's attitude towards future learning. Criteria indicating a child's readiness for learning include bright colors and a generally positive nature of the work, the presence of a school and attributes of school activities, the presence of an image of the teacher and the author of the work, and the inclusion of characters in educational activities.

Cognitive stage. In order to form children's understanding of lessons and breaks at school, and the basic rules of behavior, the educator this time tells a fragment of the psycho-correctional fairy tale ***«Games at School»:***

After the bell rang, signaling the end of the lesson, the first-graders happily rushed out into the hallway. Only Squirrel and Wolf looked around the classroom skeptically:

«What kind of rest is this?» Squirrel said disappointedly.
«There's not even a place to jump!»

«Why not? What are the desks and chairs for?» replied Wolf.

Squirrel was overjoyed. Together, they started a real race around the entire classroom. When the bell rang to start the next lesson, the little animals were running so fast that they didn't even notice the teacher right away. When the restless first-graders finally stopped, they couldn't understand why the other students were standing by their desks and looking bewildered at the mess they had made.

«Well, you had fun...» Hedgehog said. «And the bell already rang!».

Wolfie and Squirrel didn't even hear him. The teacher asked them to straighten all the desks and chairs. When everything was in order, the teacher announced the beginning of the math lesson. The

Hedgehog introduced the animals to the textbook and notebook. In the notebook, they needed to solve the first problem: count and draw the figures suggested by the teacher. Everyone coped quickly, only Wolfie and Squirrel couldn't cope with the task. Finally, Squirrel got completely bored, she started playing with the nuts she brought in her portfolio from home.

«Did you manage the task, Squirrel?» asked the Hedgehog.

«I didn't succeed», Squirrel replied, hiding the nuts under the desk.

«But just now, Bunny explained everything at the blackboard! Didn't you hear?».

And then Squirrel confessed that she hadn't heard anything because she was... playing with nuts.

After that, the Hedgehog turned to the whole class and suggested that the children think together when, where, how, and what games they could play.

«We can run and jump!» Wolfie exclaimed happily, who really enjoyed jumping on the desks and chairs with his friend.

«Of course, but only on a sports field or in a gym. Such games in a classroom or corridor might lead to some incidents. Who can say what might happen?».

«You can smash or break the tables and chairs!» the Fox replied, stroking his desk with his paw.

«You can get hurt or accidentally hit someone!» added the Hare.

«That's right! And it's quite difficult to calm down after such games, and then during the lesson, the students become distracted, it's difficult for them to listen and understand!» the Hedgehog helped the animals.

The animals agreed. They all wondered what they could play during their break time? Could they play educational games, dominoes, or chess?

«Of course!» replied the teacher. «We sit a lot during lessons, but if we also sit during break time, our backs will get tired. We all know that movement is health».

«Can we put a ping pong table in the hallway and have competitions? And we could also hang a circle on the wall and throw small balls at it!» the animals pondered.

«Excellent suggestions!» the teacher praised the first-graders. «That's what we'll do. And we'll also play «Stream» and «Tangle» and other games. I'll be sure to teach you how. And what other games can we play during the lesson?».

The Hedgehog told the animals that there are interesting games that help them better learn what they have studied. They will definitely get acquainted with them in class, and any toys distract students from learning.

The Squirrel and the Wolf whispered: «We won't do it again, please forgive us».

«Of course, we forgive you», replied the teacher, «because thanks to your mistakes, we all learned today how to study, play, and rest properly at school».

After the lesson the animals began to discuss how to organize a ping pong table in the corridor, and Mr. Hedgehog taught them new games. And so, the first day at Forest School came to an end.

Artistic and creative stage. The main goal and value of this stage is to create conditions under which the child's time spent in a learning and cognitive, albeit fantastical, reality increases. At this stage, the following options for children's artistic and creative activities are possible:

- ***Drawing*** – coloring in the proposed images of students from the Forest School, which can then be used to create characters for a tabletop theater for further dramatization of fragments of psycho-correctional fairy tales;

- ***Art project*** – creating fairy tale characters from plasticine or conical shapes (developing skills in working with templates);

- ***Dramatized play*** – an enactment of a fairy tale or a fragment thereof using finger, tabletop or puppet theaters.

The value of this form of work is due to the active involvement of children in a situation of «behavioral choice» where characters choose certain behavioral models. It is at this very moment that the internalization (appropriation) of universal human values and behavioral models proposed by society takes place.

Conclusion and reflection stage. At this stage, a discussion is held with the children about the conducted lesson: did they like it, what they liked and why. If possible, it is necessary to organize an

exhibition of creative works, praise each child for their activity, and be sure to promise to tell the next story about the Forest School soon.

Questions and Tasks for Self-Assessment

1. Outline the algorithm for creating and analyzing fairy tales.
2. Characterize the main stages of a fairy tale therapy session: the ritual of «entering» the fairy tale; repetition; expansion; reinforcement; integration; summarizing; the ritual of «exiting» the fairy tale.
3. Develop an outline of a fairy tale therapy session: the topic of the session, its goal, structure (introduction, «entering» the fairy tale, presenting the fairy tale (its text), analysis of the fairy tale, creating drawings etc., «exiting» the fairy tale, summarizing).
4. Analyze the possibilities of using art therapy methods in a fairy tale therapy session using the material of the psycho-correctional fairy tales «Forest School».
5. Analyze the developmental program for young children «Fairy World» (author O. Bradikhina). Develop outlines for adaptation sessions based on the program.
6. Develop methodical recommendations for conducting fairy tale therapy sessions with children of early age (or preschoolers).
7. Create a sample program of correctional and developmental sessions using fairy tale therapy for children of early age (or preschoolers).

Topic 6. Fairy tale therapy in collaboration with educators and parents

Plan

1. Fairy tale therapy in working with parents.
2. Developing a program of corrective and developmental classes using fairy tale therapy. Cooperation with a practical psychologist.
3. Recommendations for parents on working with aggressive, insecure, shy and anxious children.

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Theoretical information

The effectiveness of using fairy tale therapy is determined by the significance of the functions it performs (diagnostic, prognostic, preventive, correctional and developmental, socio-therapeutic, communicative-mediating, organizational and educational-upbringing) [10, pp. 73 – 77], [15, pp. 263 – 264].

The content of the first of the listed functions – the **diagnostic** one – includes the specific practical activity of the educator regarding the study and analysis of the individual characteristics of a child's development, the processing of the results obtained, which makes it possible to identify factors of positive or negative influence on the personality and to highlight specific manifestations of their behavior or achievements [13, p. 258].

In order to obtain reliable information about a child's worldview, their interaction with the environment, and their understanding of their own «self» within it, it is advisable for the educator to use projective diagnostic methods. These, in turn, make it possible to identify how children react to certain situations; how they interact with peers and adults; what goals they set for themselves and whether they know how to achieve them correctly; whether they know how to resolve conflicts and situations, and so on. Information obtained through fairy tale therapy diagnostics provides the educator not only with grounds for identifying problems that need to be addressed, but

also for engaging the child's resource potential necessary for their resolution. Furthermore, projective testing using fairy tale therapy helps create a suitable atmosphere for the development of the child's creative abilities, imagination, fantasy and speech-creative activity. The results obtained during projective fairy tale therapy diagnostics appear to be an important tool not only for the child's development but also for the therapeutic impact on their personality.

Since diagnostics are primarily linked to ***forecasting and prevention***, they enable the educator to anticipate the emergence of a problematic situation and promptly prevent either its occurrence or its negative course, ensuring optimal conditions for personal development and the activation of each child's subjective manifestations, abilities, and potential. In other words, in the event of a problematic situation, fairy tale therapy is used for corrective purposes.

