



ОСВІТА. ПЕДАГОГІКА

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DEVELOPMENT, CORRECTIVE AND REHABILITATION OPPORTUNITIES OF A TALE TO WORK WITH PRESCHOOLERS

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The article deals with creative and development, corrective and rehabilitation opportunities of a tale to work with preschoolers.

Under the urgent unsteady social and cultural conditions, a new line and trend of the native education development is being formed; it is originated in humanism and democracy, creativity and self-realization. The process is aimed at optimizing the cooperation between a personality, society and nature in the life creativity of every citizen, regardless of the development level, social status, mental and physical opportunities, etc. Thus, forming the content, teaching and upbringing forms and methods for the children play a significant role. These tools may provide for the effective revealing of their personalities, forming the ability to think creatively, independently make customized solutions, perform a flexible reaction on the changes under the conditions of a radical restructuring of every spheres of the society life.

The problem is actualized by a rapid mental health deterioration of children that is caused by traumatic events of the brutal war of aggression of rf against Ukraine. Most children suffer from anxiety disorder, post-traumatic stress disorder (PTSD), depression, dissociative and behavioral disorders. Since, it is the education system which is designed to both develop a creative, socially active and harmoniously developed personality and provide an everyday social and psychological, as well as an emotional support for children. Here it is a teacher of a preschool institution in the center, who should possess these universal methods, tools, techniques of a creative development of preschoolers and being oriented on their corrective and rehabilitation opportunities. A tale is among the integrative tools of creative abilities development of a child, correction of the internal deformations and harmonization of his relation to the external world.

Based on a tale use in an educational process at a pre-school institution, the authors determine creative and development functions of a tale, that include expanding the range of abilities (cognitive, intellectual, specific: artistic, literary, mathematical and others) and individual features (emotionality, courage of imagination, fantasy, intuitivity, etc.) of the children; they are getting visible and rich at the practice of different constructive activity, which results are described as new and original. Corrective and rehabilitation opportunities are also proved. They comprise the reflection of a child's internal world, the consideration of complex phenomena and feelings, identification of his emotional status with the hero, comprehension of the problem and its solution, mastering the constructive variants to solve conflicts, the behavior change, emotional reactions, social communicative skills, learning moral standards.

Keywords: *creativity, preschooler's creative development, tale, therapeutic tale.*



ТВОРЧО-РОЗВИВАЛЬНІ ТА КОРЕКЦІЙНО-РЕАБІЛІТАЦІЙНІ МОЖЛИВОСТІ КАЗКИ В РОБОТІ З ДІТЬМИ ДОШКІЛЬНОГО ВІКУ

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У статті розкрито творчо-розвивальні та корекційно-реабілітаційні можливості казки в роботі з дітьми дошкільного віку. На основі використання казки у навчально-виховному процесі закладів дошкільної освіти, автори виокремили її творчо-розвивальні функції, які полягають у формуванні загальних (пізнавальних, інтелектуальних, мовленнєвих, рухових та ін.) та спеціальних (художніх, лінгвістичних, спортивних, математичних та ін.) здібностей, а також особистісних якостей (чуйність, спостережливість, емоційність, сміливість і яскравість уяви та фантазії, інтуїція тощо), які збагачуються у різних видах конструктивної діяльності, результати якої характеризуються новизною та оригінальністю. У статті визначено корекційно-реабілітаційний потенціал казок, які є відображенням внутрішнього світу дитини, пізнання складних явищ і почуттів, ідентифікації емоційного стану з казковим персонажем; усвідомлення проблем і бачення шляхів їх вирішення; оволодіння конструктивними формами розв'язання конфліктів та зміни поведінки, навичками соціальної комунікації та засвоєння моральних норм і цінностей.

Ключові слова: творчість, творчий розвиток дошкільників, казка, терапевтична казка.

