

A photograph of five white dice with black dots, arranged in a row on a wooden desk. The dice are spelling out the word "TEACH". In the background, there are several stacks of books, some with colorful covers, and a blurred teal wall.

T E A C H

**EDUCATION IN THE ERA OF
PARADIGMATIC CHANGES: CHALLENGES,
MODERN PRACTICES, POSTTRAUMATIC
GROWTH**

ОСВІТА В ЕПОХУ ПАРАДИГМАЛЬНИХ ЗМІН:
ВИКЛИКИ, МОДЕРНІ ПРАКТИКИ, ПОСТРАВМАТИЧНЕ
ЗРОСТАННЯ

EDITED BY PROF. ANNA TSVIETKOVA

за наук. ред. проф. Цветкової Ганни

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За науковою редакцією професора Ганни Цвєткової

**EDUCATION IN THE ERA OF PARADIGMATIC CHANGES :
CHALLENGES, MODERN PRACTICES, POSTTRAUMATIC
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According to the scientific edition of Professor Anna Tsvetkova

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Михайла Драгоманова

**Інститут педагогіки національної академії педагогічних наук
України**

**ОСВІТА В ЕПОХУ ПАРАДИГМАЛЬНИХ ЗМІН: ВИКЛИКИ,
МОДЕРНІ ПРАКТИКИ, ПОСТТРАВМАТИЧНЕ ЗРОСТАННЯ**

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The presented monograph covers relevant issues of contemporary psychological and pedagogical education: educational policy in the era of paradigmatic changes; posttraumatic personal growth in the context of Ukrainian realities; trends in higher education and responses to the challenges of martial law; modern practices in preschool education taking into account Ukrainian and foreign experience. The scientific research of the proposed monograph is a response to the challenges of martial law, a unique example of posttraumatic professional growth of scholars, and the intensive development of psychological and pedagogical science under extreme conditions.

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SOCIO-PSYCHOLOGICAL TECHNOLOGIES FOR PRESERVING THE MENTAL HEALTH OF CHILDREN AND TEACHERS OF UKRAINIAN PRESCHOOL EDUCATION INSTITUTIONS IN THE CONDITIONS OF WAR

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Abstract. *This article defines the concept of mental health and characterizes the psycho-emotional states of children affected by war (anxiety, fear, stress, traumatic stress, psychological trauma and post-traumatic stress disorder), analyzes the peculiarities of socio-psychological support of children and teachers in wartime conditions: describes socio-psychological technologies and techniques for working with psycho-emotional states of children and teachers in wartime conditions. The peculiarities of the organization of the technology of emotionally supportive communication with children in war conditions are characterized. Within the framework of this technology, the concept of effective listening skills (reflexive, non-reflexive and empathic) is revealed. The main methods of effective listening are defined: silent listening, clarification, retelling, paraphrasing, further development of opinions, generalization and summarization.*

The article highlights psychosocial technologies for the use of various areas of art therapy in social and psychological work with children: game therapy, fairy-tale therapy, puppet therapy, drawing therapy, and provides recommended children's fairy tales for psychotherapeutic work with children. Examples of creative use of song fairy-tale therapy in audio format through the use of innovative digital technologies are also given. Anti-stress stabilizing art-therapeutic, respiratory, meditative techniques used in socio-psychological work with children and adults in war conditions are presented.

The author's training program for teachers of preschool education institutions with the aim of prevention and psychorection of psycho-emotional states and mental health care of ZDO teachers in stressful conditions of war is presented.

Key words: *mental health; mental health care; socio-psychological technologies; socio-psychological work; preschool education institution; preschool children; pupils; children of war; educators; stress; psychotrauma; war conditions; psychotherapeutic technologies; art therapy; fairy-tale therapy; game therapy; puppet therapy; sand therapy; group therapy.*

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ТЕХНОЛОГІЇ ЗБЕРЕЖЕННЯ МЕНТАЛЬНОГО ЗДОРОВ'Я ДІТЕЙ ТА ПЕДАГОГІВ УКРАЇНСЬКИХ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ В УМОВАХ ВІЙНИ

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***Анотація.** У даній статті визначено поняття ментального здоров'я та схарактеризовано психоемоційні стани дітей, постраждалих від війни (тривоги, страху, стресу, травматичного стресу, психологічної травми та посттравматичного стресового розладу), проаналізовано особливості соціально-психологічної підтримки дітей та педагогів в умовах війни: описано соціально-психологічні технології та техніки роботи з психоемоційними станами дітей та педагогів в умовах війни. Схарактеризовано особливості організації технології емоційно підтримуючої комунікації з дітьми в умовах війни. У рамках даної технології розкрито поняття навичок ефективного слухання (рефлексивного, нерелфлексивного та емпатійного). Визначено основні прийоми ефективного слухання: мовчазне слухання, уточнення, переказ, перефразування, подальший розвиток думок, узагальнення та резюмування.*

У рамках статті висвітлено психосоціальні технології застосування різних напрямів арт-терапії у соціально-психологічній роботі з дітьми: ігрової терапії, казкотерапії, лялькотерапії, терапії малюванням, наведено рекомендовані дитячі казки для психотерапевтичної роботи з дітьми. Також наведено приклади креативного використання пісенної казкотерапії в аудіоформаті через застосування інноваційних цифрових технологій. Наведено антистресові стабілізуючі арт-терапевтичні, дихальні, медитативні техніки, які використовуються у соціально-психологічній роботі з дітьми та дорослими в умовах війни.

Презентовано авторську програму тренінгу для вчителів закладів дошкільної освіти з метою профілактики та психорекції психоемоційних станів та психічного здоров'язбереження педагогів ЗДО в стресових умовах війни.