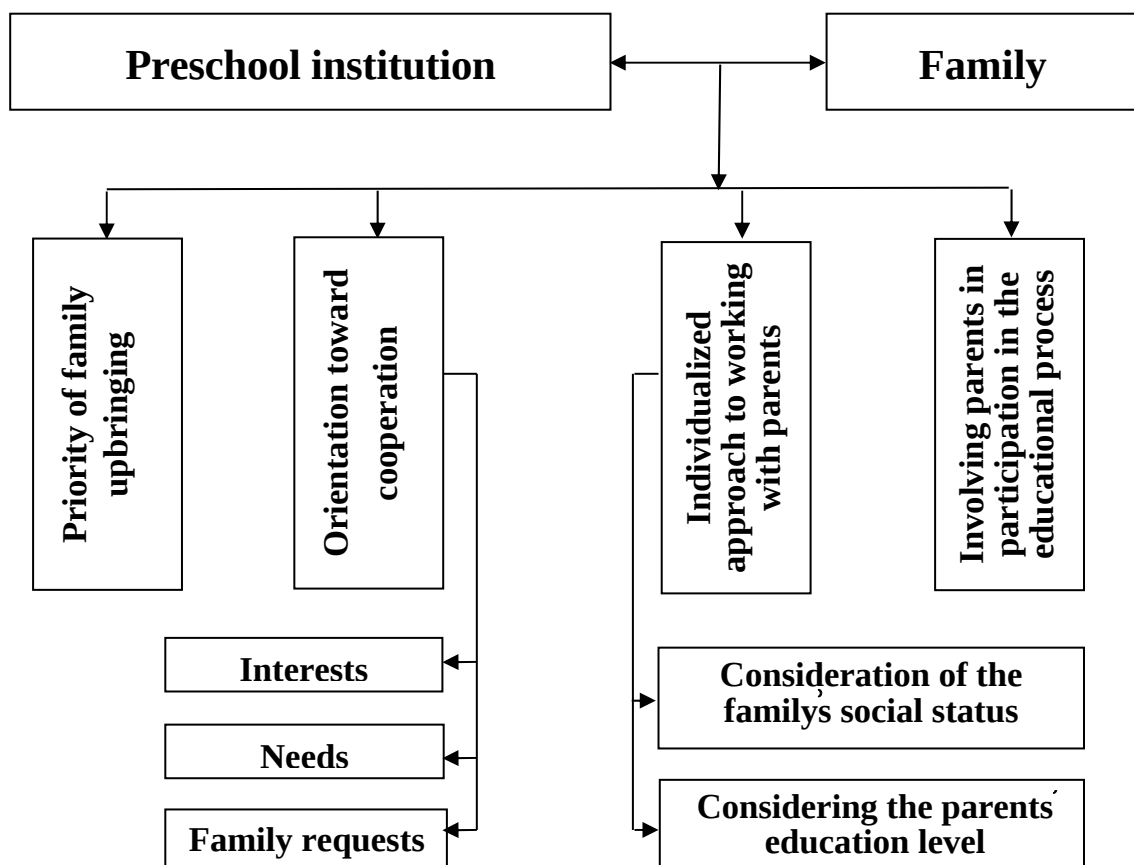
The goal of the ***correctional and developmental function*** of fairy tale therapy is considered by specialists to be the introduction of «constructive changes to society and the human life support system» [12, p. 223] by creating an appropriate therapeutic environment that would promote the child's personal development and the formation of their ability to resist negative influences. Such an environment is realized through the ***socio-therapeutic function*** of fairy tale therapy, which involves the active influence of the educator on the cognitive, behavioral, and emotional spheres of the personality, assisting the latter in changing their attitude towards existing problems and their surrounding environment [12, p. 225]. It is worth noting that, by using psychotherapeutic fairy tales, the educator also conveys important information to children about the environment and the specifics of establishing positive interpersonal relationships, provides support in certain life situations, and encourages their gradual acquisition of life experience.

An integral aspect of a preschool teacher's professional activity is their communication with children and their parents, during the establishment of which, fairy tales are appropriately used as a unique intermediary. Consequently, the ***communicative-mediating function*** of fairy tale therapy involves the perception and understanding of a child's individual characteristics, creating an atmosphere of positive

interaction within the systems of «teacher – parents – child» and «child – peers». Besides this, the space of a fairy tale enables a child to metaphorically express their feelings and experiences, and it facilitates the search for mechanisms to develop a family upbringing style that is effective for the development of the child's individuality [6, pp. 64 – 65].

The **organizational function** in the context of a teacher's use of fairy tale therapy is realized by influencing the content of children's leisure time (applying various fairy tale therapy techniques as a kind of «background» to leisure activities), providing assistance during adaptation to new conditions etc. The realization of the **educational and upbringing function** is aimed at ensuring the harmonious development of the child, highlighting and realizing their potential capabilities.

Basic approaches to cooperation between educators and the families of preschoolers [11, p. 32]



Certainly, before involving parents in collaboration, it's necessary to conduct psychological preparation with each family.

Conversations with parents are an indispensable condition for effective planning and subsequent cooperation with them. It's advisable to use the following forms of work with parents: questionnaires; individual consultations; an essay for parents titled «My child, their individual characteristics»; consultations; seminars and workshops where parents are introduced to the specifics of using didactic, psycho-corrective, psychotherapeutic, meditative and diagnostic fairy tales in working with preschool children, as well as algorithms for creating them together with the child; the specifics of combining fairy tale therapy with art therapy methods and techniques such as sculpting, drawing, dramatization and doll therapy; and studying and generalizing the positive experience of family upbringing in this area.

Questions and Tasks for Self-Assessment

1. Develop an approximate program of corrective and developmental classes using fairy tale therapy for children of early age (or preschoolers).

2. Develop a consultation for parents titled «Creating a fairy tale together with your child».

3. Create a continuation to a fairy tale that models an archetypal situation experienced by every child in their life (a child usually identifies with the character of a bird, a tree models a house, a family and the birds are the hero's parents): *«In the forest, there grew a large tree, on the very top of which was a small nest. A family of birds lived there: a mother bird, a father bird, and a small chick. And then one day, suddenly, a strong storm blew in, the tree swayed, tilted – and the little chick fell out of the nest... What do you think happened to it next?»*.

4. Develop a seminar-workshop for educators titled «Fairy tale therapy for children and adults».

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Approximate list of questions for final assessment in the academic discipline «Fairy tale therapy»

1. The concept of fairy tale therapy. The subject and tasks of fairy tale therapy.
2. Functions of fairy tale therapy (diagnostic, prognostic, educational, corrective).
3. Directions of fairy tale therapy.
4. Stages of fairy tale therapy development.
5. Fairy tale therapy as a tool for the development of a child's personality and abilities.
6. Fairy tale as a literary genre. Classification of fairy tales: folk, literary, authors.
7. Types of authors' works in fairy tale therapy (didactic, psycho-correctional, psychotherapeutic and meditative tales).
8. Diagnostic fairy tales.
9. Educational opportunities of different types of fairy tales.
10. Algorithm for constructing didactic fairy tales.
11. Algorithm for constructing psycho-correctional fairy tales.
12. Algorithm for constructing psychotherapeutic fairy tales.
13. Specificity of constructing meditative fairy tales.
14. The influence of fairy tales on the realization of educational tasks for preschool children.
15. Correctional-developmental and therapeutic possibilities of fairy tales.
16. The development of the emotional-volitional sphere of preschoolers through fairy tale therapy.
17. Developing communication skills in preschool children through fairy tale therapy.
18. Fostering neatness and accuracy in children through fairy tale therapy.
19. Creative development of children through fairy tales.
20. Correction of behavioral deviations in children through fairy tales.
21. Psycho-correctional fairy tales aimed at overcoming aggressiveness in children.

22. Psycho-correctional fairy tales aimed at correcting negative behavioral manifestations: capriciousness, fussiness, untidiness, laziness.

23. Psycho-correctional fairy tales for non-independent children.

24. Psycho-correctional fairy tales aimed at overcoming greed in children.

25. Preventing stubbornness through fairy tales.

26. Therapy for hyperactive behavior in children using fairy tale therapy.

27. Preventing lying through fairy tales.

28. Preventing boasting through fairy tales.

29. Therapy for children's fears using fairy tale therapy.

30. Psychotherapeutic fairy tales aimed at helping children overcome stress, anxiety and insecurity.

31. Tales aimed at finding inner harmony and peace.

32. Tales aimed at increasing children's self-esteem and belief in their own abilities.

33. Tales aimed at resolving conflicts between children.

34. Tales that promote a child's successful adaptation to the conditions of a preschool educational institution.

35. Tales that promote children's successful adaptation to school education.

36. Methods of fairy tale therapy work with preschool children.

37. Individual and group storytelling (in a circle, by roles, from the first or third person).

38. Analysis of the fairy tale and discussion of its content as an important method for children's in-depth perception and understanding of the fairy tale.

