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Fairy-tale therapy as a means of developing communication skills of preschool children

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Abstract

Relevance. At the present stage of the search for new forms and methods of teaching, the development and education of children are one of the main tasks of preschool pedagogy. The relevance of the study is determined by the importance of fairy tales in the development of preschoolers' speech.

Purpose. The purpose of the study is to include valuable levels of fairy tales in the communicative and cultural development of preschool children. Research objectives: to develop the ability to emotionally react to imaginary events; to strengthen a conscious approach to the rules of personal safety; to use movements of expression.

Methodology. The following methods and approaches were used in the study: activity approach, personal approach, method of pedagogical research, system approach.

Results. The presented results demonstrate that a systematic and scientifically based approach to conducting specially organised classes using fairy tales develops expressiveness, accuracy of speech, grammatical correctness, lexical completeness and semantic organisation, cognitive data, etc.

Conclusions. Thus, the study confirms the hypothesis that a fairy tale can be an effective means of developing the speech of younger schoolchildren in educational activities, as well as another means of ensuring the attitude to the student as a person. This study has prospects for further research on the problems of the influence of fairy tales as a metaphorical text on the development of tolerance in primary school children, as well as studying the possibility of the phenomenon of negative semantic resonance.

Keywords: fairy tale therapy; preschool children; pedagogical activity; psychological training; personality development.

Introduction

The education reform carried out in the Republic of Kazakhstan over the past decade has revealed a number of problems. The collapse of the unified system of preschool education, the emergence of various alternative programmes and types of institutions did not solve all the problems in this area. The problem of psychological preparation for school, continuity, and assistance to children with various developmental difficulties, the formation of creative abilities, and many others are still waiting to be solved. Recently, the term “fairy tale therapy” is increasingly being used in specialised and popular publications. Fairy tale therapy is the process of

finding meaning, deciphering knowledge about the world and the system of relations in it. Reading fairy tales is of great importance in the upbringing of a child. Communication with children is a necessary condition for the child's communicative development [1; 2].

Reading fairy tales contributes to the holistic development of children, the development of imaginative thinking, imagination and creativity, the enrichment of the inner world and the expansion of vocabulary. Fairy tales for children, including stories with repetition, are very helpful for the development of memory [3; 4]. And to develop a sense of rhythm, one needs to read poetry. Modern parents sometimes do not have enough time for

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full interaction with their children, children are anxious or not sociable, so in kindergarten teachers make up for the lack of communication between the child and his parents. Fairy tale therapy plays an important role in this process. This is the most childish method of development in all spheres, including the communicative culture. Fairy tale therapy helps children to get rid of anxiety, fear, change their attitude to certain situations, develop creative imagination, and contribute to a more successful adaptation of children to school [5-7].

The theoretical significance of the study: the paper describes the phenomenon of semantic resonance in educational activities that arises as a result of the contextual use of metaphors and fairy tales. This can be defined as the moment when children experience recognition, clarity of images, words, metaphors. The practical significance of the study includes several developments. A system of diagnostic equipment for assessing the speech development of primary school children, suitable for use in secondary schools, has been developed. A speech development program for primary school children has been created through the interpretation of fairy tales used in various primary schools. Additionally, a program to train teachers to use fairy tales as a means of speech development within the framework of an explanatory approach, suitable for use in graduate school, has been developed.

The theoretical and methodological basis of the study includes the ideas of humanisation, the educational process, the analysis of the educational process as a whole and its components, such as pedagogical activity, professional and personal qualities, the language and speech of the teacher, students' relations, teaching speech, teaching leading functions in the development of the child. The following methods and approaches were used in the study: activity approach, personal approach, method of pedagogical research, system approach. The activity approach requires the study of pedagogical processes logically, taking into account all the main components of the activity: goals, motives, actions, types of activities, ways to correct, monitor, and analyse the results achieved. With this approach, the developed system of measures acquires a full, complete characteristic: from the purpose of the activity to its final result. Since individuals necessarily interact in pedagogical phenomena, the personal approach is also important for research. The methodological basis of the personal approach is the theory of the role of the individual in society, the relationship between the collective and the individual, and the comprehensive and harmonious development of the individual. For the methodology of pedagogical research, a deep systematic and structured approach is of paramount importance. A system is understood as a community of certain elements acting in accordance with the internal law of existence. The systematic approach involves a consistent and holistic consideration of all possible types and methods of solving pedagogical problems and choosing the best option based on a comparison of the ability of each.

