EDUCATIONAL DISCIPLINE “FAIRY-TALE THERAPY IN WORKING WITH CHILDREN” IN THE SYSTEM OF FUTURE SPECIAL EDUCATION TEACHERS’ PROFESSIONAL TRAINING

Abstract. The article substantiates that in connection with the challenges of modern pedagogical science and the need to have in the system of professional training of special education teachers a program aimed at mastering future specialists in this category of the latest correctional, pedagogical, psychological, health-saving and psychotherapeutic technologies of working with children of different ages, including those with special educational needs, the content of the working program “Fairy tale therapy in working with children” was worked out. Such a discipline can be both a part of the invariant part of the curriculum, and an optional course. It consists of 3 modules: Module 1. Theoretical background of fairy tale therapy.
Module 2. The use of fairy tale therapy in working with children of different ages.

Thus, module 1 aims to get acquainted with fairy tale therapy as one of the areas of art therapy, types of fairy tales, forms, methods, techniques and algorithm of working on a fairy tale, techniques used in fairy tale therapy, as well as planning and conducting correctional classes with children using fairy tale therapy.

Module 2 contains information on the content of the use of fairy tale therapy in working with preschoolers, primary schoolchildren, adolescents and senior school children, and also the perception of fairy tales by children of different ages and adults.

Module 3, the content of which is a fairy-tale psychodiagnostics and correction, provides coverage of the specifics of working with different categories of children who experience certain psychological, physiological, personal developmental problems, learning difficulties, etc., as well as the work of a specialist with the family of the child. In addition, this module presents fairy tale therapy as an opportunity to determination (in the profession, preferences).

Prospects for further research may be reviewing, analyzing and modifying the content of the working program “Fairy Tale Therapy with Children” for professional training other categories of educators: speech therapists, preschool teachers, primary school teachers, practical psychologists, social educators, teachers of languages and literature, taking into account the specifics of their practical activities.

**Keywords:** fairy-tale therapy, fairy-tale therapy in working with children, professional training, special education teacher, special and inclusive education, working program

**Problem statement.** The current situation in the world is characterized by a trend towards an increase in the number of children with disabilities who have special educational needs, as well as the number of normative children who have certain psychological problems. Of course, one of the conditions for the successful integration of children with developmental disorders in the general educational space is training of teachers, the purpose of which is the mastery of technologies, methods of training, education and development of children with psychophysical disorders.

This determines the special quality requirements for personnel, carrying out the education and upbringing of children with sensory, intellectual, motor, speech and other developmental problems in educational and rehabilitation institutions.

The professional activity of a special education teacher goes beyond the traditional framework of the work of a teacher, closely interacting and intertwining with various types of socio-pedagogical, rehabilitation, consultative-diagnostic, psychotherapeutic, corrective and other types of “non-teaching” activities aimed at one most important goal – to assist a person with limited opportunities for life in its social adaptation and integration by means of special education.
Processes of modernization of education of children with disabilities psychophysical development connected with the need to provide them equal access to quality education, significantly change priorities and approaches to the training of future special education teachers.

We think that one of the components of the professional training of a special education teacher should be his familiarization with correctional, pedagogical, psychological, health-saving and psychotherapeutic technologies of working with children of different ages, including those with special educational needs. One of such technologies that future special education teachers must master while studying at a pedagogical university is fairy tale therapy. Unfortunately, this technology is not given enough and due attention in the process of training specialists in the field of special and inclusive education. Usually acquaintance with fairy tale therapy is given only at the conceptual level. But the need for the competent use of fairy tales of different kinds in working with children is an indicator of the professionalism of the future teacher-special educator.

Thus, there is an urgent need to work out a working program “Fairy tale therapy in working with children”, which would be appropriate to implement in the training system for future teachers of special education. Such a program should take into account the requests of future professionals in order to train them to carry out quality work with children of all ages, including children with special educational needs, as well as children with psychological disabilities.