39. Working with a ready-made fairy tale, which is continued by creating one's own scenario for the development of events.

40. Adding to a fairy tale (continuing the fairy tale or changing its plot, creating new options for the development of events, a different ending to the fairy tale story).

41. Rewriting a fairy tale (with the creation of one's own ending or with the rewriting of a situation in the fairy tale that causes discomfort).

42. Creative fairy tale therapy techniques in working with preschoolers.
43. Individual and group creation of a fairy tale.
44. Creating one's own fairy tale: free creation, based on a given topic (problem), using the method of free associations, with the help of external catalysts.
45. Drawing a fairy tale. The main stages of creating a drawing in the context of fairy tale therapy.
46. Types of drawing: free drawing of a fairy tale, communicative, collaborative, supplementary.
47. Puppet fairy tale therapy and staging fairy tales.
48. Combining fairy tale therapy with dramatization.
49. Using fairy tales in play therapy.
50. Art therapy work based on the plot of a fairy tale – drawing; clay or plasticine modeling; movement therapy; music therapy.
51. Specifics of combining fairy tale therapy with mask therapy.
52. Specifics of combining fairy tale therapy with sand therapy.
53. Working with cards (characters, situations, metaphorical images, tasks) as an effective psychotherapeutic method.
54. Fairy tale image therapy as an important method of fairy tale therapeutic work with children.
55. Effectiveness of using fairy tale therapeutic technologies in work with children.
56. Stages of a fairy tale therapy session.
57. Distinctive fairy tale formulas that delineate the boundaries of the fairy tale world, guiding the reader (listener) into a fairy tale mood. Provide your own example of a «entering» the fairy tale ritual.
58. Specifics of developing a program for correctional and developmental fairy tale therapy sessions.
59. Fairy tale therapy in work with parents.
60. Collaboration between the educator and the practical psychologist.

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APPENDICES

Appendix A

20 FAIRY TALE QUESTIONS to help understand a child's needs

1. Imagine you are a wizard and can fly. Who are you? What is your magical name? What do you fly on? Is it a plane, a rocket or do you have wings? Focus, close your eyes, think and answer.

2. You have a magical power that can do anything. What is the first thing you will do? What will you change? Why?

This is a very important moment, as it could be the most significant thing that concerns the child. Parents also need to be very attentive themselves.

3. You are flying to kindergarten. Are you alone or with someone? What do you want to do here? How do you behave with the teachers and children? What do you say to them? What do you want to change? What do you never want to see change? Why?

4. You are heading home. What do you see there and who? Do you like being home? What are you doing there right now? Is there anything you'd like to change? And what would you never change? What will you do for each member of your family? And why specifically that?

You need to name all your family members and address the questions specifically for each one.

5. And now you've flown off to training or a development group. Do you want to fly there? Do you like it there? What would you change? And what would you leave unchanged?

6. You flew to the street to your friends. Who do you see? What are they doing? What do you say to them? How do you play? What will you do for each of them?

7. Don't forget that you are a wizard now, capable of changing anything you want. What animal or beast would you like to turn into? Listen carefully! Who are you now? What animals would you never want to turn into?

Name as many different animals as possible: lion, kitten, cat, dolphin, seal, piglet, horse, crocodile, sheep, little mouse etc.

8. You are flying over the city, over the country. And now you see our entire planet. What would you want to change? Why?

9. What do you consider the worst thing in the world, and in your family? And what, in your opinion, is the best thing on the entire planet and specifically within your family? Why do you believe so?

10. You are once again calmly flying wherever you want. You see another wizard who asks you: «Who do you love the most? Why? Are there people you don't like? Why?»

11. Who would you like to do something very good for right now? Who exactly, and what would it be? Why did you decide that?

12. What is the most important wish you would fulfill for yourself? Why did you choose this one? And what else do you lack? Why?

13. You can become an adult or a small child, or stay as you are now. What would you like to become and why?

14. Did you enjoy being a wizard? We had a good journey flying. But it was a fairy tale game, and every fairy tale ends. Our story has come to an end. Now you are a regular boy again. But it's time to go home. You are again ... (*child's name and surname*). By the way, do you like your name? If not, why? What would you like to be called?

15. Now, tune yourself in, from your own perspective, not from that of a fairy-tale wizard, answer a few more questions. What do you think all children fear the most? What are you afraid of?

16. Why do children feel happiness and joy? Are you happy? Why do you think so?

17. What do you like most about your life? And what do you dislike the most?

18. Which day do you consider the best day of your life? Why? Which one is the worst?

19. Is it hard to be a child? What about being an adult? Why?

20. What should parents do so that you never cry?

YOUR POWER
A Practical Workshop for Children
(Author Svitlana Roiz)

1. What source of light are you?

Imagine yourself as a source of light. What kind of light would it be? Natural or artificial, large or small, colorful or monochrome, bright or softly flickering? If this light were part of your body, where exactly would it be located? In your head, chest, stomach, or perhaps throughout your entire body? If you like, place your hand on that spot. Slowly inhale and exhale, imagining the light spreading throughout your whole body.

This exercise helps to reduce stress levels and enhance the feeling of inner strength.



2. «Give me Five!»

During difficult times, it's important to find support in your own strength, and true friendship is a significant source of such support. One tradition among friends is to slap palms upon meeting, saying «Give me five!»

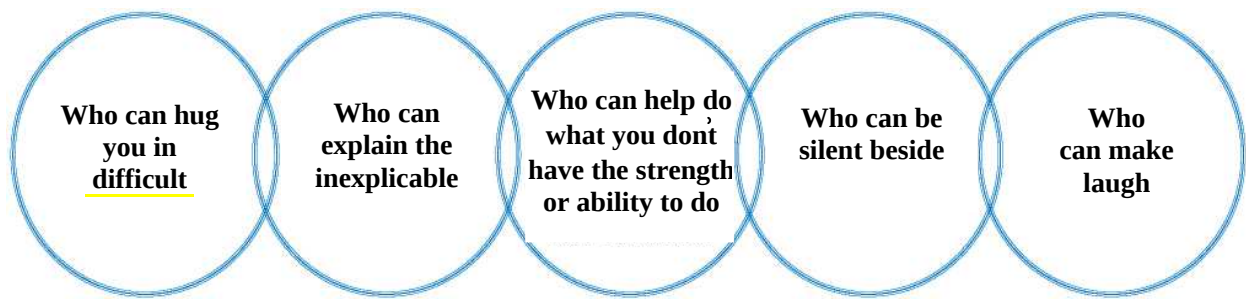
Together with the educator, create a table or drawing where you can write down or depict what helps you feel your own strength or receive support from a friend. Imagine that as you move from one point to another, you are touching your palm to your own strength or to a friend's palm. If you don't feel like writing right now, leave blank spaces and come back to them later.

My 5 superpowers 					
My 5 nicknames (I like it when people call me these) 					
5 wishes and dreams 					
5 favorite books 					
5 cartoon, book and movie characters 					
5 memories of success 					

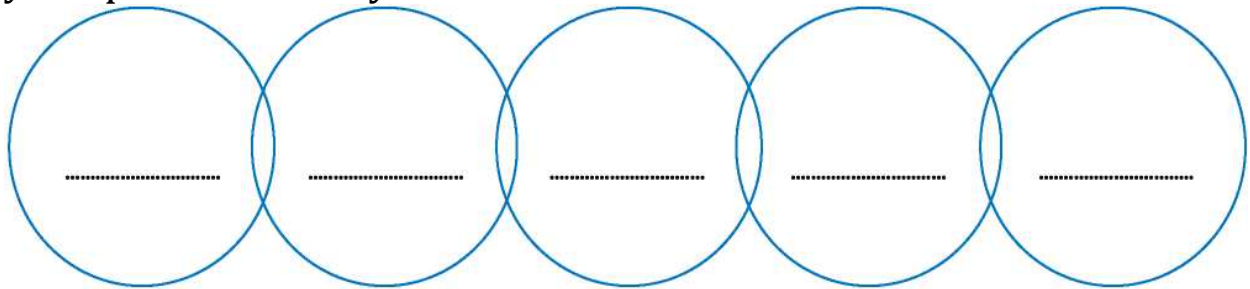
5 expressions of kindness (help from me or to me) 					
5 friends or close people to you, wherever they are right now 					
My 5 skills 					
5 actions I want to learn 					
5 rituals (habits that I like and that I want to remember and repeat) 					

3. Support Circles

During times of stress, a person often feels lonely and in such an emotional state may forget the possibility of seeking help. The individuals you list below form an important support circle, capable of helping to overcome difficulties.