Speech development in preschool children is one of the most important and complex problems of pedagogy and psychology since it gives an idea not only about the general patterns of child's development, but also about the features

of the formation of the preschool child's personality. Mastering the native language as a means and method of communication and cognition is one of the most important acquisitions of a child of preschool age. V. Sukhomlynsky [8] said that reading books is the way of a skillful, intelligent, thinking teacher to the heart of a child. Fiction plays an important role in the development of speech, in the restoration of the child's vocabulary. V. Belinsky [9] believed that books for children should be included in the curriculum as one of the most important aspects. Ye. Tikheyeva [10] concluded the most important role of the social factor in the speech development of a child. She states: Language is a product and a means of society. It arises from a person's need to communicate with other people. Thus, the inclusion of the child in the social environment and care for the programmed expansion of his social connections is one of the main conditions for the development of his language [10]. The famous Australian psychologist D. Brett [11] wrote that children find "reviews" of their own lives in fairy tales. They try to deal with their fears and problems using the example of a positive character. In addition, fairy tales give the child hope, which is extremely important. A child who carries no hope or has lost it refuses to fight and will never succeed [11].

Modern therapy of children's fairy tales is aimed not only at the development of the child, but also to help in difficult life situations. Knowing how a fairy tale affects a person's life can have a positive impact on the child's psychological state. According to T. Zinkevich-Yevstigneyeva [12], this is an intimate and deep knowledge of the world and the system of relations within it. This means that by getting to the origins of the fairy tale, children discover in themselves and the world around them what is probably long known in the depths of their souls and what helps the fairy tale to understand them intuitively.

Psychotherapeutic potential of fairy tale therapy: types and functions of fairy tales

A fairy tale is an integral part of a child's education. The role of fairy tales is multifaceted. From the development of imagination to the development of correct and expressive speech. The term "fairy tale" itself is defined as an oral literary work, mainly prose, magical, adventurous or everyday, with an emphasis on fiction. Fairy tale therapy is a method that uses the form of a fairy tale to develop a person's speech, expand consciousness, and improve the interaction of speech with the surrounding world. [13]. The interaction of various methods and techniques, the subject environment, and communication are the internal engines of speech and mental development of preschoolers. But at the same time, it is necessary to follow a fairy tale that excludes moralising and includes communication in games. Speech is not just a person's ability to communicate. The full development of speech gives a person the opportunity to think logically and figuratively. Speech is directly related to the imagination and training of the person as a whole. Therefore, it is necessary to start the development of a child's speech from an early age. The development of speech is associated with the development of motor skills, and the improvement of motor skills means the development of speech. For this purpose, there are

many methods and techniques, for example, toys that develop motor skills.

The game is one of the main activities, and the preschooler is constantly monitored, the game develops speech. A special place is occupied by games created by children themselves – these are creative or story games. This can be a game with a song, with a toy, staging, improvising, showing an excerpt from a fairy tale. For the development of speech, it is necessary to create conditions where each child can express their emotions and feelings not only in ordinary conversation, but also in public, without being embarrassed of other people. These qualities are being formed and developed in theatrical productions. The basis for working on theatrical productions can be a fairy tale. Currently, the search for new forms and methods of education, the development of children is one of the priorities of primary school education.

Meanwhile, more attention is paid to the development of the child's personality. This makes it possible to improve the quality of children's language development. Mental development occurs in children between the ages of three and six, which is characterised by the formation of imaginative thinking, which allows the child to think about objects and compare them in his mind, even if he does not see them. The child begins to form models of reality in which he or she interacts, keeping him or her out of the definition. A fairy tale will help. At the age of four or five, fairy-tale thinking is being developed. With the help of a fairy tale, a child interprets the reality around him. There is always a lesson in a fairy tale: to be friendly, brave, hard-working, honest. They actively influence not only the emotional sphere of a child but also the speech activity within it, providing a comprehensive approach to the development of the child. Thanks to the fairy tale, a child learns the world not only with the mind, but also with the heart. He also explores and reacts to events and developments in the world around him, expressing his attitude towards good and evil.

Sociability, the ability to communicate with others is an important component of self-awareness, success in various matters. In preschool education, there is a problem of insufficient use of age-appropriate tools that ensure the effective development of communication skills in older preschool children. In the process of forming communication skills, it is recommended to use active game, correctional and developmental technologies. Fairy tale therapy is one of the most effective means of developing friendly relationships in preschoolers. The fairy tale genre allows children to direct their attention to the best action in a given life situation. In fairy tales, no one teaches a child to "live right". The events of the fairy tale occur sequentially. Due to this, the child perceives and learns the cause-and-effect relationships that exist in the real world. Fairy tales help children to see the echoes of their own life in them. Children tend to use the example of an active character to solve their problems. In the process of learning, the child accumulates positive emotions, strengthens his social immunity. A fairy tale can show children, parents, and teachers new ways and algorithms to get out of any difficult situation. The analysis of psychological and pedagogical documents shows that fairy tale therapy is an important component of the preschool educational process. The use of fairy tales in the process of

preschool education is not only possible but also necessary due to the effectiveness of this educational environment. The variety of forms of working with fairy tales, as well as the flexibility of the meanings of the same fairy tale, create ideal conditions for designing and performing activities in preschool educational institutions.

