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ON THE PROBLEM OF FAIRY TALE THERAPY IN THE EDUCATIONAL PROCESS OF ELEMENTARY SCHOOL: THE CONCEPT OF A THERAPEUTIC FAIRY TALE AND THE METHOD OF ITS COMPOSITION

Abstract. The relevance of the topic of the scientific article is considered in the context of the need to analyze pedagogical technologies that express the methodology of using fairy tales and stories in the educational process of the school for the purpose of educational and therapeutic influence. The purpose of the study is to analyze the didactic and methodological aspects of the use of fairy tale therapy in the educational process of elementary school. In the process of scientific research, the following research methods were used: analysis; generalization and systematization; comparison; method of analysis of the knowledge system; comparative.

The names of Ukrainian personalities who researched the psychological aspects of fairy tale therapy (O. Vasilevska, I. Danyliuk, S. Zolnikova, K. Kolomina, O. Kosarieva, L. Magdysyuk, R. Fedorenko, M. Zamelyuk, N. Nikitina, V. Solodukhov, A. Fradynska) and didactic and methodological dimensions of using fairy tales in the educational process of primary school (I. Garmash, O. Muzychuk, L. Slyvka, K. Striletska, O. Fil, V. Tsys) have been announced. It is noted that the range of domestic developments that systematically cover the research problem is very narrow.

The essence of the concept of «fairy tale therapy» is clarified, and the difference between a therapeutic fairy tale and an ordinary fairy tale is emphasized. It is noted that fairy tale therapy becomes a protective barrier and can free a child from traumatic experiences, relieve tension, and promote the development of communication skills, emotional, and cognitive spheres. It is emphasized that a fairy tale for fairy tale therapy is composed for each child separately, taking into account their characteristics and based on the problems and fears that are inherent in a particular child. The algorithm for composing a therapeutic fairy tale is described. The main techniques for working with a fairy tale are detailed (analyzing a fairy tale; telling a fairy tale; rewriting a fairy tale; staging a fairy tale with the help of puppets; drawing based on a fairy tale; playing episodes of a fairy tale; composing a fairy tale). Examples of methodological recommendations for composing a therapeutic fairy tale, which are presented in available sources, are given.

It is concluded that the didactic and methodological aspects of using fairy tales in the educational process of primary school have not yet found sufficient coverage in the research of domestic scientists. A promising field for further directions of scientific research has been identified, such as: analysis of educational programs for primary schools for the potential use of fairy tales in the educational process; study of foreign experience in using fairy tale therapy in the educational process of primary schools.

Keywords: diagnostic, correctional and therapeutic potentials, emotional and behavioral difficulties, fairy tale therapy, methodological recommendations, elementary school, therapeutic fairy tale.

ДО ПРОБЛЕМИ КАЗКОТЕРАПІЇ В ОСВІТНЬОМУ ПРОЦЕСІ ПОЧАТКОВОЇ ШКОЛИ: ПОНЯТТЯ ПРО ТЕРАПЕВТИЧНУ КАЗКУ І МЕТОДИКУ ЇЇ СКЛАДАННЯ

Анотація. Актуальність теми наукової статті розглянуто у контексті потреби аналізу педагогічних технологій, які увиразнюють методику використання казкових оповідань та історій в освітньому процесі школи з метою виховного і терапевтичного впливу. Мета дослідження полягає в здійсненні аналізу дидактичних і методичних аспектів використання казкотерапії в освітньому процесі початкової школи. У процесі наукового пошуку використано такі дослідницькі методи: аналіз; узагальнення і систематизація; порівняння; метод аналізу системи знань; порівняльно-зіставний.



Анонсовано прізвища українських персоналій, які досліджували психологічні аспекти казкотерапії (О. Василевська, І. Данилюк, С. Зольнікова, К. Коломіна, О. Косарева, Л. Магдисюк, Р. Федоренко, М. Замелюк, Н. Нікітіна, В. Солодухов, А. Фрадинська) і дидактичний та методичний виміри використання казки в освітньому процесі початкової школи (І. Гармаш, О. Муzychuk, Л. Сливка, К. Стрілецька, О. Філь, В. Цись). Відзначено, що коло вітчизняних напрацювань, в яких системно висвітлено проблему дослідження, дуже вузьке.

Поточнено сутність поняття «казкотерапія», увиразнено відмінність терапевтичної казки від звичайної казки. Зазначено, що казкотерапія є своєрідним психологічним захисним бар'єром, який може звільнити дитину від травматичного досвіду, зняти напругу, сприяти розвитку комунікативних здібностей, емоційної та когнітивної сфер. Наголошено, що казку для казкотерапії складають для кожної дитини окремо, з урахуванням її особливостей і відштовхуючись від тих проблем та страхів, які притаманні конкретній дитині. Схарактеризовано алгоритм складання терапевтичної казки. Деталізовано основні прийоми роботи з казкою (аналіз казки; розповідання казки; переписування казки; постановка казки з допомогою ляльок; малювання за мотивами казки; програвання епізодів казки; складання казки). Наведено приклади методичних рекомендацій щодо складання терапевтичної казки, які представлені у доступних джерелах.