Problem statement in a general form and its connection with important scientific and practical tasks. Under the urgent unsteady social and cultural conditions, a new line and trend of the native education development is being formed; it is originated in humanism and democracy, creativity and self-realization. The process is aimed at optimizing the cooperation between a personality, society and nature in the life creativity of every citizen, regardless of the development level, social status, mental and physical opportunities, etc.

These social and cultural expectations stimulate constructive changes in an educational process. The obstacles it may meet include recognition of a child as the highest value; national orientation, openness and availability of educational services; the focuses shifting from the knowledge transfer to a child's harmonious development; a creative trend of an educational performance in order to develop children's creative potential; psychological and pedagogical support of the development of a personality's spheres based on person-oriented principals, etc. Thus, one of the main tasks of education comprises the organization of this content, teaching forms and methods. They provide an effective reveal of their individuality, formation of the abilities to think creatively, make decisions individually, perform a flexible reaction to the changes under the conditions of a substantial reconstruction of every sphere of a society life.

The formation of a creative personality, realization of his natural skills and inclinations are among the strategic tasks determined by the Laws of Ukraine «On Education», «On Pre-school Education», the Conception of a New Ukrainian School, Basic component of a pre-school education on Ukraine and others.

The problem is actualized by a rapid mental health deterioration of children that is caused by traumatic events of the brutal war of aggression of rf against Ukraine. Most children suffer from anxiety disorder, post-traumatic stress disorder (PTSD), depression, dissociative and behavioral disorders. Since, it is the education system which is designed to both develop a creative, socially active and harmoniously developed personality and provide an everyday social and psychological, as well as an emotional support for children. These important priorities of a modern state policy referring this type of children are described in National Ukrainian program of mental health «How are You?» and the project «Psychological and Social Support and Psychological Help at Every Level of Education» and implemented by the Ministry of Education and Science of Ukraine at educational establishments.

Since, today the system of education is aimed at both developing a creative, socially active and harmoniously organized personality, and providing an everyday social and psychological and emotional support for children. It is a teacher and an educator of a pre-school educational establishment who plays a central role in this process. He should possess these universal methods, instruments and techniques of a creative development of preschoolers considering their corrective and rehabilitation opportunities. A tale is among the integrative tools of creative abilities development of a child, correction of the internal deformations and harmonization of his relation to the external world.

Analysis of recent research papers and publications. The issue of children creative development and a creative orientation of educational process at a pre-school establishment has been studied for the last years. A significant contribution to theoretical and methodological, psychological and pedagogical basis of children creative development has been made by L. Vyhotskyi, S. Maksymenko, V. Sukhomlynskyi, S. Yakandska and others. They characterized a sensitive attitude of pre-school pupils and younger schoolers to the creativity and proved it is the age that is the period of an intensive creative development of a personality [6; 17; 20; 25].

The issues of specific features of children creativity and stages of the creative process are outlined in the works of H. Kostiuk, V. Moliako, V. Romenets and others. The works of present scientists A. Bohush, H. Belienka, O. Havrylo, A. Kolyshkina, I. Tomashevska described psychological and pedagogical preconditions for creativity development of preschoolers, as well as types and specific features of their creative performance [1; 8; 21].

The studies that express separate aspects of children creative development in different activities are outlined in the works of the scientists: T. Kolomoiets – specific feature of the creativity development of preschoolers at art classes [14]; I. Skomorovska – the influence of various visual arts activity on the development of senior preschoolers [18]; V. Volkova – specific feature of constructing as an effective instrument to develop creativity in schoolers [7]; I. Dubrovina – development of creative potential of senior preschoolers with the tales of V. Sukhomlynskyi [9]; T. Shupyk – peculiarities of a tale influence on the child's ability to dream, use his fantasy, develop creative thinking, speech and communicative skills, reveal a child's internal world [22] and others. It is obvious, the scientists prove a significant role of a tale in the child's mental, psychological, emotional, speech and creative development, because it may have a positive impact on thinking and speaking, provoke positive emotions, imagination and fantasy.