Children can be wayward and demanding. But a fairy tale, which must not only be read but also composed, can help in a child's upbringing. If an adult chooses what to read or listen to, children will trust what their parents read or listen to. In turn, the works may be overflowing with various quotes or morals, which is not always perceived by the child. This is where fairy tale therapy for preschoolers comes for help. A fairy tale is always a riddle that you want to solve. It is perceived by children with special attention and there is a desire to listen to it for hours. For the harmonious development of a little personality, all kinds of fairy tales are necessary and important. But when reading, for example, "Riaba the Hen" or "Kolobok", an adult only introduces the child to objects, concepts, and traditions. This is an abstract situation, as opposed to a real-life situation, in which the child is simply not interested. Fairy tale therapy gives children the opportunity to participate in a favourite or just an interesting fairy tale, to make a plot, to play live. To this end, a fairy tale can be used as a tool that allows correcting the current situation and the behaviour of a preschooler. Trying to play the main character, a child, first of all:

- clearly shows the fears and doubts lurking in his soul;
- shows how he sees solutions to problems;
- solves difficult life situations in which the character gets.

Secondly, by choosing examples of fairy tales, an adult has the opportunity to:

- focus the child's attention on the current specific situation;
- accurately and easily point out the deficiencies of the chosen behaviour;
- help him get rid of a particular habit;
- show that there is another line of behaviour – the ability to achieve the desired result.

Suppose a child is terribly afraid of the darkness – in this case, it is advisable to find or invent a brave hero who overcame the darkest plots of the kingdom of darkness with one look and sigh. If the child is prone to dishonesty, for example, the story of the shepherdess and the wolves can be used, or a story about a hero who lied so much that he forgot his name, and the liar had to once again get acquainted with himself and honest words to define himself in life. Children's fairy tales, in which selfish or bad actions have a clear negative connotation, are teaching to form a rejection of these qualities in a person. The fairy tale does not show negativity to the child and does not openly criticise him; it educates, gives answers to any questions, and at the same time helps to detect injustice or dishonesty and any other negative qualities to deal with his own weaknesses.

Third, fairy tale therapy helps to strengthen the bond between children and parents. Together they make up a wonderful story – a fairy tale. And the fate of the characters depends only on their collective decisions. Fairy tales themselves are divided into six types (Figure 1).

