

## A Fairy Tale Teaches Kindness: Fairy Tale Therapy in the Sensory Room of a Preschool Educational Establishment

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The fairy tale occupies a special place in the life of a preschooler. Fairy-tale images are brightly emotionally colored and live in the minds of children for a long time. A fairy tale teaches children to dream, to emphasize the main, individual in the image, to generalize the essential features, and enhances mental activity. Fairy-tale fiction is always pedagogical. It is used as a means of educating the best human qualities. The fairy tale enriches the inner world of children, they are drawn to it.

From a fairy tale, the child begins his acquaintance with the world of literature, the world of human relationships and the world around him as a whole. A fairy tale for a child is nothing more than a means of comprehending life, a way of knowing, comprehending certain life phenomena, the moral attitudes of society.

In every fairy tale there is a moral that a child needs, because he must determine his place in life, learn the moral and ethical norms of behavior in society.

Preschool children are not yet readers, but listeners. The ability to "listen" is formed in preschoolers in the process of education, with the active influence of an adult, and reaches an ever higher level, as the thinking of children develops and improves, their vocabulary is enriched, and their imagination develops. Therefore, in the upbringing of children, it is necessary to turn to the means of fiction and oral folk art for the development of various aspects of the child's personality. We can say that a fairy tale is an important means of developing the personality of a child, a means of aesthetic and moral education of children.

T. D. Zinkevich-Evstigneeva (2008) defines fairy tale therapy as follows - it is "the discovery of the knowledge that lives in the soul and is currently psychotherapeutic", "the process of finding meaning, deciphering knowledge about the world and the system of relationships in it", the process of forming a connection between fairy-tale events and behavior in real life [1].

The attractiveness of the method is due to the fact that, firstly, a fairy tale always serves as a means of meeting its listener or reader with oneself, and the metaphor underlying the fairy tale acts not only as a "magic mirror" of the real world, but of one's own, hidden, inner, not yet realized. The figurative meaning, magic, simplicity and at the same time the complexity of human relations immerse a person in a world where similar difficulties and problems confront not him, but the hero with almost real events. A good ending allows you to feel protected, and the moral at the end of the tale allows you to reflect on the cause of failures and achievements. Secondly, the fairy tale is aimed at developing a person's self-awareness in the context of accepting himself and others. Fairy tale metaphor is the core of any fairy

tale. It is the main means of psychological influence and, due to its inherent special properties, it turns out to be a way to build mutual understanding between people. It is the depth and accuracy of the metaphor that determine the effectiveness of fairy tale therapy techniques in working with children and adults.

Thirdly, in the fairy tale there are no directly expressed moralizing or recommendations, the assimilation of the necessary models of behavior and response, new knowledge about oneself and the world occurs imperceptibly, gradually.

In addition, the fairy tale contains in symbolic form information about how the world works, who created it, what happens to a person at different periods of his life, what stages he goes through in the process of self-realization, what difficulties and obstacles can be encountered in life and how to cope with them, how to acquire and value friendship and love, what values to guide in life, how to build relationships with parents and children, how to forgive.

Of course, the educational value of fairy tales also depends on the narrator, whose emotional and literate speech serves as a model for the child. The fairy-tale atmosphere created allows the child to completely immerse himself in the fairy-tale world, which is created in the sensory room with the help of color, light and sound, and special equipment.

The world of the sensory room gives magic and a positive attitude to everyone, by influencing the feelings of a person. Our sense of smell, taste, touch, sight and hearing provide the basis for understanding and action. When one or more of these senses is disturbed, a part of the world is less understandable.

In our work, we used such a method as fairy tale therapy in the sensory room. Classes provide an opportunity to develop the potential of children. Development with varying degrees of intensity occurs in each child. A joyful mood is created in children, various and strong stimuli contribute to the activity of children. The success of physical, mental and aesthetic education and development largely depends on the level of sensory development of children, that is, on, firstly, how well the child hears, sees, and feels the environment; secondly, how well he can operate with this information; thirdly, how accurately this knowledge can be expressed in speech. Thus, sensory education involves the development of all types of perception of the child: visual, auditory, tactile-motor, on the basis of which full-fledged ideas are formed. Fairy tales, depending on the topic and content, selected by a specialist in accordance with the problem being solved, make the child think, suggest reflection, open and explain to the child the life of society and nature, the world of human feelings and relationships and actions. The problems of moral education are being solved, which includes a systematic impact on the consciousness, feelings and behavior of the child, which forms their moral qualities, conviction in the significance of moral norms.

Classes are held in mini groups of up to four people and consist of the following stages: greeting, mood for work, immersion in the atmosphere of a fairy tale, listening to a fairy tale, discussion of a fairy tale and expression of feelings and emotions in a drawing using a light sand table and a transparent easel, reflection and farewell ritual.

Most often, closed, shy, anxious, aggressive, conflict, children who have difficulties in communication and behavior need to visit such rooms. So that aggression and resentment do not accumulate in such children, they simply need the help of a sensory room. The sensory room for children allows for behavioral correction. However, for all other children, such activities will only benefit, expanding their knowledge of good and evil, and instilling in them moral attitudes.

Influencing the senses of children with the help of a successful combination of various stimulants, such as light, music and tactile sensations, the sensory room will have a calming, restoring and tonic effect on the child, creating a favorable psychological climate in the group, actualizing the personal resources of the participants and harmonizing the psycho-emotional state.

The merits and advantages of the fairy tale therapy method in the conditions of the sensory room are its metaphorical nature, lack of didacticity, archetypicality, psychological security, integration of many psychotechnical techniques into a fairy tale context - drawing, story (story), dramatization, collage in the sand, music, etc.

Contraindications to visiting the sensory room are severe mental retardation, infectious diseases. Partial contraindications are the presence in children of convulsive readiness for episyndrome. When working with excitable children, the residence time is reduced, the load on the analyzers is minimized. When working with anxious children, abrupt transitions from one stimulus to another are excluded. Classes in the sensory room are recommended for children from an early age - 1 year.

The sensory room is a small paradise where everything glows, sounds, shimmers, soothes, and, if necessary, motivates to be active. Brightness, colorfulness, unusual equipment provides a quick establishment of emotionally positive contact with the child. Immerses the child in the atmosphere of the game. In the course of classes, all children experience positive changes, both in behavior and in cognitive development. The environment of the sensory room activates and stimulates the development of the child's sense organs, motor activity; relieves emotional stress. The magical world of the sensory room is filled with various miracles, which allows the child to feel like in a fairy tale.

### Bibliography

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