

## Features of Fairy Tale Therapy and Puppet Therapy and Possibilities of Their Combination

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**Abstract:** *This article will talk about combining fairy tale therapy and puppet therapy and their characteristic features.*

**Keywords:** *Storytelling, puppet therapy, preschool age, child, play.*

Before considering the ways of combining fairy tale and puppet therapy, let us turn to their definitions.

Fairy tale therapy is a type of therapy used in psychology and aimed at solving psychological and pedagogical problems in the group by creating a fairy tale.

Puppet therapy is one of the therapeutic methods in psychology, which solves psychological and pedagogical problems by creating puppets.

In our opinion, the main advantage of combining fairy tale therapy and puppet therapy is the possibility of working with preschoolers through their leading type of activity - play. Play activity of preschoolers is aimed at mastering by children the actions of adults and relations between them, in a special conventional form.

There are several ways to help combine therapeutic methods by turning it into play. Below we will look at each of these ways in more detail.

The first option is to invite children to listen to the story and act it out with the help of puppets. After playing the fairy tale, we suggest discussing the fairy tale. We also ask each child: 'What was it like to play the hero of the fairy tale? What did your hero feel during the fairy tale? What advice would you give to your hero?'. It is worth noting that if the problem is bullying, it is possible, having found a fairy tale on this topic, to give the bullying character to the child victim of bullying, and to give the bullying child the victim character.

The second option of combining storytelling and puppet therapy also includes creative activities. The session starts with making foil puppets. After that children are offered to listen to a fairy tale and think what role their doll would play in the fairy tale. After listening to the fairy tale, the children are asked questions about the fairy tale and the role of their doll in the fairy tale. 'What do you think the fairy tale is about? What kind of character would your puppet be? Why did you choose this particular hero? How did your hero feel throughout the fairy tale? What advice would you give to your hero? What feelings arose during the reading? At what moments was it joyful? At what moments was it sad? Did you feel sorry for anyone? Are there any characters in the story that you would never attribute to your doll? Why?'. This variant of therapy allows switching attention to different types of activities, and therefore can be used for children with attention deficit disorder and hyperactivity.

The third variant is similar to the second, but instead of making puppets from foil, animal drawings are made. The third option is used when the characters in the fairy tale are not people, but animals. For

convenience, it is worth preparing in advance stencils of those animals that are in the fairy tale. It is important to prepare stencils not only of the main characters, but also of the secondary characters, as the child's choice to become a secondary character is also a material for discussion and analysis. In case of choosing this variant of therapy, children are first read a fairy tale and then offered to choose a stencil of the animal they would like to become in the fairy tale. Also note that if two children want the same character, it is not necessary to prevent this, but then it is important to ask the question: 'Why did you choose the same animal as ...?'. Since the same choice can indicate both a strong friendship between the guys and competition between them. After everyone has taken a stencil, the children trace and cut them out, after which they colour them. The coloured figure can then be glued onto a stick. Next, children are asked questions about the fairy tale (presented above) and its hero: 'Why did he choose this hero? How did your hero feel throughout the tale? What advice would you give your hero? How would you act in this situation?'

The fourth variant is not a separate variant, but an opportunity to supplement the first three variants. Children can be asked to continue the story or change the ending. It is important that each child expresses his/her opinion about changing/continuing the story. When expressing an opinion, it is possible to ask which of the already suggested variants he/she likes, which one he/she does not like and ask why. Children can play out one of the variants as well as several variants.

Summarising the above, it is worth noting that combining fairy tale therapy and puppet therapy will help to avoid the difficulties that may have arisen when conducting them separately. Combining the two therapeutic methods is both a preventive measure and a way of solving conflict situations and difficulties arising in preschool children and is characterised by its effectiveness through play, which is the leading type of activity in preschool age.

**Conclusion:** Thus, the combination of fairy tale therapy and puppet therapy allows us to work effectively with many requests in a group of preschool children, relying on the leading type of activity, play.

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