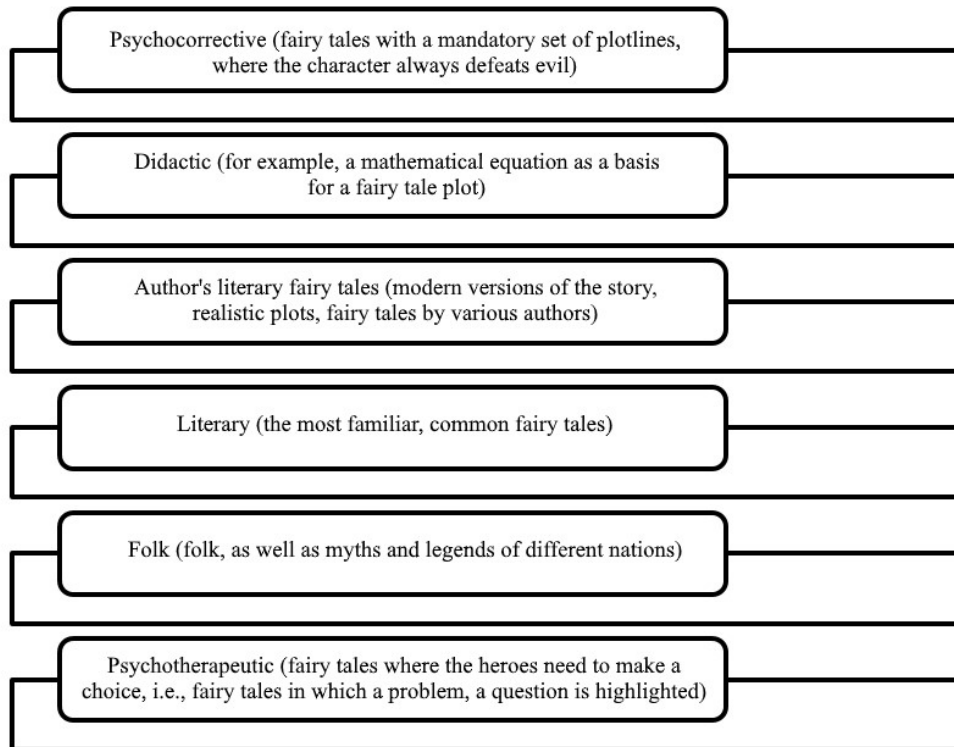


Figure 1. Types of fairy tales

The main principle of fairy tale therapy is the holistic development of the individual, taking care of the soul (translated from Greek – caring about the soul – therapy). The essence and vitality of a fairy tale, the secret of its magical existence in a constant combination of two semantic elements: fantasy and truth. Based on this, a classification of the types of fairy tales is created, although it is not completely unified. Thus, there are didactic, meditative, psychotherapeutic, and artistic fairy tales; artistic fairy tales are divided into folk, everyday life, scary, magical, animal tales. The peculiarity of each fairy tale is significant processing of information obtained from the emotional environment; a clear composition with a characteristic symmetry of individual elements with their repetition; a schematic and concise presentation of the material, which facilitates storytelling and listening. The fairy tale has a number of functions: the function of socialisation, creative, holographic, developmental-therapeutic, cultural-ethnic, and lexical-figurative [12; 14].

In complex fairy tale therapy, various methods of working with a fairy tale are used, and each of them has its own advantages and its own therapeutic effect. Therefore, there are the following rules for organising fairy-tale therapy for pre-schoolers:

- outplaying, staging, careful analysis, assessments, and conclusions on the content of the fairy tale;
- accordance with the age, needs, and abilities of the child;
- solving the problem;
- appropriate, unobtrusive, friendly, and sincere atmosphere.

Psychologists use a fairy tale to help assess the problem and find a way out of it. Thanks to fairy tale therapy, it is

much easier and painless to get rid of obsessive fears, resolve disputes, and understand what good and evil are. It is sometimes very hard for children to go through the difficulties of life. The divorce of parents, the emergence of a new family member, a quarrel with a friend, or problems at school can be a heavy shock for the child's immature psyche. If in response to such situations the child becomes withdrawn, or on the contrary shows aggression, simple instructions are unlikely to be effective. In this case, a method of fairy tale therapy becomes helpful. The uncomplicated name speaks for itself – treatment with fairy tales. Since ancient times, people have invented epics and legends, passing on their experience through them. Different ages have their own characteristics. First of all, children are taught to distinguish between good and bad – this is how values and norms of behaviour are formed. Also, small children are afraid of the darkness, boogeyman, and evil people. Thanks to fairy tale therapy, child's fears can be eliminated quickly enough. Let him understand that night is just the time of day, boogeyman is a fictional character, and evil people are always defeated by a good character [15-17].