Considering the field of the use of a tale as a tool for a teacher's rehabilitating preschoolers, we appreciate the works of L. Mahdysiuk [16], M. Zameliuk, S. Milischuk [10], O. Kazachiner [11], I. Kobzaieva [13] and others. Most of the authors share the same view of the

most effective instruments in preventing and overcoming mental traumas to be a tale implementation. Story therapy is used as a mechanism to get over difficult psychoemotional conditions, emotions and experience, to find the ways out of a predicament and creative decisions, motivations for constructive actions and harmonizing emotional and behavioral displays.

The aim is to demonstrate creative and development, corrective and rehabilitation opportunities of a tale to work with preschoolers.

Presentation of the key points of the study with a full justification of the obtained scientific results. New approaches for a pre-school education based on the principals of preschool education humanization, the priority of teaching human values (good, beauty, self-esteem of a pre-school childhood) are shown in the Law of Ukraine «On Pre-school Education» and the project of the Conceptions of the development of a pre-school education that is organized by the MES of Ukraine.

The following programs pay the attention to the importance of the conditions development to organize creative skills and qualities, the ability to think creatively and solve a task to develop a creative and individual potential of a child: «I Am in the World», «A Confident Start», «Joy of Creativity» and others. Their contents clearly outline the orientation to a child's personal abilities, his interests and aptitudes, prove the principals, instruments, methods and techniques to develop creativity. Thus, a preschooler's creative growth implies a specific significance and appears to be an extremely urgent trend of empiric search, scientific and theoretical studies.

The present native pedagogues (L. Artemova, I. Bila, A. Bohush, M. Zameliuk, O. Kononko, O. Muzyka and others) applied significant works in studying creativity, the development of a preschooler's creative personality, enriched theoretical and methodological principals of the issue in a preschool pedagogy. The scientists emphasize the fact the creativity determines both the process and the result of an activity which is characterized as a new, eccentric and unique. The internal source of creativity comprises the interaction between the person's skills, qualities and features which may be realized in a specific creative act of any constructive performance. I. Bila says, «...creative opportunities of a child, including his creativity, that may be manifested in mentation, games, and may characterize both a personality in general and his specific skills and inclinations, the results of creative activity, the process of their formation» [2, p. 19]. The scientist considers children creativity as the operations for a child to form a subjectively new (important for her) product including a picture, constructions, a game, a story, making previously unknown details which characterize the created type in a new way: different variants of the image, situations, movements, heroes characteristic features, other acts; the implementation of previously mastered variants of images or the expression tools in a new situation; the display of initiative everywhere [2, c. 13].

A creative process may be different for different people, depending on personal qualities, opportunities, abilities, type of a creative performance, but later include these stages: preparation (determination of the aim, collecting the information, skills and knowledge, the search for ideas, inspiration, observation and the study to stimulate creativity); producing and selecting ideas (the birth of ideas excluding limits and critic, selection of ideas which coincides the determined aim the best, call for an emotional feedback); development of succession and practical implementation of the idea (phased realization of the ideas in a specific material (drawing, writing, music, programing, etc.)); mistake analysis and correction and the work improvement; presentation of the result to readers, audience or users; making conclusions and further studying based on one's creative experience.

It is clear, these stages are conditional, since the creativity process is endless. The phasing is of a methodological aim to determine the work content of a child the creativity process, forms, methods and instruments of his creative development at every relatively independent stage, the development succession of these or those qualities of a creative personality.

Since, creativity if preschoolers implies both the result and the process, the search for an opportunity to transfer from one acting way to another within a game, music, fine arts, dance, etc. In this case, there appear measure opportunities of a preschooler to perform them, i. e., a creative process is followed by emotions, making strong-willed efforts (persistence, purposefulness, resolution, courageous decision making), by the development of cognitive (ability to search, experimentalize, make suggestions and hypothesis, a high cognitive development level, imaginative memory, visual and figurative thinking), practical (are shown in different activities including a domestic, visual and labour activity, a game,) and specific (musical (musical ear, sense of rhythm); visual (sense of form, color, composition); theatrical (significance of intonation and facial expressions), literary, mathematical and other skills. Here we mean an operational state of the personality who strives for changing anything.