We hope that even now there are people beside you who are ready to hug you, explain things, help you, support you, and cheer you up. Who are they?



4. Safety Space

In the absence of a feeling of safety, it is important to form an internal protected space that promotes the regulation of the nervous system and adaptation to stressors. Such a space does not necessarily have to exist physically; it can be imaginary, invented or created through fantasy – it can be drawn, constructed or visualized. It is worth trying to imagine or create this space in as much detail as possible. You can also create a collage using available materials, cutting out and gluing images that reflect the desired picture. Say to yourself: «I am safe» and fully immerse yourself in this image.

- How are you feeling right now?
- Is there a change in your breathing – has it become deeper?
- Has your physical position changed? Has it become more stable? Perhaps you were able to sit or lie down more comfortably? Do you feel more calm and comfortable? If so, find a place in your body where you can hold onto this feeling.
- What does this space look like? Do you hear any sounds, for example, birdsong, the sound of the sea, the rustling of grass, music? Are there any specific smells? If you could touch the objects in this space, what would they feel like?

5. Mine – Not Mine

During periods of physical or emotional fatigue, as well as during times of stress or change, such as illness or moving, a person becomes more sensitive and vulnerable. In such moments, they may be more prone to accepting others' thoughts, statements or definitions that can cause emotional discomfort or pain. In a sensitive state, a person may even perceive insincere, unfair or cruel statements as truth.

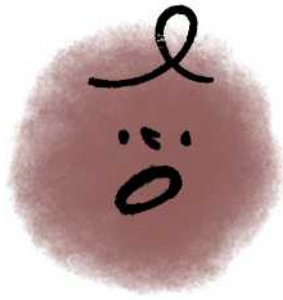
Imagine yourself within a radiant sphere with strong, impenetrable boundaries. Inside this sphere is your own light. Here, words of support are gathered: «I can!», «I will manage!», «I am smart!», «I am beautiful!». Inside are all the kind and important words that your family and friends have told you, as well as all your achievements and best memories. Imagine that any hurtful or unfair words directed at you bounce off this sphere, without affecting you.

You are you! Your uniqueness, your emotions, your experiences shape who you are. This is your distinctiveness and strength.



6. The World of Emotions

Every person feels and expresses emotions, and all of them hold important significance as they reflect what is happening in our inner world. They are a kind of «message» from the brain about the events we are experiencing.



Fear arises from a lack of information about the future, signaling a need for safety



Sadness is a signal that a person has lost something important to them



Anger indicates that someone has violated personal boundaries: came too close, took something without permission, entered without knocking, touched you when you didn't expect it, showed disrespect for your emotions, or interrupted your conversation



Disgust arises in response to encountering something unpleasant, repulsive, or disgusting

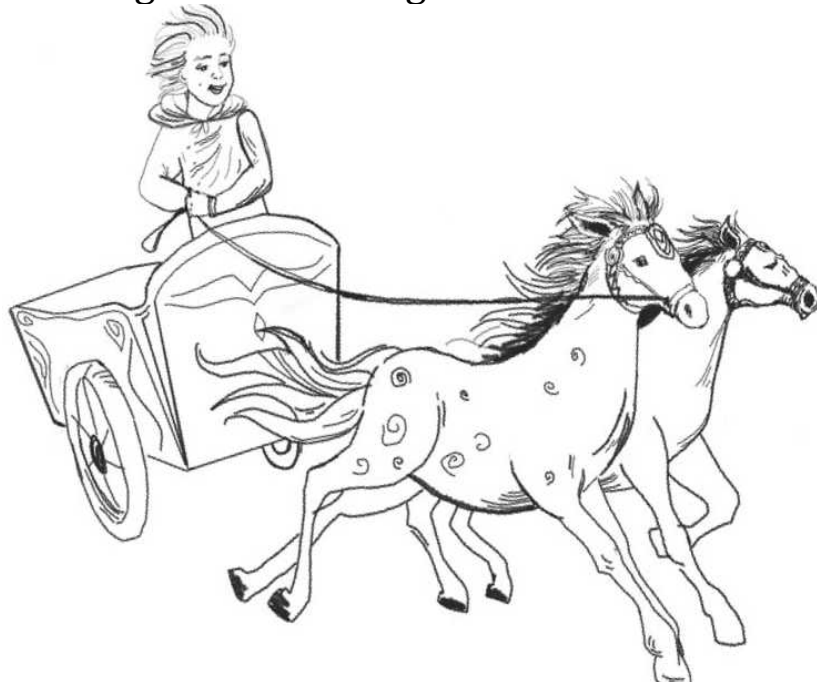


Joy appears when all needs are met, and a person feels peace and satisfaction that everything has happened as they wished

7. The Chariot

The chariot is a symbol originating in ancient Rome and can be a metaphor for the human body. Within the body, we live and move through life's journey. The horses in this image represent emotions, which are a significant driving force in a person's life. However, to achieve goals, emotions must be directed correctly. For this, a Charioteer is necessary – consciousness, inner strength, the ability to reflect, analyze and exercise self-control.

Imagine that your chariot is your own personal body. In the image, you can see a chariot, a charioteer and horses. The number of horses can vary – how many do you have? Imagine that your body is a strong, beautiful chariot and the horses are powerful steeds that you skillfully control. The charioteer firmly holds the reins and is capable of handling any road, even the strongest horses, guiding them and always reaching the intended goal.



All our emotions hold significant value; each one serves a specific function and defines the individuality of every person. It is through our emotions that we remain ourselves.

- Feeling anger is normal.
- Feeling sadness is normal.
- Feeling fear is normal.
- Feeling special is normal.
- Feeling jealousy is normal.
- Feeling embarrassment is normal.
- Feeling excitement is normal.
- Feeling loneliness is normal.
- Feeling closeness is normal.
- Feeling love is normal.

When I feel something, I express it.



9. When There Are Too Many Emotions

During this difficult period, people around you may be feeling many different emotions at once. You are likely experiencing something similar. When a situation becomes confusing, upsetting, frightening or makes you angry, a real storm of feelings and sensations arises inside. Lets try to understand them.

- I feel joy when...
- I feel anger when / at...
- I feel fear when...
- I feel loneliness when...
- I feel annoyance and resentment when...
- I feel love when...

When you have the chance, share your emotions with those around you, using a similar form.

10. Barometer

To better understand your emotions and accurately identify them, use the «emotion barometer». This is a tool that helps observe changes in your emotional state and precisely indicate which feelings you are experiencing at a specific moment. The emotion barometer allows you to consciously track the level of emotional tension and enables you to better understand your reactions to different situations.