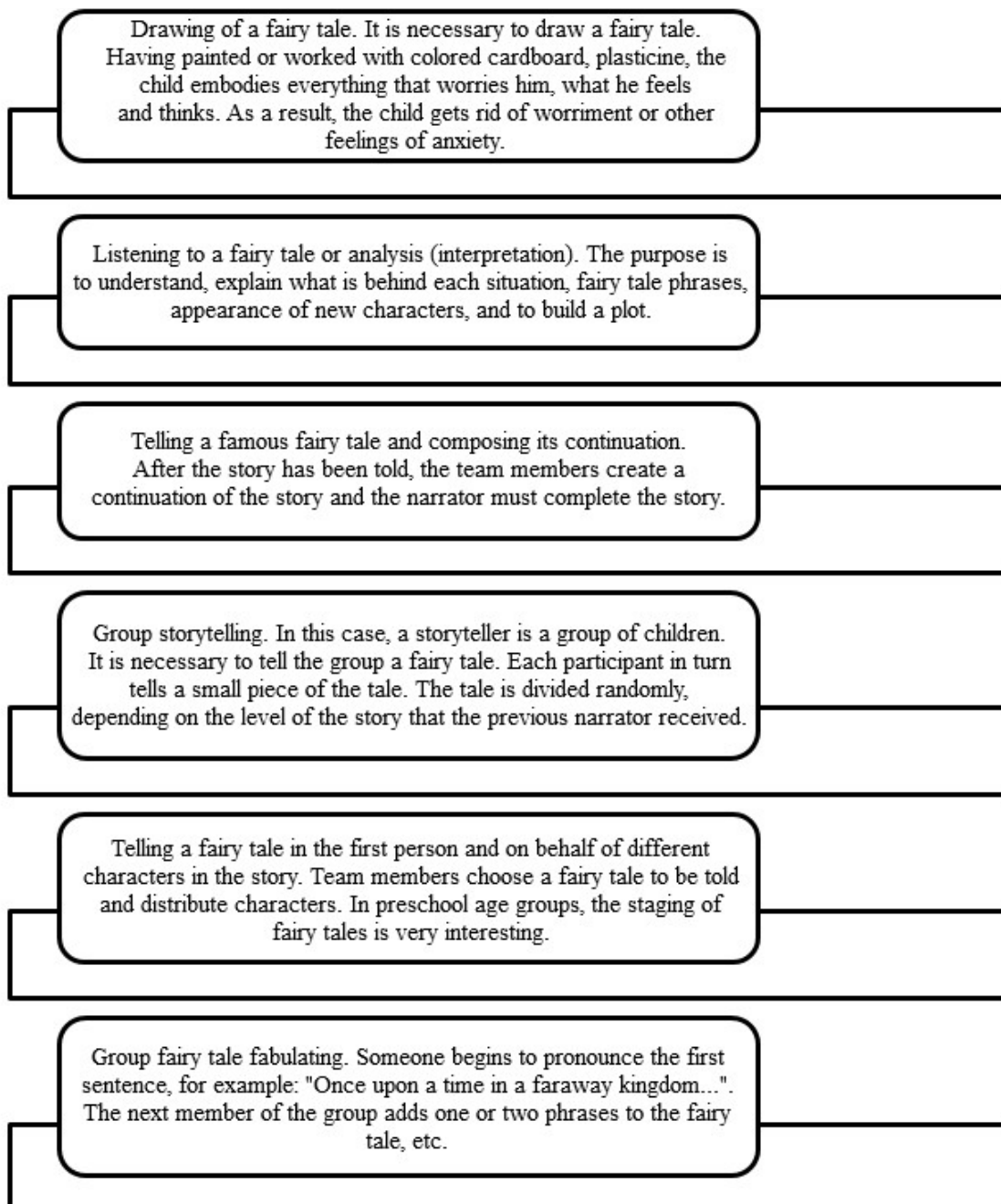
Methods and principles of working with fairy tales as a means of speech development in preschool children

Fairy tale therapy classes for preschoolers have their own specifics. At the age of 5-6 years, children already experience psychological trauma (the reasons may be different: quarrels in the family, a tyrant father, etc.). In this case, psychologists very carefully select the programme of fairy tale therapy classes for preschoolers. The psychologists select those tales, through which they can

project the real situation. Moreover, these fairy tales will definitely have a good ending, which will allow the child to feel protected. And the character will receive a reward for all the challenges. For schoolchildren, there is a special method of fairy tale therapy. In this case, such types as storytelling or independent writing of fairy tales are being connected. These techniques in complex fairy-tale therapy allows training imagination and expand vocabulary. This means, fairy-tale therapy acts as a means of speech development and makes it possible to diversify the speech therapist's classes, involve the child in the learning process. The purpose of fairy tale therapy is to develop the communicative skills of preschoolers. Tasks to be solved when using fairy-tale therapy:

- to educate children to care for others, to respect and trust each other;
- to create situations that allow the child to express and develop their individual abilities;
- to develop appropriate assessment measures to analyse person's behaviour and the actions of others;
- to teach communication arts – dialogue, discussion, conversation.

The solution of problems must be carried out using various pedagogical means. Work with fairy tale therapy is being carried out both directly in educational activities and regime moments. Figure 2 demonstrates the following forms used for working with fairy tales [18].



Based on these forms of work with fairy tales, the main methods of fairy tale therapy are distinguished: telling a fairy tale; drawing a fairy tale; fairy tale therapy diagnostics; composing a fairy tale; making puppets; staging a fairy tale. *The method of telling and composing a fairy tale.* All the storytellers are therapists. It is better to tell the story on a reading site, because the therapist can observe what happened during the consultation with the client. A therapist and a child can write a fairy tale together, staging all or individual elements at the same time. The child can write a fairy tale by himself. Self-composing a fairy tale and telling it to the child allows him to reveal his own emotional manifestations, which are usually not mentioned in the child's behaviour, but at the same time cope with it; if the child interrupts the story or it ends unexpectedly, he or she quickly reacts, lowers his voice with signs of excitement on his face (redness, colour change, sweating), and refuses to answer questions. He tends to wait for continuation or start a fairy tale – all this should be perceived as a sign of a pathological reaction to the test and, as a result, a neurotic state.