Analysis of recent research and publications. I.Melnichuk [2] made an analysis of contemporary art therapeutic techniques, including character drama, body-oriented therapy, art therapy in training psychology students within the context of the Bologna process; revealed the impact of these techniques to develop their creative abilities.

The dissertation of O.Fil [5] deals with the problem of training of future social pedagogues for their professional activity using innovative forms and methods for work with clients. The essence and content of the definition “readiness to use the fairy-tale therapy” in the professional activity is revealed. The indicators, criteria and levels of future social pedagogues’ readiness to use the fairy-tale therapy are determined. The pedagogical-organizational conditions for effective training of students for the researching activity were grounded theoretically and proved experimentally.

The model and the method of training of future social pedagogues for using the fairy-tale therapy were worked out, grounded and proved experimentally. In the dissertation it is proved that the introduction of the model and the method of training of future social pedagogues for using the fairy-tale therapy promotes positive changes of readiness levels of students under the condition subject to the pedagogical-organizational conditions.
O. Lokareva [1] studied the problem of forming the readiness of future social educators to use fairy tale therapy in professional activities. Scientific and methodological support for the formation of the readiness of future social educators to use the method of fairy tale therapy is described. In the process of experimental work the expediency and efficiency of introduction of structural-semantic model of formation of readiness of future social pedagogues to use of fairy-tale therapy in professional activity is proved.

We also can name the researches devoted to using fairy-tale therapy by different categories of educators: psychotherapists, practical psychologists, special educators [3;4;6].

**Purpose of the article** is to determine the purpose, objectives and content of the work program “Fairy tale therapy in working with children” for the training of future teachers of special education.

**Presentation of the main material.** The purpose of mastering the discipline “Fairy tale therapy in working with children” is to form a holistic view of the possibilities of using didactic, artistic, meditative, therapeutic, psycho-correctional fairy tales to solve the problems of development of children of preschool, primary, adolescent and senior school age.

The purpose of mastering this discipline is also to familiarize with the current state of the foundations of fairy tale therapy: the theoretical base, basic concepts, directions and methods of using fairy tale therapy in psychodiagnostic, counseling, psychocorrection. At the same time, special attention should be paid to the formation of practical skills in working with fairy tales: the study of fairy tales as life scenarios, the use of fairy tales to identify and solve problems, and the writing of fairy tales.

Tasks of the discipline:
– Formation a system of knowledge and skills related to the presentation of foundations of work on fairy tale therapy, its historical roots and traditions, domestic international and foreign experience in organizing work on fairy tale therapy with children school and primary school age;
– Actualization of interdisciplinary knowledge that contributes to understanding features of the idea of the processes occurring in living and non-living nature in the process of working on fairy tale therapy;
– Familiarization with the forms and methods of work on fairy tale therapy, aimed at developing creative abilities, developing adaptive skills, improving ways of interacting with the outside world, as well as teaching, diagnosing and correcting, regulating the relationship of a person to a person, society, environment for the relevant subject area goals for their use.

The study of this academic discipline is aimed at the formation of competencies:
1. Willing to understand and solve professional tasks in the field of psychological support of educational activities and solving these problems with the technology of fairy tale therapy.
   The listener should know:
   - the goals of fairy tale therapy,
   - the main directions of fairy tale therapy,
   - types of fairy tales and features of their application,
   - features of the use of a fairy tale,
   - age characteristics of fairy tale therapy,
   - methods of working with the text of fairy tales,
   - the structure of a fairy tale therapy session and a fairy tale therapy program.
   The listener should be able to:
   - carry out structural and textological analysis of a fairy tale, selection of fairy tales for a psychological problem, compilation of fairy tale therapy programs.
   The listener must have (gain experience in activities): experience in developing fairy tale therapy programs