Зроблено висновок про те, що дидактичний і методичний аспекти використання казки в освітньому процесі початкової школи ще не знайшли достатнього висвітлення у розвідках вітчизняних науковців. Увиразнено перспективне поле для подальших напрямів наукових пошуків, як-от: аналіз освітніх програми для початкової школи на предмет потенційної можливості використання казки в освіті; вивчення закордонного досвіду використання казкотерапії в освітньому процесі початкової школи.

Ключові слова: діагностичний, корекційний і терапевтичний потенціали, емоційні і поведінкові труднощі, казкотерапія, методичні рекомендації, початкова школа, терапевтична казка.

INTRODUCTION

The problem formulation. In today's conditions, an important task for a teacher is to form in students the idea that a person's life will largely depend on how they perceive certain problems and events in their own lives. Fairy tale therapy is an invaluable tool for appropriate pedagogical activity. Using a fairy tale in working with a growing personality helps them effectively learn life lessons. Using the example of fairy tale characters, the child studies patterns of behavior and learns moral norms and rules. The fairy tale clearly explains what is good and what is evil. In fairy tales, a child becomes familiar with situations that can cause fear and anxiety, and finds appropriate solutions to such problems. Overall, the relevance of the topic of the article is due to the need to analyze pedagogical technologies that express the methodology of using fairy tales and stories in the educational process of the school for the purpose of educational and therapeutic influence.

The psychological aspects of fairy tale therapy were studied by O. Vasylevska (Vasylevska, 2012), I. Danylyuk, S. Zolnikova (Danylyuk & Zolnikova, 2019), K. Kolomina (Kolomina, 2023), O. Kosareva (Kosareva, 2012), L. Magdysiuik, R. Fedorenko, M. Zamelyuk (L. Magdysiuik, R. Fedorenko & M. Zamelyuk, 2019), N. Nikitina (Nikitina, 2024), V. Solodukhov (Solodukhov, 2007), A. Fradynska (Fradynsk, 2015) and others. The didactic and methodological dimensions of using fairy tales in the educational process of primary school have been highlighted in a number of studies (authors: I. Garmash (Garmash, 2018), O. Muzychuk (Muzychuk, 2012), L. Slyvka (Fairy Tale Therapy, 2014), K. Striletska (Striletska, 2016), O. Fil (Fil, 2008), V. Tsys (Tsys, 2013)), at the same time, we note that the range of developments of relevant content is very narrow.

THE AIM AND RESEARCH TASKS

The aim – to analyze the didactic and methodological aspects of using fairy tale therapy in the educational process of primary school.

RESEARCH METHODS

The goal was achieved using a number of research methods, namely: analysis, generalization and systematization of sources; comparison – to identify common and specific aspects in the content of investigations dedicated to fairy tale therapy; the method of knowledge system analysis – to ensure a systematic presentation of ideas regarding the problem of scientific research; the comparative method – to formulate conclusions.

RESULTS OF THE RESEARCH

The concept of «fairy tale therapy» is considered one of the effective methods of working with students who have certain emotional and behavioral difficulties (Kolomina, 2023; Kosareva, 2012). Fairy tale therapy can be used in work, for example, with aggressive children, insecure children, shy children, etc. (Molitska, 2009; Fradynska & Lazarevska, 2019).

A therapeutic fairy tale differs from an ordinary fairy tale in that it is specially invented, taking into account the characteristics of the child. The point is that the main character of the fairy tale is very similar to the child, he experiences the same problems or emotions. Therefore, from the hero's actions, the child can see that a particular problem can be solved (Application of the methodology).

Below is a specific algorithm for composing a therapeutic fairy tale.

1. Clearly define the problem that needs to be solved.
2. Identify possible ways to overcome it in real life.
3. To embody in the character of the main character of the fairy tale those character traits, fears, complexes, etc. that need to be gotten rid of.



In the scientific literature (Zalitok, 2017; Magdysyuk, Fedorenko & Zamelyuk, 2019; Stryletska, 2016; Tsys, 2013) the main techniques for working with a fairy tale are distinguished, namely:

Fairy tale analysis. The purpose of this technique is to understand and interpret the problem that lies «behind the scenes» of the fairy tale situation, the plot structure, and the behavior of the characters. For analysis, they choose, for example, a well-known fairy tale or a fairy tale created by a psychologist or teacher for individual work with a student. The child is asked to answer a series of questions, such as: «What do you think this fairy tale is about?»; «Which of the characters did you like the most and why?»; «Why did the character do certain things?»; «How did the character find a way out of a difficult situation?»; etc.

Telling a fairy tale. This technique is aimed at developing the fantasy and creative imagination of a child or group of children. The child is asked to tell a fairy tale in the first or third person, on behalf of other fairy tale characters, etc. For example, you can suggest telling a fairy tale about a gingerbread man on behalf of a fox, grandfather, grandmother, etc.

Rewriting a fairy tale. Using this technique makes sense when the child does not like something in the plot of the fairy tale (the course of events, certain situations in which the characters find themselves, the ending of the fairy tale, etc.). As a result, the teacher receives important diagnostic material. The point is that when a child «rewrites» a fairy tale, adds his (author's) ending, introduces other characters into the content, he independently chooses the plot that best suits his inner state and finds a way to break down negative situations that allows her to free herself from internal tension. This is precisely the psychocorrective meaning of rewriting a fairy tale.

Acting out a fairy tale with the help of puppets. When a child works with a puppet, he sees that every action he takes immediately affects the puppet's behavior. Therefore, the child can independently adjust their movements and make the doll's behavior as expressive as possible. Among other things, working with dolls allows a child to improve and express through the doll those emotions that they usually (for certain reasons) cannot afford to express.

Drawing based on a fairy tale. The drawing reveals the child's free associations. The analysis of the drawings takes place together with the child: she evaluates the behavior and motives of the character's actions (good – bad).

Playing episodes of a fairy tale. This technique allows the child to experience some emotionally significant situations and experience certain emotions.

Composing a fairy tale. On the one hand, this process promotes the development of imagination, on the other hand, it allows the child to inform others about their problems. In general, it is recommended not to interfere with the content of what the child has invented, but at the initial stage (to show an example of composing a fairy tale), you can «create» the fairy tale together with them. A fairy tale composed by a child will help an adult understand children's problems and difficulties.

A number of available sources that we analyzed (Application of the Methodology; Applying the fairy; Fairy Tale Therapy, 2014) provide methodological recommendations for composing a therapeutic fairy tale. We present this content below.

1. Start from afar. Traditionally, phrases that indicate time are used: «a long time ago», «in ancient times», «last year», «on such and such a date and such a year», etc.

2. Indicate the place where the events will take place. In classic fairy tales, this sounds like this: «in a certain kingdom-state», «in the thirtieth kingdom», «in a certain forest», etc. But nothing prevents the creator of a fairy tale from coming up with something of their own. Especially if the fairy tale is therapeutic and is designed to help a child cope with a certain problem. The location of fairy tale events can be the school where the child studies, the city or village where he or she lives, a playground or kindergarten, etc.

3. Invent a main character who is very similar to the child to whom the fairy tale is addressed. Let the hero love the things that the child is interested in, have similar habits and hobbies. However, you shouldn't completely copy your child when creating a story hero. Make the character interesting, funny, and charming, which can make the child like them and want to be in their shoes.

4. Symbolically indicate the problem: it should indirectly reflect the situation the child is in. Change the situation so that it is only «guessable». The situation should be truly fabulous, magical, and at the same time completely recognizable. At the same time, don't minimize the difficulties the main character faced.

5. Come up with a continuation of the story. You can «introduce» anti-heroes who will exacerbate the problem, or you can do without them. The main requirement: the problem must be exacerbated as much as possible. Develop the story so that it becomes clear that the hero simply has to do something to solve the problem.

6. Together with the hero, solve his fairy tale problem: the hero of the fairy tale must come to a solution to the problem in such a way that the child sees a way out of his own – the one about which the fairy tale was actually created. Let the hero show his best qualities, use various resources, and become stronger, smarter, kinder, and braver.

7. Bring your hero out of all the adventures as the absolute winner. Rejoice with your child in his success and courage. Finally, discuss with your child what the fairy tale character realized when he overcame all the problems and difficulties, and how, in your child's opinion, he would behave if he found himself in a similar situation.

As a rule, a fairy tale for fairy tale therapy is composed for each child separately, taking into account their characteristics and based on the problems and fears that are inherent in a particular child. The content of such a fairy tale should motivate the child to engage in introspection. Since the main character of the fairy tale experiences the same emotions that the child experiences, overcomes the same fears and complexes that the child overcomes,



and then finds ways out of the problem situation, then a perfectly created fairy tale can be considered one that, after using it, the child will begin to compare himself with this hero, analyze his behavior and learn to overcome difficulties of various kinds in real life, to get rid of the shortcomings that are inherent in it now.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, Ukrainian scientific sources present a fairly extensive theoretical analysis of the diagnostic, corrective, and therapeutic prognostic potential of fairy tales. The metaphorical nature and symbolism of the fairy tale contribute to its effective use in psychological and educational practices. Fairy tale therapy can be a tool for rehabilitation and a cure for the fears and anxieties that children have experienced and are caused by military actions in Ukraine. A fairy tale is a certain survival strategy, it is the fairy tale narrative that acquires therapeutic features. Fairy tale therapy becomes a protective barrier and can free a child from traumatic experiences, relieve tension, and promote the development of communication skills, emotional, and cognitive spheres.

So far, the didactic and methodological dimensions of using fairy tales in the educational process of elementary school have not yet found sufficient coverage in the research of domestic scientists.

Appropriate methods and techniques for working with fairy tales that can be used in working with primary school students are: reading fairy tales, telling fairy tales, retelling fairy tales, analyzing fairy tales, rewriting fairy tales, staging fairy tales using puppets, writing fairy tales.

A promising field for further directions of scientific research is the analysis of educational programs for primary schools for the potential use of fairy tales in the educational process, as well as studying foreign experience in using fairy tale therapy in the educational process of primary schools.

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