The method of drawing fairy tales. After that, it is advisable to draw a fairy tale, shape it with plasticine, or present it in the form of applique work. Drawing or working with coloured cardboard, plasticine, the client embodies everything that worries him, his feelings and thoughts, thereby freeing himself from anxiety or other experiences. The image quality does not matter. With strong emotions, all sorts of monsters, fiery, or dark colours can appear in the drawings of a child or an adult. A new drawing on the topic of the same-name fairy tale can be calmer, the colours will already be brighter. For drawing, it is better to take pencils (preferably gouache, if you are drawing something specific, or watercolor, if you need to draw your feelings, experiences). *The method of making puppets.* It is worth focusing on one of the main methods of therapy in fairy tales – the production of puppets. In fairy tale therapy, the process of making a puppet is important. All puppet making is a kind of meditation, because in the process of sewing a puppet, there is a change in personality. At the same time, children develop motor skills, imagination, and the ability to concentrate. In the process of making a puppet, clients activate the mechanisms of projection, identification, or replacement, which allows them to achieve certain results [19].

The method of "Therapeutic fairy tale diagnostics". The use of puppets in the counselling process allows children to conduct psychodiagnostics. With the help of fairy tales and puppets, certain problems of the child can be diagnosed. Older children and teenagers are recommended to make puppets to diagnose deeper problems. To do this, one can use a 30×30 cm foil puppet. A diagnostic interview with the child can be conducted in the presence or absence of the parents. The diagnostic effect of storytelling depends on the following. The world of fairy tales makes it possible to compare children to fairy tale characters. Children are more likely to recognise animals than people. A child combines his thoughts and experiences with the thoughts and experiences of fairy tale characters and tells about them. Answers to questions of adults allow drawing conclusions about the current

emotional state of the child and fantasies about the further development of the situation [20].

In working with children, such methodological techniques are often used:

- conversations aimed at learning about different ways of understanding;
- educational games (drama games; story role-playing games; word games aimed at developing communicative skills);
- educational situational games;
- presentation of psychology;
- reading works of art;
- writing short stories;
- listening to music;
- small competitions, competitive games;
- use of visual aids: drawings, illustrations, toys, and objects.

The activities with children should be based on the following rules: dependence on the age abilities of the child; determination of the stages of the teacher's work. There are two stages of communicative skills development. At the first preparatory stage, it is necessary to:

- study and analyse the state of this problem in the practice of forming communicative skills of preschool children in the conditions of a preschool educational institution.
- determine the level of completeness of communicative skills;
- reveal the communication experience available to children, motivate children to master communicative skills for the development of interest and communicative needs in pre-schoolers;
- develop situations for fairy tale therapy;
- make methodological recommendations for educators on the development of communicative skills.

At the second main stage, it is necessary to conduct specially organised activities for the development of communicative skills:

- participation of a child in the performance of general game tasks for mastering communicative skills;
- conducting creative activities and studying works of artistic character;
- creating a fairy tale together with children.

Fairy tales should be created in such a way as to encourage children to approach their teachers on the basis of empathy for their own situation. Game missions are selected according to the principle from simple to complex, the content is concise and accessible. As a form of rest, it is necessary to introduce relaxing exercises that help a child to relax. The use of a personality-oriented approach to education and training of preschoolers helps to implement a differentiated approach to children, which determines the content of classes, each of them is prepared and oriented in its own way and has the following structure:

1. Children greet each other in an unusual way. For example, children pass the ball around and smile at their neighbour.
2. Engaging in a fairy tale. It is performed using magic words: for example, "The time of the fairy tale has come – the miracle has begun". Or with the help of magic objects: mats, umbrellas, labyrinths, magic paths, mirrors, scarves,

flowers, magic wands, etc. Getting into a fairy tale is a very important moment. This can be called a magical, mysterious, “full of super-energy” moment. To move to another dimension, the “magic power” is required, at least for the child to overcome an obstacle or barrier.

3. Reading a fairy tale. After reading, children are asked questions about the content of the fairy tale, discuss a specific problem, its solution, and ways out of the situation.

4. The exit from the fairy tale is carried out in the same way as the entrance. Miraculous words are said, for example, “Shine a magic crystal, show us a short path – we are going to a kindergarten, where everyone is happy to see it”. The energy spent on actions, perceptions, and experiences throughout the journey through the fairy tale,

as such, is exhausted, and the child automatically returns to normal levels of awareness and energy, back to the normal real world.

5. Exercises and games that consolidate the tasks set, solved using fairy tales.

6. Drawing based on the read fairy tale. With the help of soothing music, children express all the emotions and feelings they experience while working on a fairy tale.