As for Y. Kotelianets, children creativity is an operational state of the personality who strives for changing anything, forming a personally important material or a spiritual product including drawings, objects, various compositions, reading, retelling, devising and role-playing tales, stories and legends plots, search for new ways, standards to solve the tasks of a visual, musical, game or others based on previously mastered universal ways of an activity [15].

A famous psychologist L. Vyhotskyi underlined that it is human personality in general but not a separate mental function (e.g., a memory, attention, mentality, etc.), who is involved into the process of an artistic and creative performance. He emphasized, the art works as an instrument to get rid of fears, neuroses and an effective method for self-expression and the expression of one's own experience. Since, being influenced by the art in a creative process, children experience catharsis – moral purification, the soul elevation that happens while performing empathy and sympathy. Thus, here he means releasing mental energy and relaxing which lead to the reduction, alleviation or complete elimination of anxiety, better understanding of the internal world and the needs, and provide a positive impact on a personality [5]. It is a creative activity that let experience and release these negative emotions; it significantly reduces the risk of a repeated injury and the development (post-traumatic disorder).

During a spontaneous creative process and making up images in different ways, instruments and materials, children are able to paint and draw carefully, sculpt and mould, scream and shout out their emotions, anger, aggression, sadness, helplessness, i. e., all destructive effects of their mental state. According to a psychologists R. Moroz, during a social and psychological, rehabilitation process it is urgent to intensify child's internal resources within various techniques of creative activity. It may definitely result in his ability to reflect one's pain in the product of creativity. Thus, he will recover. Creativity therapy is a powerful instrument for renewal and harmonization of children psychics, as their recovery happens in a creative performance [4].

Therefore, corrective and rehabilitation component of an educational process of preschoolers during and after the war should be oriented on stimulating their creative activity. A tale is known to be a powerful development, corrective and rehabilitation source.

The experience of V. Sukhomlynskoho at Pavlysh secondary school is performed as a vivid example of an effective implementation of tales in a creative development of a personality. The educator described tales to be spiritual treasure of a national culture; within their consideration a child learns his native people [19].



A tale involves an immense aesthetic potential which is revealed in a vivid, romantic picture of a fabulous world, in idealizing positive characters, in admiring and educating. A colorful, brilliant language of tales is charming and provokes nice images in children's imagination, stimulates fantasy. Traditional (reading, speaking, retelling, conversation) and creative methods to work with a tale promote wider and more diverse implementation of the texts loved by children greatly, including to make up a tale (with the given beginning, with transferring the characters into new environment, shifting fairy-tale heroes, finding a different ending or a tale variant, etc.); to organize illustrations, collages to the tale content with the visual art instruments; to discuss difficult situations (extreme (war, famine, conflicts, natural disasters) and rescue situations with the tale heroes); to make up fantastic tales about non-existent animals, citizens of non-existent planets, etc.); to design a tale according to schemes and infographic; to change the tale plot (to shift the symbols, to involve a new symbol; to imagine how the tale events have changed, to give the new tale character specific features); for children to create a tale on a self-selected topic; role-playing games (playing episodes of the tale) and a tale dramatizing; games with speech situations (an imaginary dialogue with a tale hero); verbal sketches (an oral description of a tale hero, the nature or the environment where the main tale events happen); to make up a travel map through a tale; to solve problem situations and conflicts in a tale and others [3].