***Ключові слова:** ментальне здоров'я; психічне здоров'язбереження; соціально-психологічні технології; соціально-психологічна робота; заклад дошкільної освіти; діти дошкільного віку; діти війни; вихователі; стрес; психотравма; умови війни; психотерапевтичні технології; арт-терапія; казка терапія; ігрова терапія; лялькотерапія; пісочна терапія; групова терапія.*

Introduction. The relevance of the research topic is due to the aggravation of the problems of mental (mental) health of children in the conditions of the war in Ukraine, and especially preschool children, who are a mentally sensitive, sensitive, least protected social category. The military realities of life act as a stressful background for children and adults. During war, children suffer and this is reflected in their psycho-emotional state: anxiety, fear, psychological trauma, stress, post-traumatic stress disorders (PTSD), depression, etc. According to social and psychological studies, 40% of Ukrainian children feel in danger, 44% of children have signs of potential PTSD. Statistics on children of war as of April 2025: 678 children died, 2,315 were injured, 2,232 disappeared, 49,420 children were found, 20,000 children were deported or forcibly displaced, 1,943 children were returned, and 20 children suffered from sexual violence (data for January 2026 from the official portal «Children of War» <https://childrenofwar.gov.ua/>).

In today's conditions, psychological support should become an important priority of state policy for both children and adults. The issue of the formation, preservation and restoration of children's mental health arises especially acutely in

the conditions of martial law and the post-war state, when the reconstruction of the state and the psychological recovery of the country's population will be carried out.

Among modern Ukrainian researchers of mental health, it can be noted: O. Burlachuka, M. Easter, O. Zavhorodnyu, V. Kozhenko, L. Lavrinenko, V. Palii, O. Plakhov, V. Sergienko, I. Utyuzh, N. Spitz and others.

According to scientists, *mental health* is the ability to feel happy and prosperous, to appreciate one's own well-being and one's life, emotional support and care of the people around it, the ability to accept it and show gratitude, to show resistance to stressful living conditions, the ability to help oneself and others, to be aware of the value of one's own life and the lives of other people. A valuable attitude towards oneself and others is the axiological basis of a mentally healthy personality. The axiological sphere of the individual includes life values, meanings, meanings, life orientations, value orientations.

According to the educational direction «Child's personality» of the Basic component of preschool education, an important task is the formation of health-preserving competence in a pupil of a preschool education institution, which involves: the child's ability to apply the skills of health-preserving behavior, observing the basics of a healthy lifestyle, strengthening and preserving health in life activities (*Bazovyi komponent doshkilnoi osvity*).

Evaluating the psycho-emotional and psychophysiological state of children who survived psychotraumatic events in the conditions of the war in Ukraine, we can conclude that socio-psychological support, receiving psychocorrective and psychotherapeutic help is the most important for them. Ukrainian scientists and practitioners in the fields of pedagogy and psychology are engaged in the study of these issues and the development of relevant socio-psychological technologies: A. Bogush, N. Bulatevych, L. Beykun, G. Bratasyuk, O. Voznesenska, T. Vasylyshyn, L. Galitsyna, V. Galchenko, Yu. Gubareva, L. Kalmykova, V. Kuzmenko, T. Kurganska, I. Lytvynova, I. Lutsenko, K. Milyutina, A. Nester, N. Opryshko, S. Povoroznyuk, S. Roiz, N. Sablina, O. Skordina, O. Tararina, O. Reipolska, V. Khromets, Yu. Khmelivska and others (*Lutsenko, 2019*).

This issue was also developed by American researchers who made a significant contribution to the development of art therapy in working with children: M. Naumburg (Margaret Naumburg) – founder of modern art therapy, believed that art helps children express unconscious emotions and conflicts; E. Kramer (Edith Kramer) – developed the concept of art therapy as a form of «therapy through art», emphasizing the importance of the creative process in child development; D. Rubin (Judith Rubin) – popularized art therapy through her books and films, emphasized the importance of creativity in psychotherapeutic work with children; Sh. McNiff (Shaun McNiff) – explored the integration of art therapy with other types of creative therapy, such as music and movement; K. Cathy Malchiodi – is a modern expert in the field of art therapy, wrote about working with traumatized children; European researchers also made a significant contribution to this issue: A. Hill (Adrian Hill, Great Britain) – is one of the first to use the term «art therapy» and apply it to work with children in

hospitals; M. T. Brun (Maria Terezia Brune, Germany) – investigated the use of art to work with children who have suffered mental trauma; D. Edwards (David Edwards, United Kingdom) – wrote about the clinical application of art therapy and its effectiveness in working with children; L. Kopitz (Leila Kopitz, France) – investigated art therapy in the context of child development and social adaptation; S. Finch (Suzanne Ffinch, Great Britain) – specialized in art therapy for children with special educational needs. These researchers significantly influenced the development of art therapy as a direction of psychotherapy, especially in working with children who experienced psychotraumatic events.

The purpose and tasks of the research. The purpose of this article is to outline the specific features of social-psychological assistance to children and teachers of preschool education institutions in the conditions of the war in Ukraine. Accordingly, specifying the goal, we will reveal the tasks of our research: 1) to define the concept of mental health; 2) to characterize the psycho-emotional states of children and educators in war conditions; 3) to determine the peculiarities of socio-psychological assistance to children and teachers in war conditions; 4) to describe socio-psychological technologies and techniques for working with psycho-emotional states of children with traumatic experience (domestic and foreign approaches); 5) describe the training technologies of social-psychological work with teachers of preschool education institution for the purpose of mental health care in wartime conditions.

Research methods. In the process of theoretical scientific research in this direction, the analysis of scientific and practice-oriented psychological and pedagogical literature, synthesis, comparison, systematization and generalization of scientific and practical information was applied. Empirical methods of observation, conversations, self-assessment and training technologies are also used in socio-psychological work with teachers of preschool education institutions.