7. Farewell to the fairy tale. Children can do a round dance, just walk around, smile at each other, or hug each other and say, “I love you.”

The work should be based on the principles shown in Figure 3.

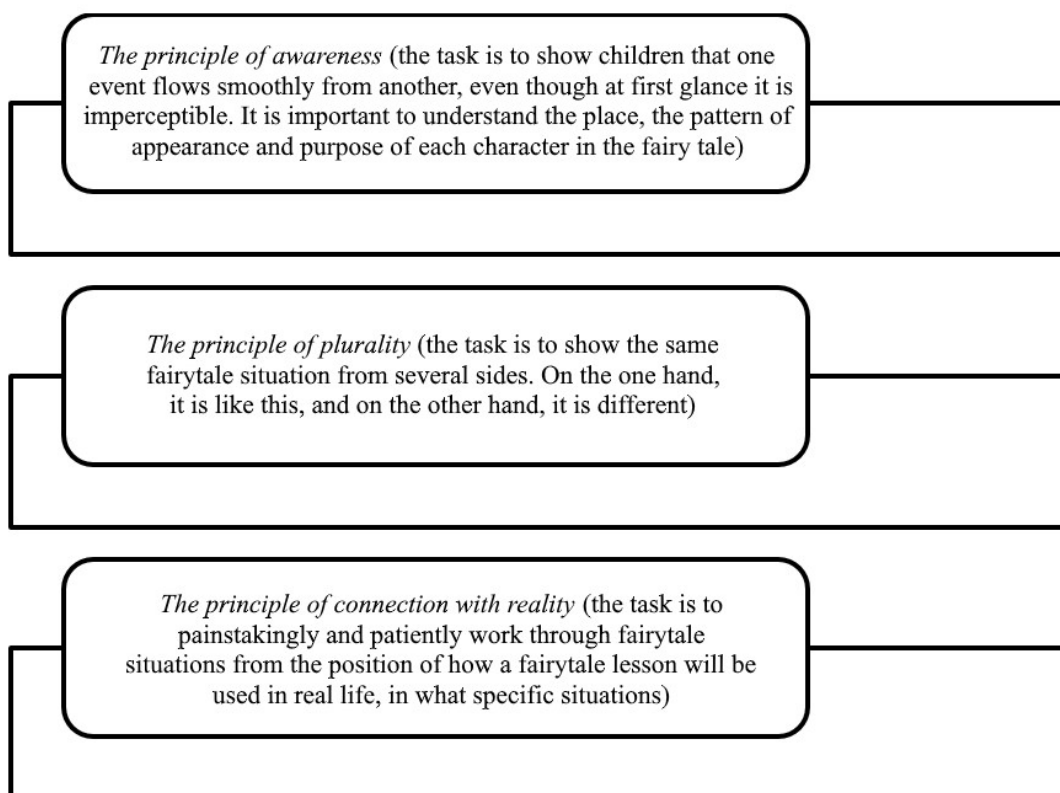


Figure 3. The principles of planning fairy tale therapy

An equally important role in the development of communicative skills is played by the subject-developing environment. According to the requirements of the Extended Education standards for the organisation of the subject-spatial development environment, the group is designed according to the principle of flexible zoning, taking into account children's interests, individual needs, and gender approach: there must be materials that correspond to the interests of boys and girls. Everything should contribute to the overall development of children, helping them to ensure mental health and psychological comfort. An assortment of didactic games is required, selected with dialogues from fairy tales, sets of plot pictures from fairy tales. Only the interaction of the kindergarten with the family can solve all the educational tasks, so it is necessary to implement close cooperation with parents to improve their pedagogical literacy in the development, upbringing, and training of preschoolers;

various forms of work are used: questionnaires; group meetings, for example, “A fairy tale in the life of a child”; consultations “The role of fairy tales in the development and upbringing of a child”, “Fairy Tale therapy in the family”; photo exhibitions of collective works “Homemade Books”, “Fairy-tale heroes”, etc.; master classes in the production of table theatres; parents' participation in the preparation and holding of holidays and entertainment, for example, “Autumn came to visit us”, “New Year's Fireworks”, etc.; in quizzes and group projects “On the roads of fairy tales”, “There, on wondrous paths”.

Owing to purposeful work, the atmosphere in the group significantly improves, children play more, solve many conflicts on their own, and require less attention from adults. In addition, the aggressiveness of many “problem” children and the number of reactions that attract attention is being significantly reduced. Introverts who play alone or

do not leave the educator are more likely to participate in collective games. Thus, the correctness and effectiveness of work in this direction is obvious. The use of fairy tale therapy brings certain results, children develop communicative skills:

- they are able to listen to others and communicate compassionately with others;
- they are able to build situational communication;
- can easily contact;
- express their thoughts clearly and consistently;
- use speech etiquette;
- correct their behaviour in accordance with the rules and certain norms.

Teachers use a fairy tale to help assess the problem and find a way out of it. Thanks to fairy tale therapy, it is much easier and painless to get rid of obsessive fears, resolve disputes, and understand what good and evil are. Fairy tale therapy has no contraindications. Teachers and psychologists recommend that even adults periodically use the method of fairy tale therapy. Let alone the influence of fairy-tale therapy on children. There are so many fairy tales in the world that there will definitely be an option that will help coping with a specific problem. Before starting classes in fairy tale therapy, the specialist studies the individual characteristics of the child, his psychotype, behavioural pattern, etc. This preliminary analysis allows choosing a personal programme of fairy tale therapy. It is important to understand that the effect of the fairy tale therapy technique is usually cumulative. For example, if a child is a scrappy fighter, he will not become a good boy after one lesson in fairy tale therapy. It will take time for him to learn the material and draw conclusions. And the result of fairy tale therapy will definitely be positive in the end. Fairy tales only make people better.

Conclusions

Based on this, it can be concluded that the possibilities of fairy tale therapy are unique in pedagogical activity since no other type of activity can have such a complex impact on the child's speech sphere. As a result, using fairy tale therapy as an effective method of speech therapy for speech development, the child acquires a lot of new things, including character traits such as creativity, activity,

emotionality, independence. Working with a fairy tale at the level of a word, an artistic image, and a system of cognition of the world and oneself allows preschoolers to form an active vocabulary, develop verbal and non-verbal imagination. To less skilfully identify the realised problem in the fairy tale, to fit the lesson of the fairy tale into the piglet in their life situations, to understand the emotional state of others, and to create their own metaphors, fairy-tale material, and emotional experience of the child. More than one scientific work has been written on complex fairy tale therapy, and various programmes have been developed. Fairy tale therapy is one of the most accessible and at the same time effective methods of communicative behaviour and consciousness of the child.

The presented results show that in the expressiveness, accuracy of speech, grammatical correctness, lexical completeness and semantic organisation, cognitive development of students, teacher's perception of traditions and values in fairy tales, appearance, there is a pattern of interpretive ability and personal development. Such a natural reason is a systematic and scientifically based approach to conducting specially organised classes using fairy tales and explaining the use of opportunities for speech development. Thus, the hypothesis that a fairy tale can be an effective means of developing the speech of primary schoolchildren in educational activities, as well as another means of ensuring the relationship to the student as a person, helps to achieve clarity as a connection of meaning between teachers and children, taking into account each other. This study has prospects for further research on the problems of the influence of fairy tales as a metaphorical text on the development of tolerance in primary school children, as well as studying the possibility of the phenomenon of negative semantic resonance.

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Conflict of Interest

None.

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Казкотерапія як засіб розвитку комунікативних навичок дітей дошкільного віку

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Анотація

Актуальність. На сучасному етапі пошуку нових форм і методів навчання розвиток і виховання дітей є одним із головних завдань дошкільної педагогіки. Актуальність дослідження визначається вагомим значенням казки в розвитку мовлення дошкільнят.

Мета. Мета дослідження – включити ціннісні рівні казки в комунікативно-культурний розвиток дітей дошкільного віку. Завдання дослідження: розвивати вміння емоційно реагувати на уявні події; зміцнювати свідомий підхід до правил особистої безпеки; використовувати рухи експресії.

Методологія. У дослідженні використовувалися такі методи та підходи: діяльнісний підхід, особистісний підхід, метод педагогічного дослідження, системний підхід.

Результати. Наведені результати свідчать про те, що системний та науково обґрунтований підхід до проведення спеціально організованих занять з використанням казок розвиває виразність, точність мовлення, граматичну правильність, лексичну повноту та семантичну організованість, пізнавальні дані тощо.

Висновки. Таким чином, проведене дослідження підтверджує гіпотезу про те, що казка може бути ефективним засобом розвитку мовлення молодших школярів у навчальній діяльності, а також ще одним засобом забезпечення ставлення до учня як особистості. Дане дослідження має перспективи подальшого дослідження проблем впливу казки як метафоричного тексту на розвиток толерантності молодших школярів, а також вивчення можливості феномену негативного семантичного резонансу.

Ключові слова: казкотерапія; діти дошкільного віку; педагогічна діяльність; психологічний тренінг; розвиток особистості.