For example, it is possible to follow this algorithm to create an authorial tale:

1. A primary stage
 - emotional attunement (a comfortable psychological climate);
 - determination of the plot theme and aim: (who or what the tale is about, what is the message: a moral, a story about friendship, etc.);
2. A body
 - making up a tale: characters and environment (describe the main characters and antagonists of the tale, the environment where a fabulous event happens) → make up the plot (determine the succession of events and conflicts the characters face → create an atmosphere (describe the place of the event and the mood you want to share within the story) → fantasize (add some magic, fantastic elements, wander and unexpectable events that make the story engaging) → follow logics (the events should be sequential and logical and the heroes are to overcome the obstacles and solve the problems)
3. A final stage
 - adding some moral (what is your message and what you may teach readers);
 - writing a tale with symbols (mnemonics) or drawings;
 - telling the story with the symbols or drawings (try to tell the tale in an interesting and involving way);
 - editing and checking (in the end, reread the story, correct the mistakes and finish the drawings);
 - sharing (if you are satisfied with the tale, share it with others). You may read it to children, publish it in a magazine, tell it to your friends.

A tale as a powerful psychotherapeutic instrument, is studied by foreign psychologists K. Estes, E. Fromm, C. Jung. They state that a psychological reality of a person, his internal rhythms and conflicts are reflected in a tale. Metaphorical resources of a tale promote supporting life strength and are of a healing power aimed at correcting and recovering any lost soul spring [23]. The scientists consider a tale as a space for the scenarios of spiritual searches and the development of a personality.

In native psychology T. Yatsenko studied a metaphorical nature of a tale within the method of an active social and psychological learning in order to understand internal conflicts

and individual obstacles of a subject; they are connected with the phenomenon of «psychological protection» that mask the feeling of inferiority, incompetence, guilt which result in a perceptive distortion and escape from the reality [24].

Having studied psychological and corrective, recovering opportunities of a tale to work with the children injured by the war, I. Kobzaieva indicates, introduction to tales helps children avoid and get rid of complexes, find the way out from a difficult situation, not lose the spirit and faith in good, because the evil is always defeated in a tale. Tales provoke an intensive emotional reaction. Fabulous characters apply both to the child's consciousness and subconscious. A tale let go behind the limits of ordinary everyday life, and study the world of feelings and emotions in an easy-to-understand form, identify oneself with a separate character, thus, to see one's problems from a different perspective [13]. The scientist points out that with a corrective aim the work on a tale embraces a psychological preparation for tense emotional situations; symbolic reaction to physiological and emotional stresses; consideration and comprehension of the content of one's activity.

We agree with O. Kazachiner, who gives the following corrective functions of a tale:

1. A mirror function – the tale plot is the mirror which reflects an internal world of a person, making identification with it easier.
2. A model function – tales reflect different conflict situations and offer the possible ways to solve them or indicate the consequences of separate efforts to solve the conflicts. Thus, they help study with a model.
3. A mediation function – a tale works as a mediator between a child and a teacher or a psychologist, reducing a child's resistance.
4. A function of an experience preserving – having been finished, tales continue to act in person's life.
5. A function of coming back to the earlier stages of a personal development – a tale promotes coming back to the previous joyful and happy immediacy. It causes surprise, astonishment and opens the access to the world of fantasy, visual thinking, direct and being judged by no one the process of getting into the role which is suggested by the context.
6. A function of an alternative conception – for a child a tale is comprehended not in generally accepted and previously set sense, but suggest to him an alternative conception, which can be either welcomed or rejected by a child.
7. A function of a position shift – a tale may unpredictably evoke new experience and feelings in a child, a position shift is being emerged in his consciousness [12].

Since, tales describe a deep experience of emotional crises which are distinctive for the development of every child (separation from parents, life choice, mutual support, love, the evil and good fight). Providing an impact on an unconscious level, tales give adequate mechanisms to protect oneself, including adaptive mechanisms to overcome stress. Getting through the obstacles, a hero has a possibility to transfer to the next qualitative level where the victory of good guarantees the feeling of a psychological protection for a child and promotes his internal growth. Reflecting crisis life situations, a tale teaches to constructively experience negative emotions and run them; it directs and projects them into specific fabulous images that preserve mental health.