2. Capable of implementing interactive methods, psychological technologies focused on personal growth and maintaining the health of individuals and groups
   The listener should know: methods of organizing the composition of fairy tales in a group, features of motivation of participants.
   The listener should be able to: use game and visual methods in conducting classes on the technology of fairy tale therapy.
   The listener must master (gain experience of activity):
   - a system of techniques that allow maintaining the motivation of clients to participate in classes,
   - use the diagnostic and therapeutic potential of fairy tales, include clients in group activities of analysis and storytelling.
As a result of mastering the discipline, the student:
1. must know:
   - the essence and specifics of fairy tale therapy;
   - forms and methods of fairy tale therapy.
2. must be able to:
   - make a choice of fairy tales that are adequate to the problem of the client;
   - to think over and implement the structure of a fairy tale therapy session, draw up a scheme for thinking about fairy tales and organize their discussion.
3. must master:
   - technology of psychological analysis of the client’s fairy tales;
   - technology for conducting fairy tale therapy classes.
4. must demonstrate the ability and willingness to:
   - Ability for social interaction, cooperation and conflict resolution in the social and professional spheres, for tolerance, social mobility;
- The ability to rationally choose and implement correctional and educational programs based on a personality-oriented and individually differentiated approach to persons with disabilities;

- The ability to organize a correctional and developmental environment, its methodological support and conduct correctional and compensatory work in the fields of education in order to successfully socialize people with disabilities;

- The ability to carry out correctional and pedagogical activities in the conditions of both special (correctional) and general educational institutions in order to implement integrative models of education;

- The ability to make recommendations for the prevention of disorders in children and adolescents through the use of fairy tale therapy.

When conducting training sessions in the discipline, the development of teamwork skills and interpersonal communication skills in students should be ensured.

Taking into account the principles of building block education, we included in the structure of the content of training future teachers and educational psychologists for the use of fairy tales in correctional and developmental activities:

- an actualization block containing the goal and objectives of correctional and developmental activities, basic concepts and methods of action necessary for mastering the content of the course;

- a brief historical block, including a brief digression that reveals the history of the problem that has arisen, the existing theory and practice;

- a theoretical block, which reveals: the main theoretical provisions for the use of fairy tales in correctional and developmental activities, the features of correctional and developmental work with fairy tales;

- a block of generalization, which performs the function of forming a systemic representation of the course content for students.

The preparation of students is aimed at the formation of the following structural elements of readiness to use fairy tales in correctional and developmental activities with students: target, motivational, operational-regulatory, technological, control and evaluation components.

The process of formation of the target component among students is quite long. This component is formed in the process of studying the course, and its essence is the formed conviction of the future teacher and educational psychologist in the need to determine both strategic and tactical goals in correctional and developmental work with students.

The future specialist should realize that in correctional and developmental activities, the goal is determined on the basis of diagnostic data that determine the need for the implementation of one or another correctional work aimed at a particular student.

The meaning of the motivational component is to form in the process of lectures and practical classes in the future teacher and teacher-psychologist the desire
to carry out correctional and developmental work using fairy tales with children. The maturity of the motivational component is achieved with the help of external and internal motivation, the inclusion of students in joint activities with the teacher of the university. The student's motivational component is best formed on the basis of creating a situation of cognitive interest.

For the professional implementation of correctional and developmental activities at school using fairy tales, the future specialist must form an operational and regulatory component, the essence of which lies in the ability to detect the need for any type of correctional activities, plan the process of correctional activities and organize correctional and developmental work, taking into account local conditions.

The essence of the technological (methodological) component lies in the assimilation by future teachers of the principles, forms and methods of corrective and developmental activities using fairy tales, as well as the ability to create specially organized psychological and pedagogical conditions that contribute to the effective resolution of psychological and pedagogical problems in children.

The essence of the control and evaluation component of student readiness is very important because this component involves monitoring both the progress of the correctional development program as a whole and the accuracy and correctness of the performance of individual tasks included in it (control by the final result and intermediate control).

Below there is the content of the working program of the discipline.