The main part. According to the definition of the World Health Organization (WHO), mental (or mental) health is a state of inner well-being in which a person is able to effectively overcome life's difficulties, reveal his potential, study, work and contribute to community development (*World Health Organization, 2022*). It has been scientifically proven that mental health affects not only personal development, but also social and socio-economic well-being. It is an integral part of the general health of a person and his basic right. Mental well-being is at the heart of everyone's ability to make informed decisions, build relationships, and influence the world around them - both individually and collectively (*Gromyak Kovaliv, 1997*).

Summarizing information from scientific sources, it is possible to formulate the following definition of mental health of an individual: it is the ability to feel happy and prosperous, to appreciate one's own well-being and one's life, emotional support and care of the people around him, the ability to accept it and show gratitude, show resistance to stressful living conditions, the ability to help oneself and others, to realize the value of one's own life and the lives of other people. A valuable attitude towards oneself and others is the axiological basis of a mentally healthy personality. The axiological sphere of the individual includes life values, meanings, meanings, life orientations, value orientations.

The main psycho-emotional conditions that psychologists and educators encounter in war-affected children are: anxiety, fear, stress, traumatic stress, post-traumatic stress disorder (PTSD), psychotrauma. The following manifestations of PTSD in children are distinguished: obsessive memories, about which the child may not confess to adults, and at the same time avoiding everything that reminds of what he experienced; emotional tension, manifestations of aggression or, on the contrary, apathy.

Anxiety means an unpleasant emotional state characterized by the expectation of an uncomfortable course of events, the presence of bad premonitions, fear and excitement. Anxiety is a unique psychological trait, manifested in a person's ability to respond to minor stimuli with strong anxiety. According to X Eysenck, anxiety can be considered as a component of personality or related to the property of nervous processes and features of personality temperament. Personal and situational anxiety are distinguished. According to K. Izard, a state of anxiety can be described as a combination of anger, irritation, aggression, and shame. *Fear* is an emotion that arises in conditions of threat to the physical or social well-being of a person and is aimed at the source of real or imagined dangers. This is a sense of tension that arises when a person believes that there is a specific threat to his life in connection with expected dangerous events and circumstances. For V. Kovalev, all this can be accompanied by various vegetative (somatic) disorders, and can also be expressed from an uncertain feeling of insecurity, danger to horror. Stress is a specific state of the psyche and the body in general, characterized by intensive use of functional reserves to overcome any stressor, often extraordinary. The main signs of psychological stress include the following: stress is the result of the interaction between the organism and its environment; it is a condition that is expressed more intensively than the usual motivational state; threat perception is a necessary condition for the occurrence of stress; stress phenomena occur when the usual adaptive response becomes insufficient. *Traumatic stress* is a specific form of general stress reaction that leads to an overload of psychophysiological and adaptive resources of the individual. In this case, stress becomes traumatic and can lead to psychological trauma. *Psychological trauma* is a state of intense fear that occurs when faced with an unexpected event that potentially threatens a person's life. This fear exceeds the individual's ability to control and respond adequately. Post-traumatic stress disorder (PTSD) is a complex of psychophysiological reactions to physical or psychological trauma, where trauma determines experiences that cause fear, horror and helplessness, especially during extraordinary circumstances, where a person himself has experienced a threat to his life, the death or injury of another person, especially a loved one, and this can occur immediately after the event or after several months or even years (Turinina, 2017; Korkh, 2023, 2025).

Adults (parents, teachers, educators) are recommended to first stabilize their own psycho-emotional state, explain their reactions to children and emphasize that over time it will become easier and you will cope together; allow yourself to ask for help and accept it; adjust the daily routine and return part of the usual tasks if possible; enlist the support of loved ones; to be involved in physical activity; limit viewing of news and sort information; draw energy resources from helping other

people. Recommendations for children are similar: restoring a sense of security, caring for one's own needs, physical activity, daily routine, closeness and support of parents, expressing emotions and feelings, communicating with peers, forming healthy behavioral frameworks in interaction.

When using any form of therapy or technique, it is important to support each child's appeal to himself and his own speech. The ability to freely express one's thoughts and feelings gives children the opportunity to relax, distract themselves from stressful memories, and also teach them to control their speech. This helps them feel that they are in a safe environment where there are no threats, and where their lives can improve through changes that will improve their condition, bring back childhood joy and inspiration, and give them a sense of self-worth and importance. With the help of life-changing psycholinguistic therapy, as proposed by K. Mustakas, the process of «healthy self-expression» of children takes place, and they acquire the ability to accept and appreciate the way they express their thoughts in speech. They become self-confident, are not afraid of possible comments during the open expression of their thoughts, moods and feelings, and have the opportunity to openly talk about their true intentions, desires, actions and goals (*Lutsenko, 2018*).

With children of war, teachers are recommended to use the technology of organizing emotionally supportive communication, which consists in particular in the use of effective listening skills (non-reflexive, reflective, empathic). Non-reflexive listening is wordless passive listening that requires psychological attention and inclusion. It should be used when the child needs to express his feelings. In this type of listening, speech accompaniment includes short expressions such as «Keep telling», «I'm listening to you», «I understand». Means of non-verbal communication are out of waiting, leaning forward towards the child, supporting head abandonment, facial expression, which indicates interest and willingness to listen, as well as exchange of views. Reflective or active listening includes dialogical feedback, sharing information with the child to ensure a correct understanding of the content of the message. This includes clarifying questions, paraphrasing and summarizing the main ideas expressed by the child. Empathic listening is the most important component for maintaining emotional communication. It differs from reflective listening in its purpose - to understand what events related to psychotrauma the child has experienced, what feelings and emotions are related to the discussed, and to support the child, to convey to him that his problem is important. Empathic listening is based on invaluable acceptance, mutual understanding and feedback (*Lutsenko, 2018*).