Instruments to work with tales are well developed. The basic corrective and rehabilitation methods include the use of a tale as a metaphor (texts and images of tales cause free associations which can be discussed further); analysis of tales (discussion on the behavior and motives for the actions of the characters); painting on the tale plot; dramatizing the tale episodes (a tale staging for emotional rise with dolls, significant situations); retelling tales from different characters, re-writing and finishing tales; the sue of a tale as a parable – moralizing (a

prompt with a metaphor as a variant to solve the situation); creating tales and transferring their plots into the present living conditions and others.

Creating an authorial therapeutic tale and creating it with a child provides the situation modelling when the stimulus form a child's environment which is significant for him and has caused a maladaptive defensive reaction, is getting from the dangerous for him into the safe. They are formed in accordance with a specific situation or specifically and directly for a separate child. In general, scientists, pedagogues, psychologists and psychotherapists use this algorithm:

1. A primary stage (attunement)
 - emotional attunement (a creative action which is aimed at relieving and setting up for a creative process to write a tale);
 - the aim of determination (which problem or theme you want to solve with a tale: fear, anxiety, loss, learning a skill, etc.).
2. The body (working through)
 - Making up a tale: to choose or create a hero (the main characters should reflect the main aspects of the problem: names, appearance, character) → place or environment (of the events development or working through the problem) → environment (friends, relatives, foes and enemies) → interests, activity (what he likes to do or what has to do) → dream (plans for the future) → steps to realize the plans (decide the succession of the events) → obstacles, difficulties (where the characters may relate to the problem or obstacles and the way they overcome the difficulties and are developing) → result (the aim achieving by the tale heroes).
2. A final stage (reflexing)
 - emotion (reproduce emotions, suffering of the heroes while spreading the tale plot, analyze how they display);
 - a skill (show how the characters study different skills or strategies to solve the problems);
 - moral (moral or psychological messages of the tale which should be aimed at supporting a child)
 - thoughts (with the thoughts or questions which may help a child to comprehend the read text and connect the story with his own life situation);
 - reading (oral reproduction on the drawing) of a tale.

It is important to remember that a therapeutic tale can be non-standard and fantastic, simultaneously it should be relevant for a separate child or a group of children to change the picture of himself consideration in a problem life situation. Since, a tale may become a therapeutic one only when a child gets used to the role of the hero, find the similarity of the development of the events, problems in the tale and his own life, make parallels between the plot and the life, live with the tale characters every stage to overcome the obstacles or get the way out of a difficult situation; he also performs sympathy and joy of victory, realize a key message and a moral wisdom of the tale.

Therefore, while creating and listening to therapeutic tales by children, there emerge comprehending one's emotional state (the connection between a listener and a hero help understand and express his feelings); cognitive understanding (symbols, metaphors or allegories that require the comprehension of the content and its interpretation); self-identification (identification with the tale heroes that helps reveal one's experience and feelings, the thoughts within the other characters); studying (separate skills mastering, development of new thinking methods, actions or the problem solving similar to those of the tale characters); reflection (self-consciousness of one's life situations and internal conflicts that may become a starting-point to discuss the methods of the problem solving); joy (comfort, balance, harmonization, self-

confidence, the feeling of personal significance, the belief in one's strength and ability to overcome the obstacles).

Thanks to the effective content, new forms and the appropriate creative and development, corrective and rehabilitation methods to work with preschoolers, a tale may stimulate the development of all creative components, including the most difficult which reveal creativity to harmonize the children's development.

Conclusions of the study. and prospects for further research in this direction. The implementation of a tale into an educational process of a pre-school establishment provokes a creative development, psychological and social support for children, particularly at the war time. While working on a tale there emerges the flexible development of thinking, fantasy, imagination, creativity, the ability to generate original ideas, make non-standard decisions and self-realization in different types of life activity. Using a tale as a cognitive form of difficult social life phenomena, in an affordable form a child may get rid of one's internal obstacles, find original ways out of difficult situations and independently make an optimal decision to overcome barriers. It promotes internal confidence in order to improve the interaction with the environment.

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