**Module 1. Theoretical background of fairy tale therapy**

**1.1. Fairy tale therapy as one of the directions of art therapy**

The essence and content of fairy tale therapy as a method of development through fairy tales. Key concepts (fairy tale, fairy tale, plot, narrative). The spiritual basis of fairy tales. History of fairy tale therapy. Purpose, tasks, possibilities of fairy tale therapy. Problems to be solved with the help of fairy tale therapy. Functions of fairy tale therapy. The main directions of fairy tale therapy. Techniques of fairy tale therapy.

**1.2. Varieties of fairy tales in fairy tale therapy**

Genres used in fairy tale therapy in working with children. Kinds of fairy tales. Art tales (author’s and folk ones). Didactic tales. Meditative tales. Psycho-corrective tales. Psychotherapeutic tales. Features of the use of folk, author's, psycho-corrective, psychotherapeutic and meditative tales. The main types of fairy tales (by origin, plot and characters and other types of fairy tales) and examples of psychological work with them.

**1.3. Forms, methods and techniques of working on a fairy tale**

The main areas of application of fairy tales in therapy. Analytical direction and features of interpretation of a fairy tale. Storytelling: to a group or one person from the 3rd person; group storytelling. Inventing a sequel to fairy tales; creation of fairy tales; rewriting (or adding) fairy tales; fabulous puppet therapy; resolution (acting
out) of fairy tales; fabulous image therapy; fairy-tale drawing; techniques of meditative approach to fairy tales.

1.4. Algorithm for working on a fairy tale


Traditional forms of work with a fairy tale: reading, storytelling, conversation, dramatization, staging. Unconventional technologies of work with a fairy tale: mixing of plots of heroes; changing the character of the hero; change of place, time, event; changing the ending of a fairy tale; composing a fairy tale according to the scheme.

Features of creating a therapeutic fairy tale.


Techniques used to read the text. Techniques used to analyze fairy tales.


1.5. Techniques used in fairy tale therapy

Isotechniques in fairy tale therapy. Fundamentals of interpretation and analysis of drawings. Possibility to use additional art objects (paintings, sculptures, alterations, etc.). Game techniques in fairy tale therapy. Possibilities of using elements of psychodrama when working on a fairy tale. Possibilities of using dynamic sand fairy tale therapy.

Methods and techniques that contribute to the creation of fairy tales by participants.


Creating a diagnostic bank in fairy tales

1.6. Planning and conducting correctional classes with a child using fairy tale therapy

The structure of correctional and developmental fairy tale therapy classes. Techniques of working with a fairy tale, which are used to "warm up" the group or configure the client. Using fairy tales for individual and group counseling. Work with psychotherapeutic fairy tales in groups.

Construction of a fairy-tale therapy program. Distinguishing the client's problems during fairy tale therapy. Features of individual and group dynamics in compiling a fairy tale therapy program.

Module 2. The use of fairy tale therapy in working with children of different ages

2.1. Fairy tale therapy as a method of therapeutic work with preschoolers
Features of perception of a fairy tale by the child of preschool age at various stages: the newborn kid; age 1.5-3 years; age 3-4 years; age 4-6 years. The value of a fairy tale for a preschool child.

Topics raised in fairy tales for preschool children: the struggle between good and evil; fighting fears; depriving a person of negative features that hinder him, such as aggression; aimed at improving the child's self-esteem; aimed at developing the child’s courage, determination and perseverance in achieving their goals; focus on the development of the child's imagination and creativity.

Application of fairy tale therapy in speech therapy work. Application of fairy tales in work with preschoolers with intellectual disabilities. Modern direction of fairy tale therapy in work with preschoolers – fairy tale sand therapy.

2.2. The use of fairy tale therapy in working with children of primary school age

Features of perception of fairy tales in primary school age. Problems faced by children at primary school age: learning difficulties, hyperactivity, aggression, relationships with peers and adults, teachers, parents and other relatives, fears, etc.

Technologies of fairy tale therapy in group and individual work. Theatralization and dramatization of fairy tales.