The main methods of effective listening are defined as: silent listening, clarification, retelling, paraphrasing, further development of opinions, generalization and summarization. Speech expressions of consent, encouragement, approval, positive anticipatory assessment are also used within the framework of the mentioned technology; emotional, spatial, speech and interactive contact; optical-kinetic means of communication: facial expressions (smile, expression and control of emotions), gaze («ochi in the eyes» and «face in the face»), pose (openness, trust, readiness to communicate), gestures and touches (stroking, handshaking, patting, hugs, kisses). Most children who develop disturbing features due to experienced psychotraumatic

events have difficulties in expressing their own thoughts in monologues before the community, in communicating with adults and peers. They face problems that seem difficult to them, too difficult to overcome. As a result of psychological discomfort, many children become withdrawn, and some refuse to perform any tasks. In the game, children get the opportunity to casually acquire communicative experience, apply it in accordance with life situations, join the process of co-creation, cooperation (*Lutsenko, 2018*).

Game therapy is usually based on the use of role-playing games, which have a significant impact on the development of the child's personality. During the game, choosing a certain role, each child easily turns into a chosen character, and this process happens almost imperceptibly for him. The play therapy procedure includes children performing special exercises that cover both verbal and non-verbal communication, as well as playing various life situations. During the game, children begin to better understand the meaning of their speech in communication. They develop the ability to make their own decisions, get rid of tension and fear of new interlocutors, increase the level of self-esteem and acquire effective communication skills, including the ability to listen to themselves and edit their statements during communication. The game contributes to the creation of a favorable emotional background, causing positive emotions in all participants. During play therapy, the symptoms of post-traumatic stress disorders disappear, disturbing developmental traits are replaced by creative abilities, the speech potential of preschoolers develops and promotes personal self-expression and self-realization (*Lutsenko, 2018*).

According to the foreign child psychotherapist V. Oaklander, the game puts symbols at the child's disposal that replace his words. A child's life experience is much more than what he can express in words, so he uses the game to express and assimilate what he experiences. During the game, a psychologist or psychotherapist carefully observes the child: how he approaches the material, what he chooses, what he avoids, what style of behavior, whether it is difficult to switch, well or poorly organized behavior, what is the main plot of the game, the content of the game is considered, the themes of the game (loneliness, aggression, upbringing, accidents and accidents), communication skills are evaluated, the presence of contact with the child during the game, how absorbed the child is in the game can it be distracted, or is there interaction and communication between figures of people, animals, cars and other objects in the game. It is important during the game to sometimes use the opportunity to draw the child's attention to the game process itself and establish contact with him. You can say, «Do you like to do it slowly?», «I don't think you really like playing with animals: did you notice that you never touch them?», «I think you're tired of playing so fast», «This plane is always alone», «You bury dead soldiers» (when children bury soldiers in a sandbox, as if hiding a traumatic experience of contact with death in the subconscious layers of the psyche) (*Auckland, 2003*).

Game therapy is considered a useful method for studying all aspects of a child's life (*Landreth, 2013*). Game therapists use a wide range of toys that are carefully selected so that children can express and explore their own characteristics (*Landreth, 2012*). In the room in which the game therapy takes place, it is recommended to place

a dollhouse with the family, including children, finger toys (people and animals), pencils, paints, cars and trucks, plastic animals, toy soldiers and figurines, Lego or some other kind of building materials, children's kitchen with all the necessary equipment, toys for role-playing with doctors and patients, game money, clothes, musical instruments, balls, etc. (Cochran, 2010). In play therapy, children can literally or metaphorically reproduce their own inner or real-world experiences. Game therapy enables children to teach, regulate, communicate, practice and master new skills, as well as their emotional response, using natural materials and tools (Gantt Tinnin, 2009). The child's play therapy contact with the therapist is possible thanks to the friendly and safe environment that the child needs to express himself, and the therapist to find potential solutions according to the child's individual psychological characteristics (Landreth, 2012; Ray, 2013). The use of nonverbal methods to express experiences is particularly important for therapeutic work with sexually abused children who may have difficulty verbalizing traumatic experiences. Children have the opportunity to repeat traumatic situations through play to learn their experiences, analyze, reflect and be redirected to post-traumatic play (Gil, 2006). Game therapy gives children the opportunity to control their traumatic experiences. When a child takes control of how they reuse the trauma experience in a safe environment, they can then move from a passive recipient state to an active agent. The result of the treatment is the development of own models of the child's personality experience, which are given new meaning (Ogawa, 2004).

In interaction with children who have experienced psychotraumatic events, psychologists and teachers need to be very attentive, delicate and careful in words and actions. An unsuccessfully selected word, phrase or sentence can serve as a trigger for the emergence of negative memories, associations and lead to repeated emotional experiences and mental suffering of the child.

A symbolic form of the game, which is used for the purpose of psychotherapeutic work with children in the direction of art therapy, is *sand therapy*. Children use the sandbox to create their own figurative world. Using different figures (miniature animals, people, plants, vehicles, buildings...), children express their understanding of the world and aspects of their own reality, giving psychotherapists a symbolic view of their inner world (Daleč Lyddon, 2000). This playful approach provides children with a safe space where they can share aspects of their experiences (Labovitz Goodwin, 2000). When playing in the sandbox, it is important to carefully observe the child's behavior, as well as the content of the game, as this allows a deeper understanding of the activity for future analysis for therapeutic purposes. These observations may include the way the child uses sand, the number of toys they use, how the child engages in the game, and all changes in the game process. The content deals with themes that develop in the imaginary world and the relationships between them (Sjolund Schaefer, 1994).

Isotherapy (imaging therapy) - healing with the help of visual art (picture). Drawing as a form of expressive expression begins in early childhood. Within the framework of the psychodynamic and developmental approach, the use of drawings in working with children gives an idea of the child's inner world, emotions and internal conflicts. By drawing, children express their ideas and perceptions of the

world they live in, as well as how they cope with experiences and the world around them (*Moschini, 2005; Betts, 2006*). Children perceive drawing as a natural language that they can use to express and identify their emotions and feelings, which is impossible with verbal expression (*Moschini, 2005*). Communication through drawing about terrifying, violent and painful experiences can change a child's psycho-emotional state (*Waller, 2006*). In the process of drawing, the child can explore intense images, which can then be reorganized into memory through therapeutic treatment. Some foreign scientists emphasize that verbalizing a child's drawing is extremely important for the treatment of injuries (*Betts, 2012*). The therapeutic effect of art therapy is confirmed in work with children who have experienced domestic violence (*Malchiodi, 1997*).

Puppet therapy is one of the leading methods of psychotherapeutic influence on preschool children. Its goal is to prevent their development of post-traumatic symptoms, to overcome the disturbing features of development that arose as a result of psychotrauma. This approach complements fairy tale and play therapy. The doll captivates children with its attractiveness and promotes the active use of speech, and also helps relieve states of tension, anxiety, depression, psycho-emotional discomfort, fatigue, shyness, insecurity and other similar manifestations in these children. The doll can be used as an independent tool that stimulates children to express their thoughts, as well as as an additional means of getting to know the doll, its appearance, history and games related to them, in order to promote communication and help children (*Lutsenko, 2018*).

Carrying out puppet therapy, according to the methodology of M. Koltsova, includes the following sequential process: first, children are invited to choose dolls and familiarize themselves with them. They can tell interesting stories about dolls, describe their appearance and play with them. Children also listen to how the teacher communicates with the doll. During these conversations, the psychologist or educator asks the doll questions about their actions, events, feelings, states, thoughts, etc. The answers provided by the doll (transmitted to adults) are projected onto children. Puppet therapy has two important functions: first, it stimulates the speech of those children who are withdrawn due to stress and cannot communicate with new adults and peers; second, it allows these children to express their experiences, fears and mental pain, which alleviates their mental state. With the help of dolls, children project their thoughts and feelings onto these objects, which helps them better understand and control their behavior. A doll for a child acts as a kind of substitute, an object studied by the subject, and can satisfy various children's needs. Substitution helps reduce the impact of stressful emotions on children and gives them the opportunity to express their feelings in an adequate way (*Lutsenko, 2018*).

Fairy tale therapy is a universal and attractive method of work of educators and psychologists with children, especially with those who survived the war. It reveals and develops children's creative abilities, in particular, develops their speech. Fairy tale therapy activates the internal reserves and potential of the individual. During fairy-tale therapy, therapy also occurs through the creation of a fairy-tale atmosphere. In a fairy tale, there is always a sense of security, which contributes to the relief of anxieties, insecurity and overcoming fears caused by the events

experienced. A fairy tale, as a result of the collective creativity of human consciousness and subconsciousness, helps children discover their creative potential through intuition and fantasy. It allows them to feel an atmosphere of mystery and mystery, endow ordinary things with fabulous and magical properties, start creating new adventures and events and become real «Creators-wizards» of their own lives (*Lutsenko, 2018*).

–Fairytale therapy provides the child with specific examples of actions that to a certain extent meet his natural needs:

–in the matter of autonomy, the heroes of fairy tales act as independent actors who make their own decisions and overcome challenges on their way without outside help;

–regarding life competence, the protagonists point to the ability to overcome extraordinary obstacles, achieve victory and always strive for success;

–in relation to activity, heroes are always in motion and in action. They interact with other characters, communicate, provide help, teach, go on trips and actively solve various communication tasks, such as storytelling, persuasion, question, answer, etc.;

–fairy-tale therapy helps self-expression, as the fairy-tale plot and its various characters give children the opportunity to choose images they sympathize with and express themselves as unique individuals. It helps children discover their best traits, express their feelings, desires, and share their emotional state, knowledge, relationships with other children, solve problems, and overcome life's difficulties;

–fairy-tale therapy contributes to the cognitive and spiritual growth of a child's personality, since a fairy tale, thanks to its magical world full of wonders and mysteries, expands children's knowledge about the world around them. It teaches children to find solutions for life situations, supports faith in themselves, in their own abilities, in the power of goodness, love and justice. For example, the fairy tales «Cinderella», «Thumbelina», «Red Riding Hood» help in this (*Lutsenko, 2018*).

It is recommended to use the following fairy tales for fairy-tale therapy classes with children: I. Franko – «Ripka», «Hare and Hedgehog», «Fox and Crane», «Fox and Cancer»; L. Ukrainian woman – «Trouble will teach»; O. Bee – «Crane and Heron»; M. Kotsyubynskyi – «Brothers-Moons»; N. Zabyla – «About the rooster and the chicken», «Bee victory»; M. Trublaini – «About the girl Natalochka and the silver fish»; K. Ushinsky – «Goats and the Wolf»; V. Skomarovsky – «Sparrow-sparrow»; V. Sukhomlynskyi – «The Seventh Daughter», «The Bunny and the Moon», «The Violet and the Bee», «The Petal and the Flower», «The Hedgehog and the Firefly», «Two Butterflies», «Why the Rooster Comb», «The Most Beautiful Mother», «The Frog, who sang in a cranberry style», «Big and small», «How autumn begins», «Bunny and rowan», «How the bunny warmed against the moon in winter», «The starling flew in»; SH. Perrault – «Red Riding Hood», «Cinderella», «Little Boy»; W. Marshak – «The Tale of the Stupid Mouse», «The Tale of the Smart Mouse»; A. Lindgren – «The Kid and Carlson»; G.-K. Andersen – «Thumbelina», «Unshakable Tin Soldier»; Brothers Grimm – «Bag of Tricks», «Bremen Musicians» (*Lutsenko, 2018*).

Authentic author's Ukrainian audio fairy tales by Honored Artist of Ukraine

Ruslana Lotsman are recommended for use for the purpose of fairy-tale therapy for children. These fairy tales were created by the author as part of innovative projects: «Song Light», «Song Tale», «Song Diary», «Song Basket». The following audio fairy tales for children are presented at the electronic link of the web page «Writers from a mommy»: «About a wolf, not about a fly», «Zombik», «Cossack of Vyzvolyak», «Shooting candle», «Swallow's nest», «Land of vitamins», «Plutanka», «Pectoral», «The Tale of the Helmet», «Wings of Diligence», «Marusya in Poltava», «Fern», etc. (*Lotsman, 2022*).

Listening to the fairy tales of the wonderful artistic, intellectual and extremely talented Ukrainian artist Ruslana Lotsman, you can immerse yourself in the magical world of songs and fairy tales. You can imagine yourself in a Ukrainian village, in an authentic Ukrainian house in the place of a mother who sings Ukrainian folk songs together with her children. These songs play a psychotherapeutic and emotionally supportive action for the child's soul in conditions of war and daily stress. The ancient power of the Ukrainian people is encoded in folk songs, which from time immemorial supported and raised the People's Spirit in the struggle for freedom and independence.

Through the theatrical art and songwriting of Ruslan, Lotsman skillfully demonstrates fairy-tale therapy in action. How to reconcile children through the fairy-tale song «Sister Pigtales» or how pedagogically, skillfully and delicately you can switch the child's attention during a long journey to the surrounding world through the game «Minute of Silence», how to creatively direct children's attention and energy to the creation of the «Song Diary» with the help of innovative modern Internet technologies, how to comfort and occupy children during a long quarantine, creating an Easter «Song Basket» with verbal puzzles or singing about household work (sculpting pies, dumplings, household and garden chores, etc.).

Art therapy, as an effective psychotechnology for working with children who have survived the war, is based on stimulating the child's creative potential and its internal mechanisms of self-regulation. This technique meets children's needs, in particular in the manifestation of speech self-expression and the establishment of oneself as a communicative personality in the social environment. It is important to use different forms of art therapy, as they contribute to the emergence of positive emotions, help children overcome apathy and indifference to communication, promote activity and creativity, help cope with anxiety, tension, insecurity and passivity caused by psychotraumatic events. As part of art therapy sessions, every child is given the opportunity to get rid of negative memories of failed attempts at expression, fears and disturbing memories. Art therapy classes help children feel the atmosphere of creativity, reveal their talents and realize their speech and thinking potential through individual speech (*Lutsenko, 2018*).

Group art therapy is a therapy of choice that is effective in working with children who have experienced a traumatic experience. Art-therapeutic measures that combine different means of group information, together with the group discussion at each session, contribute to building group cohesion, trust and strengthening the self-esteem of participants (*Backos Pagon, 1999; Hanes, 2000; Pifalo, 2002*).

Group therapy sessions are organized in such a way that the first meeting is

held with parents in order to provide emotional support and give them the opportunity to express their concern for the future of their children. After working with parents, group art therapy is performed for two months with victims of abuse. The authors (*Backos, Pagon, 1999*) emphasize the importance of the participants' choice of activity, since in traumatic situations they did not have the opportunity to choose. The ability to choose an activity increases their self-esteem and self-confidence, and also gives healing to victims. Group activities include rituals such as registration and deregistration, and lighting candles at the beginning and end of each group meeting. These ritual activities provide a sense of security as participants often share unpleasant and painful memories. Art therapy activities may include the creation of a mandala to establish features of self-perception by group members at a given time. To express the personal past, present and future, members of the therapeutic group can use collage projects, glass jars containing anonymous group questions that group members can work on during long group discussions. Art projects initially record significant emotional instability of members of the therapeutic group, but gradually the group becomes more united and calm, positive results of therapy are observed (*Backos, Pagon, 1999*).

For the purpose of psycho-emotional stabilization of children, Ukrainian child practicing psychologist S. Roiz offers to work with the help of breathing techniques: diaphragmatic breathing (belly) for older children and «**Dolonka**» technique for younger children. The technique is to circle the fingers of the other palm with the index finger of one palm and at the same time inhale when the finger rises and exhale air when the finger falls. So take turns to circle the fingers first of one palm, and then of the other (a total of 10 breaths and exhalations). The second psychotherapeutic exercise «**Give five**» (5 circles of support, 5 circles of care). Instructions: «*Show your palm and mentally remember the people who support you in life, bending your fingers in turn: on the first thumb, remember the person who can hug you, on the second index finger - the person who can explain something incomprehensible to you, on the third middle finger - a person who can help you do something, on the fourth ring finger - a person who can sympathize with you, on the fifth finger little finger - a person which can make you laugh. Then put the images of all these people in your heart. It is 5 circles of your support and care*» (*Roise, 2023*).

In order to prevent and psychocorrect psycho-emotional burnout and stressful conditions of teachers of preschool education institutions, in the period from September to December 2024, a series of trainings was held with teachers of the «Hello kids» network of Kyiv city health centers. A post about these events is posted on the website of the Department of Preschool Education of Drahomanov Ukrainian State University.

The training programme for ZDO teachers is designed for 1.5 hours and has the following structure:

1. **Acquaintance, circle of feelings and emotional states** (participants name the name, mood, self-assessment of their own energy charge in % at the moment of the start of the training - exercise «Battery», voicing the rules of interaction of the training group: confidentiality, respect, activity, stop rule, openness, honesty; expectations from the training);

2. **Exercise «My relationships»** (participants divide the A4 sheet of paper into 4 parts: in the first part, they draw a symbol of relationships in the family, in the second part - a symbol of «My relationships with colleagues», in the third part - a symbol of «My relationships with management», in the fourth part they depict a symbol-picture «My relationships with children and parents in ZDO», discussion of the meanings of symbolic images for each, explanation, voicing of feelings and emotions for the purpose of awareness);

3. **List of factors of psycho-emotional burnout** (writing on Whatman or flipcharts and voicing, group generalization);

4. **Exercise «Triggers and resources»** with cards (voicing and registration of personality resources of participants). For example, you can paint over the coloring page «Christmas resources of December»: brew cocoa, watch a Christmas cartoon with a child, listen to Christmas songs, decorate a room and a Christmas tree, do a good deed, go skating, skiing, sledding, make a bird feeder, draw a New Year's card, write a letter to St. Nicholas or Santa Claus, invite guests and treat, read with children, take winter photos and videos, play snowballs, cut paper snowflakes, bake festive ginger cookies, prepare gifts, etc.

To perform the «Triggers and Resources» exercise, we prepare cards of three colors (stickers or sheets). Green is a resource (something that adds strength and energy), yellow is a challenge or ambiguous situation (can become either a trigger or a personality resource), red is a trigger (something that causes stress or emotional stress). Teachers fill out colorful cards within 5-7 minutes, answering the question: «What helps me feel good?» (on green cards), «What can be a challenge, but also a resource, as the case may be?» (on yellow cards), «What causes me the most stress?» (on red cards). Then they are attached to the board, draw cards of one color of each color in turn, attach them to the board with magnets, dividing them into three categories: triggers, calls, resources. Afterwards, participants create their «Personal Support Pharmacies»: resources for recovery, stress management strategies, people or actions that support in difficult moments. Among the triggers, the teachers of the Ukrainian ZDO singled out war, sirens (air alarm signals), sleepless nights, workload, uncertainty, that is, the lack of ability to plan and control the situation in the conditions of war, dissatisfaction and claims of parents of children in the ZDO, family problems, etc. In the list of psychoenergy recovery resources, the training participants noted: sleep, delicious food, recreation in nature, walks, pleasant music, support and love of relatives, informal communication with colleagues and good friends, painting, dancing, sports, massage, swimming in the pool, shopping, i.e. new purchases, etc.

Green cards offer the following options for recovery resources: short breaks for rest during the working day, hobbies, breathing practices, meditation, praise for work, a cup of coffee or tea in silence, time with children and pets, a clear schedule, free time for yourself, small daily joys (compliments, sweets), the importance of your work, the opportunity to say «no» to an unnecessary task, a sincere smile of the pet, progress of pets, a quiet lunch, thanks for my work, moments of silence, sincere laughter, volunteering, talking with a supporting colleague, the opportunity to work offline (face-to-face) in difficult conditions (war or quarantine), the opportunity to

share experience with colleagues, interactive classes with elements of psychological support, etc.

Among the challenges on the yellow cards, the following options are offered: new tasks, communication with parents of pupils, change of the usual schedule, work with new technologies, participation in pedagogical seminars (webinars), group work with colleagues, work with different characters of pupils, spontaneous changes in the schedule, distance learning, unexpected calls from parents of foster children, conducting excursions, working with pupils with special educational needs.

The following trigger options are indicated on the red cards: work overload, conflicts with pupils and their parents, disputes with management, criticism or devaluation of efforts, lack of free time due to work duties, the appearance of tasks at the last moment, excessive interference in the work of outsiders, excessive control, negative mood in the team, unfair accusations and criticism, bad mood, noise and noise, overtime work schedule without compensation, etc.

Knowing our triggers, we can become aware of our psycho-emotional states in time and cope with them by breathing, switching attention to something pleasant, delaying the reaction in time («I'll think about it tomorrow...»), pausing, meditating, a pleasant hobby, etc. and looking for resources that will help us recover and balance.

5. Art therapy exercise «Working with the image of the home».

One of the basic forms of art therapy to form a basic sense of SECURITY is the theme of home. First, it is a basic form that causes a child and an adult to feel safe. Even if some terrible events took place at home. We are so arranged that the topic of shelters, containers, cocoons, everything where you can hide, create a kind of «halabuda» of security for yourself is always a very important moment for us (*Tararyna, 2019*).

Here are some options for how to work with the topic of home with anxious children.

1. The first way is to draw houses. You suggest that children draw, for example, a home for happiness, a home for anxiety. You can draw a house for your fear, for your image, a house for a tree. The child fantasizes and she is very good at it. It is important to exhibit children's works at exhibitions.

2. The second way to work with the topic of home is stucco. Together with the child, you create a large number of shelters, cocoons, containers, eggs, etc. They can be constructed from various materials - plastic materials, dough, clay, plasticine, etc.

Drawing technique.

The goal: to restore the child's sense of security and self-confidence. Give her a sense of control over herself and what is happening around her.

Age: 6+ Duration: 20-30 min

Tools: colored pencils, paints or felt-tip pens, a sheet of A4 paper.

Progress of work: ask the child to remember situations when he is especially worried, worried, worried (coming to kindergarten, parting with relatives, performing at a festive concert, etc.). Invite the child to choose pencils, felt-tip pens (or paints) of the color he associates with SAFETY.