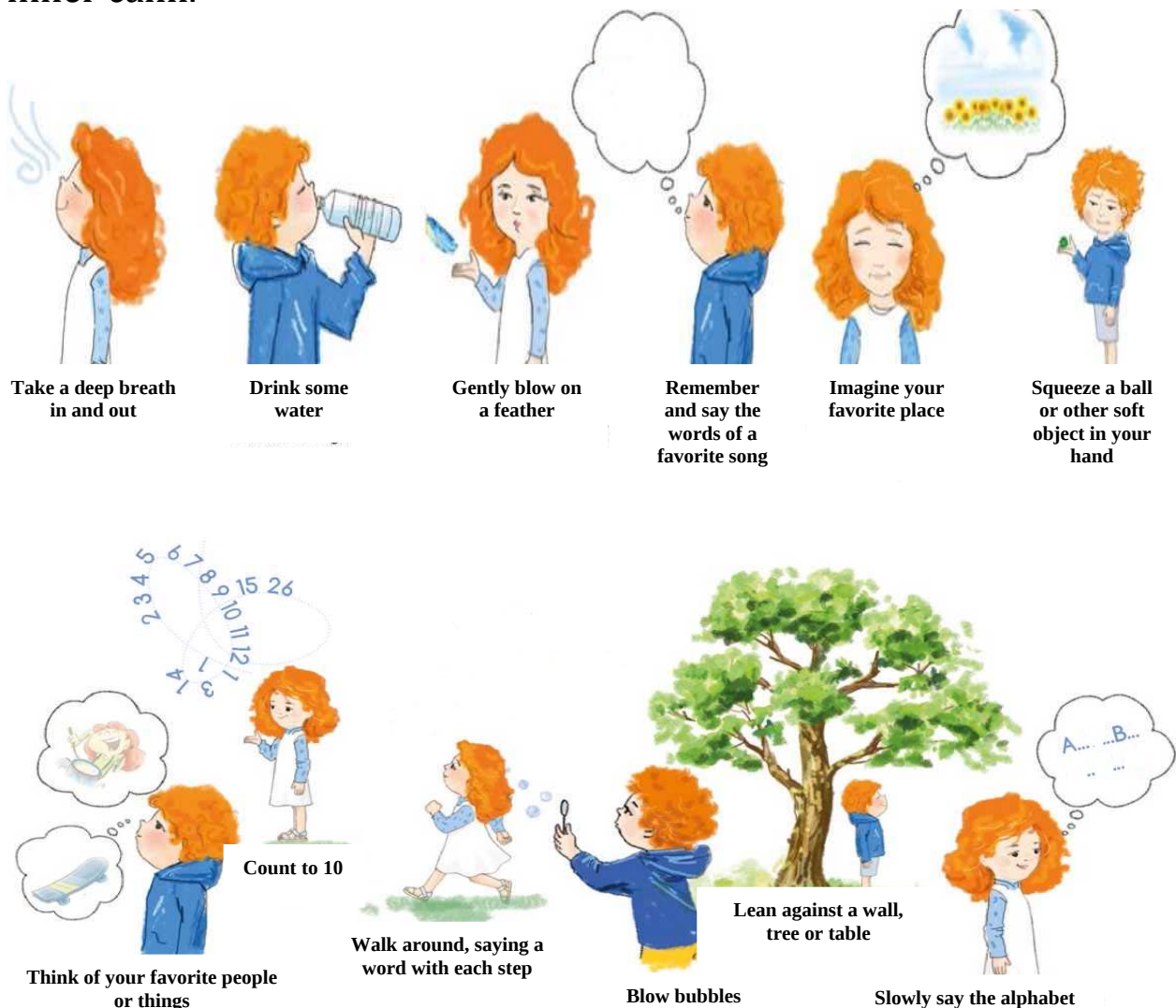


11. Poster

To quickly regain calm in moments of sadness, fear or anger, you can use the following techniques:

- Take a deep breath in and out.
- Drink some water.
- Gently blow on a feather.
- Remember and say the words of a favorite song.
- Imagine your favorite place.
- Squeeze a ball or other soft object in your hand.
- Think of your favorite people or things.
- Count to 10.
- Walk around, saying a word with each step.
- Blow bubbles.
- Lean against a wall, tree or table.
- Slowly say the alphabet.

These methods help to reduce emotional tension and restore inner calm.



12. Notice

Put this in a prominent location for convenient access!

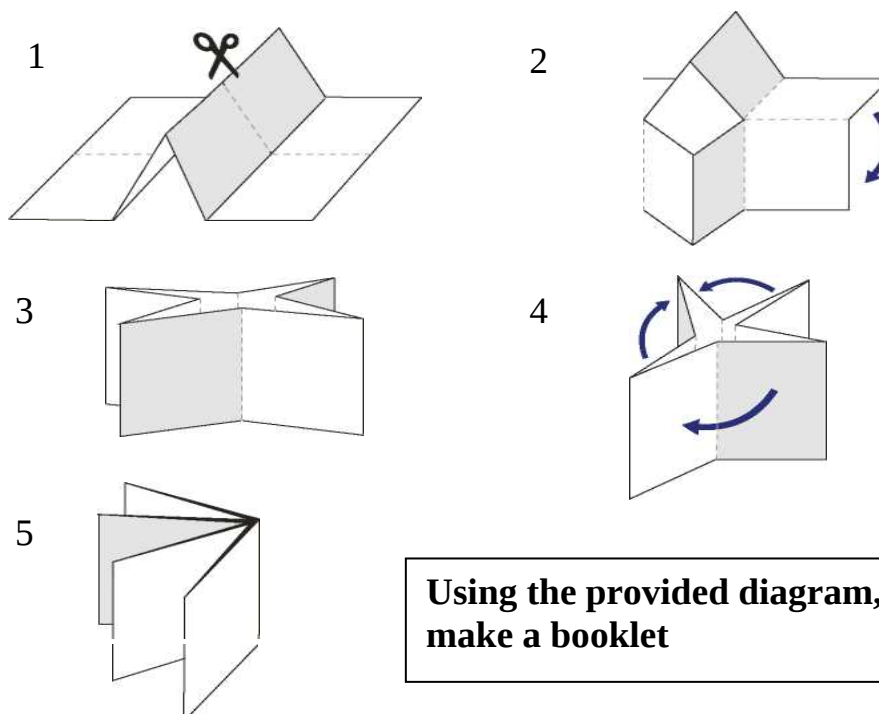
		WHEN I'M ANGRY, I CAN:															
	BREATHE DEEPLY		DRINK WATER		ASK FOR HELP		ASK FOR A HUG		SQUAT OR DO PUSH-UPS		COUNT TO 10		SQUEEZING A STRESS BALL / BALL IN HAND		SAYING «I'M ANGRY BECAUSE...»		FOCUS ON THE FEELING OF FEET AND THE SUPPORT OF THE SURFACE

		WHEN I'M ANGRY, I CAN:	
	BREATHE DE		HIT A PILLOW
	ASK FOR HELP		PUT HANDS UNDER WATER, WASH UP
	LISTEN TO MUSIC		INFLATE A BALLOON
	TEAR OR CRUMPLE PAPER, THROW IT LIKE A BALL INTO A BUCKET		TALK ABOUT WHAT MADE ME ANGRY
	DANCE		

 WHEN I'M SAD, I CAN:								
CRY	TALK TO FRIENDS	ASK FOR HELP	ASK FOR A HUG	STRETCHING AS IF REACHING FOR THE SUN	LISTEN TO MUSIC	TO WRITE IN A DIARY	REMEMBER THOSE WHO LOVE ME	DRAW, PLAY, READ, WALK
								

13. Booklet

When a person experiences intense emotions, it can be difficult for them to immediately recall strategies for coping with them. To have a personal support tool at hand, create your own booklet. It can be cut out, colored and if necessary, you can use the practices from each page.



Using the provided diagram,
make a booklet



14. Much More

When experiencing strong emotions, it can seem to a person that they are completely identified with that emotion. For example, in a state of anger, the thought «I am evil» may arise. When something doesn't work out, the feeling «I am a failure» may appear; in sadness – «no one is interested in me». Under the influence of success, it may seem that this achieved moment is the only value... However, it is important to remember that we are much more than our temporary experiences.

- Right now, I am feeling anger, but that doesn't define me. It's a temporary emotion that has arisen, and I am much more than this feeling.

- Right now, I cannot fully understand certain points, but that doesn't indicate my incompetence. It's just a temporary misunderstanding that will be resolved over time.

- Today I achieved an important result, but that's not the only thing I can be proud of. If a new achievement doesn't appear tomorrow, it doesn't mean I'm talentless. It's just not my day today.

- I didn't hold onto the cup, and it broke. This doesn't indicate my clumsiness but is simply a result of inattentiveness, which happens to everyone.

Remember: no matter what others say about you or what you yourself might think at any given moment, you are always so much more than any single emotion or thought!

15. I am the Sun

Imagine or draw yourself as the sun if you like and your emotions as clouds. Complex, sad or difficult emotions can be dark and thick clouds, but there are also light, fluffy ones. Some of them might be scary and temporarily obscure the sun, while others bring pleasant shade. However, the sun always remains unchanged. No clouds, difficulties or challenging situations can diminish its power. Therefore, remember: you are the sun, and the clouds are just temporary phenomena that never last forever. We are always much more than we seem!



16. My Coat of Arms

A coat of arms helps develop a sense of confidence and strength. Create your own coat of arms where the upper part contains an image, and the lower part – a motto that best reflects your values and beliefs. Place your coat of arms in a prominent place so that it reminds you of your inner strength.

17. The Power of Your Name

Place the letters of your name in a column, each letter below the previous one. For each letter, write a positive characteristic or trait that begins with that letter. For example, like this:

O... ptimistic

K... ind

S... incere

A... daptable

N... urturing

A... rtistic

18. «Opposite»

Write your name in reverse order. What would a person with that name be like? Would it be a child or an adult? A man or a woman? What characteristics would they possess? What would they do? What is their talent and strength? Where would they live? If this person could wish you something, give you a gift or offer advice, what would it be?

19. Secret Letter

Think about writing a secret letter, for example, to your future or to your past self. Or perhaps to someone you miss. If you feel like drawing or writing something down, don't hesitate. And remember that this letter doesn't necessarily need to be shown to the recipient or anyone else – that's why it's «secret».

20. Circle of Life

Draw a circle, and inside it, depict what brings you support and helps you get through even the most difficult moments. This could be people who support you, favorite activities, songs, books, cartoons or any other things that give you strength and joy.

21. Clock

Cut out this clock template and move the hand as you wish.



22. The Inner Wizard

Imagine that within you exists your own inner mentor – a Wizard, a personal sage or a Warrior who is capable of supporting you in difficult situations, helping you make honest and fair decisions.

What does this inner Wizard look like? Where exactly in your body is the place where they reside? When you feel the need for support, place your hand on this spot and turn to them.

May every moment of your life bring you closer to your inner radiance, strength, confidence, fulfillment, inspiration and the achievement of success!

Resource: [53].

The fairy tale «The Boy and the Firefly»

One evening a little boy named Oleksa was sitting in his bed and was afraid of the dark. Every time night fell, his heart filled with fear. The darkness seemed mysterious and scary to him, and he couldn't understand what could be interesting or beautiful about it.

– What if something appears in the darkness? – he thought fearfully. – What if I can't fall asleep?

But that night, when Oleksa closed his eyes once again, couldn't fall asleep, and started worrying about the darkness again, he suddenly saw a little light that was almost dancing in the air. It was a Firefly!

The firefly, seeing the surprised boy, flew up to him and asked:

– Why are you so sad, little friend?

Slightly surprised that the firefly could talk, Oleksa replied:

– I'm afraid of the dark. It's so big, scary and unfamiliar. I don't know what might be hiding in it.

The firefly chuckled gently:

– Darkness isn't as scary as it seems. It hides many interesting things. I'm here to help you see this light. Together we will go through it.

And with these words the Firefly lit its tender, soft light and the boy began to follow it. They walked through the garden and Oleksa saw how the night flowers bloomed under the moon, how small insects lit their lights, similar to stars.

– Look, said the Firefly, – at night you can see things you'd never see during the day. Darkness gives you the chance to see the beauty the world hides.

With each step the darkness became less frightening. Oleksa saw small dots of light glowing in the dark forest – they were other fireflies dancing in the night air. He smiled and his heart calmed down. The darkness no longer seemed so scary.

– You're right! – said the little boy, looking at the fireflies. – The darkness hides so many wonderful things! I'm not scared anymore!

The firefly flew closer to him and whispered softly:

– Remember, little friend, even in the darkest moments, you can find little lights that illuminate our path. And sometimes, they can be brighter than the sunlight during the day.

Olexa thanked the Firefly and, happy, returned to his bed. Now that night was falling and it was dark all around, he wasn't afraid. Instead, he remembered all those wonderful things that can only be seen in the dark, and he was glad that he wouldn't have to be afraid anymore.

The fairy tale «The little Bird and the strong Wind»

In a large forest lived a little bird named Lily. She always dreamed of traveling, longed to soar high in the sky, see new horizons and explore the world. But there was one thing that greatly frightened Lily – the strong wind. She couldn't understand how to fly when the wind was so strong and thought it would prevent her from reaching her goals.

One day, when the sun grew bright and the sky was clear, Lily decided to set off on a journey. But suddenly, a strong wind rose, and the little Bird felt her wings begin to disobey her.

– I can't fly, – Lily said sadly. – The wind is too strong. I won't be able to get into the sky!

Lily sat on a branch and began to feel sad. The wind whistled and bent the trees, and little Bird didn't know what to do. At that moment, wise Owl flew over to her.

– Why are you sad, little Bird? she asked, observing Lily.

– I'm afraid of the wind, – replied little Bird. – It's so strong and I can't fly. How will I ever get where I want to go if the wind keeps knocking me off course?

The wise Owl smiled and sat down beside her.

– The wind can be your friend if you learn to use its power, – she said. – It won't always be your obstacle. Sometimes it can become your ally if you understand how to fly with it.

Lily was surprised.

– How is that? How can I fly with the wind if it's so strong?

– Just trust your wings, – said the Owl. – Instead of fighting the wind, try to use its power. When the wind blows at your back, you will fly faster. If it knocks you off course, lean into it and soar even higher. Allow the wind to guide you, not to fear it.

Lily listened to the wise Owl, spread her little wings and set off on a new flight. At first, it was difficult, but with each movement, she understood: the wind was not an enemy. The wind helped her rise higher, it carried her upward and now Lily flew with ease. She began to use its power to reach heights she had only dreamed of before.

The wind helped Lily overcome great distances, and as a result, she found herself on the highest mountain, where a new, yet unknown world awaited her. The little bird was happy because she understood: one should not be afraid of difficult situations or obstacles; instead, one should learn to use them for their own development.

The fairy tale «Colorful Stone and anxious Thoughts»

In the forest lived a little fox named Liza. She was very sensitive and often got upset over small things. The little fox constantly worried: «What will happen if I don't find food for the winter? What if I get lost in the forest? Won't there be any dangers?» Her thoughts constantly revolved around fear and anxiety.

One day, while wandering through the forest in search of food, little Fox stumbled upon an amazing stone. It wasn't an ordinary stone, but brightly colored – red, yellow and blue all at once. It glowed softly and looked so appealing that little Fox couldn't help but pay attention to it.

– What is this wonder? – she thought, carefully picking up the stone. It was warm to the touch and little Fox felt her anxiety begin to gradually recede.

– You seem to have the ability to soothe, – said the little Fox, addressing the stone as if it were a living creature. And at that very moment, she felt her heart become calmer, and her thoughts clearer.

The little Fox decided to take the stone with her and head home. On the way, she noticed that while holding the stone in her paws, she no longer felt such strong anxiety. Her fears seemed to lessen little by little and her thoughts became more peaceful.

– How wonderful, – said the little Fox. – This stone helps me to focus. I no longer think about everything at once, but only about it. This is a real way to calm down!

Returning home, the Little Fox carefully placed the stone on her small shelf and decided to set aside a few minutes each day to hold it in her paws. And every time she did, her thoughts became clearer and her heart filled with peace.

Over time little Fox realized that this colorful stone had become her true friend. It not only helped her to concentrate but also allowed her to prevent anxious thoughts from overwhelming her peace. Although little Fox still worried sometimes, she now knew how to regain her calm and restore her inner balance.

The fairy tale «The Enchanted Flower that learned to accept itself»

In a forest where numerous flowers grew, lived one special flower. It was very beautiful, but different from the others. Its petals were not bright red, like many of the flowers, but a delicate blue, and its shape was particularly graceful, like a tiny star.

But the more she grew, the more she felt that her difference wasn't something positive. The other flowers looked similar and it seemed to her that she wasn't like everyone else. She was ashamed of her petals and often compared herself to others. «If only I could be like everyone else, I would be loved», – she thought.

And so, one day a strong wind rose in the forest, and all the flowers began to flutter from its gusts. But the blue flower remained still, and although its petals were not as strong as those of the other flowers, they were not harmed by the wind. Surprised by this, the other flowers began to ask her:

– How did you manage to withstand this wind? You are so delicate, yet your petals remained whole! You are different from us, and that has become your strength!

The flower heard these words and understood that its uniqueness was not a flaw, but a true advantage. It blossomed, and now it was not ashamed of its unusual shape and color. It became wonderful because it was exactly as it was.

From that time on, even when other flowers tried to change their shape or color, the blue flower remained true to itself. It understood that true beauty lies not in looking like everyone else, but in being oneself. Every plant has its own unique mission and its place in nature, and it is this diversity that makes the forest so vibrant, alive and harmonious. The blue flower began to appreciate its distinctiveness, because it realized that different shapes and colors not only complement each other but also create a whole palette of life.

She became confident in herself because she realized that her uniqueness was her strength. Every time the wind brought new changes, the blue flower bloomed even brighter, showing others that everyone has the right to be themselves and that is where true beauty lies.

The fairy tale «The Wise Forest and Little Owl»

In a deep forest, among tall trees and rustling leaves, lived a little Owl named Sonya. She was very caring, but at the same time constantly worried. Every time a new problem or uncertainty appeared, her heart filled with anxiety. She couldn't shake the feeling that something bad was about to happen. She couldn't calm down and constantly thought about the future, as if every moment was crucial, and every little thing could change her life.

One day, after another air raid siren, Owl set off in search of answers to her questions. She flew deeper and deeper into the forest, trying to find someone who could help her. And then, among the thick trees, she noticed a huge old tree standing in the very heart of the forest. Its branches spread out in all directions and its roots went deep into the ground. This tree was known for its wisdom and all the forest dwellers turned to it for advice.

The Owl flew up to the tree and said:

– Good day, great tree! I cannot find peace. I am constantly troubled by various worries, and I don't know how to get rid of this anxiety. I worry so much about everything that I cannot live peacefully. How can I find peace and harmony in my heart?

The tree slowly unfolded its enormous branches and, silently looking at the Owl, replied:

– Little Owl, you are constantly rushing, seeking answers to everything all at once. You don't give yourself time to stop and rest. You hold all the worries about the future in your wings, but this doesn't help you find peace. It's important to learn to listen to yourself and your feelings, to pause in the moment and understand that not every problem can be solved immediately. Every moment has its significance, and every problem, no matter how big it seems, has its own time for resolution.

The Owl pondered. She realized that all her life she had been trying to solve everything at once, not allowing herself the right to rest or peace. She was constantly rushing, without even considering that it's not always necessary to act immediately.

– But how can I calm down when the anxiety is so strong? – the Owl asked.

– Take a pause, – the tree replied. – Listen to yourself. Don't try to solve everything at once. Sometimes it's enough to simply stop, take a deep breath and give yourself time. Rest and peace are not weakness, but a strength that helps maintain balance, so that you can then act with clarity and confidence.

The Owl nodded her head gratefully, for she understood an important rule: you don't need to try to solve everything at once; sometimes it's important to simply stop and give yourself time. She thanked the tree for its wisdom and flew home, knowing that now she would be able to approach any difficulties that appeared in her path more calmly.

Since then Owl learned to pause, listen to her feelings and make calmer decisions. She understood that true harmony in life is the ability to find balance between action and rest, between excitement and tranquility.

The fairy tale «The Little Turtle and the big journey»

In the forest lived a little turtle named Tara. She always dreamed of seeing the world, of traveling, of finding out what lay beyond her home. But all her friends laughed at her whenever she started talking about it.

– You're so slow! How can you travel? – the hares and foxes would laugh. – Other animals run much faster than you!

Tara sadly bowed her head. She knew her friends were right – she was indeed very slow. However, despite the laughter and doubts, the little Turtle decided to fulfill her dream and set off on a journey.

The path was long and difficult. Tara walked slowly, stopping to rest, and the other animals, who were faster than her, left her behind. But the Little Turtle didn't give up. She moved at her own pace, step by step, not paying attention to how quickly the others were moving.

The path led Tara to a distant island she had heard many fascinating stories about. It was said that no one had been able to reach it due to the high waves and other difficulties encountered along the way. Other animals, even the strongest, often gave up because they lacked the patience or endurance to overcome all the obstacles. But the Little Turtle, though she moved slowly, still managed to reach this island. Her determination and persistence became the force that allowed her to overcome all the hardships and reach her goal.

When Tara finally reached the island, she understood an important truth: it's not so much about how fast you go, but whether you keep moving on the path to your goal. She felt deep satisfaction, realizing that she hadn't given up, even when others laughed at her slowness. Her determination and constant forward movement led her to success, and that was the greatest achievement.

The fairy tale «The Little Cloud who was looking for friends»

A Little Cloud traveled the sky every day, gently gliding between other clouds, but each time it felt lonely. It watched as other clouds gathered in groups, laughed, shared thoughts and discussed important topics. But it couldn't find friends just like them for itself.

– I am so small and unnoticed among others, – the Little Cloud mused. – No one understands me. I would like to find someone similar, with whom I can talk and share my feelings.

She embarked on a journey across the boundless skies, seeking friends. She flew through sunbeams, where the clouds were bright and joyful, but still felt like an outsider. Then she flew past rain clouds gathered together, but they were too busy with their own affairs to notice the Little Cloud.

After wandering for a long time, Little Cloud realized that her journey had actually helped her learn many new things about herself. She had learned to listen to the silence and understood that sometimes solitude is needed to get to know oneself better.

But one day, when she was far from home, the Little Cloud saw several other lonely clouds just like her. They dreamed of new horizons and shared their thoughts about the future. Joining together, they formed a beautiful cloud company, and together they rained on the earth, bringing joy and refreshing it.

Little Cloud understood that her journey had not been in vain. She had found friends with whom she could dream together, support each other, and create something wonderful together. She also understood that loneliness had been an important stage in her development, as it had helped her find what she was looking for – true friends.

The fairy tale «The Little Fox and the Little Hare»

In the forest lived two good friends – the Little Fox and the Little Hare. They often spent time together, walking along forest paths and having fun. But for some time now, misunderstandings had been arising between them. At first these were minor arguments, but over time everything became more serious.

– I run faster than you, – boasted the Little Fox, – I'm the fastest in the forest!

– That's not true! I can jump higher than you can run! – Little Hare retorted, feeling offended.

Every time they tried to compete, Little Fox and Little Hare would start arguing about who was better at this or that. Little Fox boasted about its fast paws, and Little Hare repeatedly showed off its jumps. They became increasingly envious and began to devalue each others achievements.

Eventually, their arguments became so serious that even the Forest dwellers began to notice their conflicts. One day, during another argument, the Forest Sage approached them – an old Owl who had seen what was happening between the friends.

– Little Fox, Little Hare, why are you quarreling? – the Sage asked in his quiet but confident voice.

– We're arguing about who among us is better, who is more successful at running and jumping, – replied the Fox Cub.

– Yes, we can't decide who is faster and stronger, – added the Little Hare.

The Wise One looked at both of them and said:

– Each of you is special in some way and has your own strengths. Little Fox, you are truly very fast and skillful at hunting, and Bunny's jumps are simply amazing. But why not use your strengths to help each other? After all, competition doesn't always make us stronger. Your strength lies in unity and mutual support.

The Little Fox and the Little Hare fell into thought. They realized that the argument had brought them neither joy nor benefit, and that each of them had their own unique abilities that were worth appreciating.

The next day they set off together for a walk in the forest. The Little Fox helped the Little Hare quickly reach the place where the tasty berries grew, and the Little Hare taught the Little Fox how to jump over the tall grasses without breaking the branches. They supported each other, and their strengths brought joy, not conflict.

The fairy tale «Little Bird and the big storm»

Little Bird, whose name was Litka, always dreamed of grand adventures. She watched with fascination as other birds flew far away in the sky, and she dreamed of also setting off on a journey to see new, unexplored places.

One day, forgetting all possible dangers, Litka set off on a long journey. She rose high into the sky, feeling the wind carry her higher and higher. But suddenly, as she flew far from home, a huge storm began to gather above her. Dark clouds closed in all around, and a strong wind began to beat against her small wings. Litka realized she was in danger.

– What should I do now? – Litka thought. – I'm far from home, and the storm is getting stronger and stronger.

On her way Litka met other birds who were also trying to find shelter from the storm. One of them, an old bird, landed exhausted on a tree branch, lacking the strength to continue flying.

At first, Litka thought only of herself: «I so want to find shelter, I can't help everyone». But then she realized that she couldn't leave the other birds without help. After all, in such a storm, anyone could get lost or injured.

She quickly flew around the trees, trying to find shelter not only for herself but also for all the birds she encountered along her way. Litka found a spot under a large tree where they could hide from the rain and wind. The little bird invited everyone nearby to join her in the shelter. And although she was scared, she understood that responsibility for others was also important.

When the storm passed, all the birds thanked Litka for not leaving them and for helping them find a safe place. Litka understood that true responsibility is not only about taking care of oneself, but also about others, especially when the situation becomes dangerous.

The fairy tale «Little Star and her new path»

Once upon a time, in the sky, lived a Little Star who shone brightly, giving light to all who looked at her. She was happy because every night her glow brought joy and peace. But one day, a terrible storm began in the sky – a war that engulfed everything around. Dark clouds covered her light and the stars began to fade one by one.

Little Star felt her light dimming. She tried to shine, but she couldn't. The darkness around her was so deep that Star began to doubt if she would ever shine again.

– How can I be bright again when everything around me is darkened? – she thought sadly.

And then, out of the darkness, Star's friend, the Dawn Bird, flew to her. She looked at her with understanding and said:

– Don't worry, little Star. Each of us has difficult moments. But even if your shine isn't as bright right now, you are still important. Your light is a part of the whole sky. You will be able to shine again, just don't give up.

And indeed, Little Star decided not to lower her tiny rays. Every evening she tried to shine at least a little, even when her light was weak. And gradually, with the support of her friends, she began to regain her glow. With each day, her light grew stronger and stronger, until one day, Little Star shone as brightly as before once again.

Her radiance began to spread across the entire sky once more, and the little Star understood that even in the darkest times, it's important not to lose hope and to believe that her light will return. And although there were still dark clouds in the sky, the Star was no longer afraid. She knew that even after great losses, one can find the strength within to recover, if one doesn't give up and seeks support from friends.

The fairy tale «The Little Fox who lost his home»

In the forest lived a Little Fox who was very happy in his home. His warm and cozy house was on the edge of the forest, among tall trees, where the Little Fox could play and spend time with his friends. But one day, the forest was engulfed by a terrible storm. It wasn't an ordinary storm – it was a war that destroyed everything in its path. The Little Fox was forced to flee, leaving his home behind.

At first the Little Fox was very scared. Its whole life had suddenly changed, and it seemed to it that there was nothing left to hope for. The Little Fox began to wander through the forest, not knowing where to find a new place for itself. All its things, its familiar world – all of that was left behind.

– How can I start all over again? – the Little Fox thought. – I've lost my home, and now I don't know where to look for a new place for myself.

It was looking for shelter under the bushes, but found nothing. And then one day, when the Little Fox had almost given up, new friends approached it – a Hedgehog and a Bunny. They saw how sad the Little Fox was and decided to help it.

– Don't worry, Little Fox, – said the Hedgehog. – We also lost our homes once, but together we found a new place where we can start all over again. Everything will be alright if we support each other.

– Yes, – the Bunny added. – There are many wonderful places in the forest and we can help you find a new home. You are not alone!

The Little Fox, although sad about its old home, understood that its friends were ready to help it. Together they traveled through the forest, searching for a place where the Little Fox could build a new little house. And after a long search, they found a cozy glade by the river, where the Little Fox once again felt at home.

The little fox realized that although it had lost its old home, the possibility of a new beginning was opening up before it. This path was not easy, but thanks to the support of its friends, the Little Fox found a new home and once again felt hope for a better future.

FAIRY TALE ANALYSIS SCHEME

1. Theme. The main idea of the plot, what the development of events and the intrigue are based on. This can be an important area of the authors' life, for example: travel, family, friendship, love, trials etc.

2. Characters (roles). Key figures and their characteristics. Characters can reflect significant people from the environment, symbolize inner aspirations or conflicts or embody different aspects of personality.

3. The character with whom the author identifies. Reflects the specific features of the authors' self-awareness: their self-perception, self-attitude and understanding of their place among other people.

4. Relationships between characters and the hero. This can be interpreted as the relationships that the author considers typical or desirable in interactions with important people in their life.

5. Typical events. Key episodes that form the main plotline of the fairy tale. They can symbolize both external and internal processes in a person's life. These events often have a metaphorical character, and although the author may not always consciously use them, they still carry a deep meaning.

6. Difficulties. Key, emotionally charged problems that trouble the protagonist. These are situations where obstacles arise on the path to achieving a goal, causing internal conflicts and emotional distress.

7. Strategies. Methods for achieving goals and overcoming obstacles. They can symbolically reflect real ways of solving problems, or be invented in the process of creating a fairy tale, reflecting creative ways of overcoming difficulties.

8. Resources that are lacking. What a person lacks to achieve a goal or overcome difficulties:

- internal resources – personal qualities and abilities;
- external resources – physical conditions, material possibilities, support from the environment.

9. Available resources. That which a person has at their disposal that helps them cope with difficulties and achieve their set goals.

**FEATURES OF USING THE
«FAIRY TALE FIGURES» TECHNIQUE
Training for students**

Objective: to familiarize students with the «Fairy tale figures» technique; to develop personal and professionally important qualities.

Duration: 1 hour 30 minutes.

Equipment: paper, pencils, paints, figurines of fairy tale or animated characters (for group work, the number of figurines should correspond to the number of group participants).

Instruction: «Various figurines are laid out in front of you. Examine them carefully and choose one for yourself; describe it and justify your choice».

After this, the following tasks are offered to the students:

- choose a character figure and introduce it into an existing fairy tale plot (in both group and individual work);
- choose a character figure and create a fairy tale, starting with its description (in writing or orally, individually or in a group);
- select several character figures and create a fairy tale involving them (individual work);
- each participant in the group chooses figures of characters, distributes roles (while there can be several «helpers», «harmers» etc.) and creates a fairy tale using the chosen figures (group work, recording in a circle);
- draw the chosen character in the context of the invented fairy tale, describing their role in a specific fairy tale episode (what event is happening, what the character is doing etc.);
- to address a specific problem (for example, children's behavioral deviations, overcoming negative character traits or childhood fears), choose a figure of a negative character that symbolizes this problem or trait, and a positive character to overcome it or represent the desired quality. Devise the interaction between these characters.

Suggested list of questions for discussing the training tasks:

- What emotions did you feel when choosing a particular figure? *(This question encourages self-analysis of participants' emotional reactions to their character selection. The emotional response can indicate important inner experiences and associations,*

helping to better understand the motivation behind the choice and its personal significance).

- Does the chosen figure remind you of any specific person or character from your surroundings? *(This question helps participants identify similarities between fairy tale characters and real people from their environment. Such a comparison will contribute to understanding social interactions and the roles they play in their lives).*

- What qualities of the described figures are characteristic of you? *(This question is aimed at self-awareness and reflection, helping participants to recognize their strengths and weaknesses, as well as determine how these qualities might influence their behavior in real life).*

- How do these qualities manifest in your life? *(This question encourages an analysis of how specific traits inherent in the figures are reflected in real-life situations. This allows participants to see how these qualities can be transferred into practical activities and influence interactions with others).*

- Are the events described in the fairy tale similar to situations from your own life? *(This analysis promotes a deeper understanding of one's own experience and helps to reveal the universality of life situations reflected in fairy tales).*

- What do you find resourceful in your chosen character? *(This allows participants to recognize which traits or characteristics of the selected character they consider resourceful for themselves. It's important to note that «resourcefulness» here refers not only to the positive influence of the character but also to their ability to give participants strength or inspiration).*

- Choose a resource figure for yourself and describe it. *(This task encourages selection and self-identification with a character that is significant for personal development or overcoming difficulties. Describing the figure helps participants better articulate which traits they want to develop in themselves).*

- Do you personally possess any of the qualities of this figure? *(This question promotes self-reflection and the identification of one's own resourceful qualities. It helps participants understand the extent to which they already possess certain positive traits and which of them are worth developing in the future).*

When analyzing the resulting fairy tale, it is crucial to pay particular attention to the appropriateness and organic integration of the new character into the plot, their interaction with other characters, as well as the nature of the fairy tale's ending.

Examples of a set of figures of fairy tale and animated characters for the «Fairy tale figures» technique



Підписано до друку 01.10.2025. Формат 70х100/16
Ум. Друк. арк.8,7
Гарн. Times New Roman
Папір офс. Друк різнографічний
Тираж 300 прим.

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