2.3. The use of fairy tale therapy in working with adolescents and children of high school age

Features of perception of fairy tales and fairy tales in adolescence and early adolescence. Problems faced by a child in adolescence and early adolescence: communication with adults and peers, bad habits (drugs, alcohol, smoking, etc.), first love, choosing a future profession and more. Resource potential of legends, myths, parables and other kinds of folklore. Psycho-correctional potential of fairy tale therapy in working with adolescents and children of senior school age. Fairy tale therapy – the disclosure of external and internal, modeling the future. Actualization of the child’s potential and correction of behavioral reactions by means of fairy tale therapy. Fairy tale therapy as a tool for forming the experience of constructive interaction with both adults and peers. Creating your own fairy tale as a method of forming in children an adequate attitude to themselves and their capabilities.

Module 3. Fairy-tale psychodiagnositics and correction

3.1. The work of a fairy tale therapist with anxious and timid children

Who and what are modern children afraid of. Ways of fairy-tale therapeutic help for timid children. Fantasy fairy tales for timid children. The technique of “Katatym march to a fairy tale”.

3.2. Tales for hyperactive children

Rules of interaction with hyperactive children in the process of psychotherapy. Ways to use “built-in” messages for hyperactive children. Games, fairy tales to train the attention of hyperactive children

3.3. Tales for aggressive children
Rules of communication with aggressive children in the process of psychotherapy. Staging, fairy tales for aggressive children.

3.4. Fairy tale therapy of behavioral disorders in children with physical manifestations

Work with children who refuse to eat. Correction of eating behavior with the help of fairy tales. Psychotherapeutic approach to children with enuresis, encopresis. The use of methods of “living” metaphors, paradoxical intervention, the method of short tales and therapeutic stories with indirect effects when working with children with behavioral disorders with physical manifestations.

3.5. Fairy tale loss therapy

Features of perception of death by children of different ages. Sad tales and their use in fairy tale loss therapy.

3.6. Fairy tale therapy of family relations

Work with children who are experiencing parental divorce. Work with children who are experiencing a new child in the family. The practice of fairy tale therapy with teachers and parents. “Safety” in communication with parents during fairy tale therapy.

3.7. Didactic fairy tales and their use to overcome learning difficulties

Didactic tales: essence, purpose and content. Rules for compiling a didactic tale. Using a didactic fairy tale to present new material, its repetition and consolidation.

3.8. Fairy tale therapy in the fight against bad habits

Work with children who have a variety of bad habits. Fairy tales that help to overcome bad habits and their use in working with children.

3.9. Fairy tale therapy in the fight against complexes and self-acceptance

Work with children who have various complexes and problems during self-perception. Tales that help fight complexes and increase self-esteem, and their use in working with children.

3.10. Fairy tale therapy as a way to create the intention to recover

Work with children with various somatic diseases. Fairy tales that help create the intention to recover and their use in working with children.

3.11. Methods of fairy tale therapy in working with the topic of self-sabotage

The essence and content of the concept of “self-sabotage”. Working with children who have self-sabotage. Fairy tales that help to overcome the manifestations of self-sabotage and their use in working with children.

3.12. Fairy tale therapy as an opportunity to determine (in the profession, preferences)

Work with children who have to make a choice (in the profession, preferences). Tales that help to determine (in the profession, preferences), and their use in working with children.
Conclusions. So, in connection with the challenges of modern pedagogical science and the need to have in the system of professional training of special education teachers a program aimed at mastering future specialists in this category of the latest correctional, pedagogical, psychological, health-saving and psychotherapeutic technologies of working with children of different ages, including those with special educational needs, the content of the working program “Fairy tale therapy in working with children” was worked out. Such a discipline can be both a part of the invariant part of the curriculum, and an optional course. It consists of 3 modules: Module 1. Theoretical background of fairy tale therapy. Module 2. The use of fairy tale therapy in working with children of different ages. Module 3. Fairy-tale psychodiagnostics and correction.

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References:
