

A. Kazarina

*Research supervisor: N. A. Seiko, Doctor of
Pedagogical Sciences, Professor*

Zhytomyr Ivan Franko State University

*Language tutor: A. V. Kuznyetsova,
Candidate of Philology, Associate professor*

FAIRY TALE THERAPY IN A SYSTEM OF SOCIAL PEDAGOGICAL WORK WITH PRESCHOOLERS

The development of an educated, creative personality with a high level of culture, spirituality, distinctive character, which can actualize his creativity, is one of the urgent assignments of educational system in our country. The foundation of personality and moral values are formed exactly in a pre-school age. Emotionally-sensitive perception of the world is characteristic for children under school age, and important information is learnt better through bright characters. That's why such method of psychotherapy as fairy tale therapy is considered to be most successful and effective while working with emotional and behavioral breaches of preschoolers.

Psychotherapy with fairy tales gives an opportunity for children to overcome their own fears and uneasiness, and also to correct the negative features of character. Fairy tale therapy is one of the most actual methods of work with children, because this method enriches children emotionally, gives them an opportunity to understand the world better, and at the same time to find one's place in it [2, c. 75].

V. O. Sukhomlynskyi said that without a fairy tale, alive and bright, that takes hold of children's consciousness and feelings, it is impossible to imagine children's thought and tongue as a certain degree of human's thought and tongue. Fairy tale, game and fantasy are a creative source of children's thoughts, noble feelings and aspirations.

Professor T. Zynkevich-Evstyhneeva determines the fairy tale therapy as a means of giving knowledge about the human spiritual way of the soul and social realization. This educational system answers the human spiritual nature.

Fairy tale therapy is the oldest classical psychological-pedagogical method of influence on personality [4, c. 103]. It is an effective way of children's behavior correction. Children like fairy tales very much. In a fairy tale form it is easier to see and understand one's defects and problems. To describe a fairy-tale children look for real world analogies, and, using them, create images that reflect their feelings.

Children of 3-4 years of age like to make toys, stick figures, pets as the characters of their fairy tales. Children of the age of 4-6 use the characters of fairies and princesses. Children of the age of 6-7 imagine characters that look like

them. Each preschool studies should be finished with the discussion: “What did the fairy tale teach us to do?” [1, с. 51].

Fairy tale therapy inspires children’s creativity, stimulates originality of game-playing image’s reflection; develops speech activity during communication with each other, with toys and fairy tale characters; forms in children spatiotemporal orientations in the world around; develops the simplest outcome of empathy (joy, sadness etc.); trains attention, skills to operate by a signal, gross and fine motor skills; forms expressiveness of dialogic speech; teaches to correlate actions with words; teaches to find the way out of extreme situations; develops imagination [3, с. 19].

The fairy tale is exactly the way of communication between an adult and a child that is mostly understandable for a child. Fairy tale therapy gives the most effective result in developing and correction work with children. Using fairy tale therapy for children’s development psychological pedagogics and parents make a great contribution into children’s happy future.

LITERATURE

1. Здоров’ятворчі та здоров’язбережувальні технології // Дитячий садок. – № 3. – 2014. – С. 48-51.
2. Казкотерапія як один із методів роботи психолога / Горелько Олена, Горелько Аліна // Психолог. – № 17-18. – 2015. – С. 75-77.
3. Казкотерапія як сучасний метод відновлювально-розвивального впливу на дошкільників / Т. О. Котова // Логопед. – № 3. – 2015. – С. 17-20.
4. Федій О. А. Естетотерапія. Навч. посіб. 2-ге вид. перероб. та доп. – К.: «Видавництво «Центр учбової літератури», 2012. – 304 с.