Instructions: «Please draw two houses: one for anxiety, and the other for happiness».

Questions about technology:

1. What did you draw and where do you feel anxious?
2. How does your body usually react when you enter a state of anxiety (you shut up, hands begin to interfere, thoughts get confused, for example - help the child understand what emotions and what bodily factors are manifested in this situation)?
3. What can't you do in this state?
4. How do you feel when you mentally "enter" your shelter (house)?
5. What could remind you that you have it (you can go there for a few seconds at any moment)?
6. What good will happen to you in life if you allow yourself to overcome this feeling of anxiety?

Conclusions: when you work with a child, the main task is for him to create his shelter, draw or mold it, describe it, gain his strength, place some of his figurine, a personal thing that will be a metaphor for herself. It is important that she feels safe there and thinks about what events, for example, to breathe (diaphragmatic breathing), count to ten, will help her ground, calm down and balance (*Tararina, 2019*).

The author of the art therapy album «Home in Yourself» also offers to work in the art therapy department with the image of a home. Support in drawings and texts for those who protect their home in themselves - simple lace drawings and psychotherapeutic texts born on the brink of war will help to live difficult emotions and feelings, find inner support and feel peace. This is a book for those who seek warmth, strength and faith to continue living in war. This is a space where you can hide from the storm, fill the pages with your own colors and remind yourself: the house in itself is something that no one can ever take away, it is an internal support, a resource and a symbol of security (*Skordina, 2024*).

6. **Breathing exercises** «Hollow», «Candle-flower», «Bird spreads wings», «Filling the ball», «I breathe in the positive - I breathe out the negative». The content of the «Dolonka» breathing exercise is described above. It can be used for children and adults. The second «Candle-flower» exercise consists in the fact that on inhalation we imagine how we inhale the aroma of a fragrant flower, and on exhalation we imagine blowing away the flame of a candle. The content of the exercise «**The bird spreads its wings**»: we strain the muscles between the shoulder blades on the back, and then spread our hands to the sides, as if wings and relax the muscles of the back. At the same time, exhalation is stressed, and inhalation is used for relaxation. The essence of the «**Ball Filling**» exercise is to imagine inflating the ball (you can inflate a real balloon), as if blowing out all the negative feelings and emotions, and then letting the ball go, we «free ourselves» from them. Content of the exercise «**I breathe in the positive - I breathe out the negative**: find support under your feet, raising your hands up the work of breathing, lower a positive emotion, lowering your hands down, exhale, calling a negative emotion. List of emotions and feelings: I inhale joy - exhale sadness, I inhale love - exhale anger, I inhale peace - exhale anxiety, I inhale health - exhale illness, I inhale happiness - exhale unhappiness, I inhale interest - exhale immediately, I inhale inspiration - exhale exhaustion, I inhale hope, exhale hopelessness, I inhale strength - exhale

powerlessness, I inhale faith - exhale small things, I inhale wingedness - exhale despair, I inhale motivation, exhale apprehension, I inhale trust - exhale despair, I inhale pleasure, exhale resentment, I inhale wonder, exhale indignation, I inhale blessings - exhale suffering, I inhale forgiveness, exhale pride, I inhale bliss - exhale anger (Sablina, 2023).

Psychotherapeutic exercise on accepting life «Life is...».

The course of the exercise: the participants of the training group carefully listen to the words of the presenter, who voices the leadership for improvement: «Life is a challenge - accept it! Life is a gift - accept it! Life is an adventure - decide on it! Life is grief - overcome it! Life is a tragedy - without fear of meeting it! Life is a duty - fulfill it! Life is a game - play it! Life is a secret - reveal it! Life is a song - sing it! Life is a convenient case - take advantage of it! Life is a journey - bring it to an end! Life is a promise - fulfill it! Life is Love - open it! Life is beauty - praise it! Life is Truth - realize it! Life is a struggle - lead it! Life is a mystery - guess it! Life is a goal - achieve it!» Participants share impressions and feelings, note what resonated most strongly with the tuning fork of the soul.

7. Art therapy exercise «Color emotions». Participants are offered paper, paints and given the task of drawing their emotions... After completion, everyone in the circle shows their drawing, explains and describes their emotions and feelings.

8. Psychorelaxation exercise «Meditation» to calm music. We sit comfortably in a circle with support on the back, feet on the ground or floor, close our eyes, breathe calmly. Next, the presenter speaks, and everyone works with inner attention and performs: «Imagine a flower with four petals at the base of the spine - this is the first energy center that is responsible for our qualities: purity, innocence, wisdom and devotion to the Energy of the Creator of the Universe. Let's turn this flower to the right clockwise, as if we start the internal mechanism and mentally awaken the internal energy, raise it up along the spine. We raise attention higher to the second center of creativity, further higher to the third center at the level of the abdomen, which is responsible for the qualities of pleasure, pacification, and peace. Mentally fill the stomach with warmth. We raise our attention higher to the heart center, the place of the Spirit, love and mercy. We fill our heart with the light of love for everyone. We are aware of our spiritual nature. We repeat "I am the Spirit". We move higher to the throat center, which awakens in us the qualities of diplomacy, collectivity, pleasant language, and an objective witness of life events. We raise the energy higher to the main center at the level of the forehead, which is responsible for forgiveness. Let's say "I forgive...". Then attention is higher to the parietal area, on the head, above the head...». Music sounds. Meditation (relaxed state without thoughts) lasts 5-7 minutes. We listen to ourselves, our feelings on the open palms of our hands and above our heads. After meditation, we discuss feelings and impressions with the participants of the training interaction.

9. The final circle of emotions, impressions, feelings, mutual gratitude.

Conclusions. So, this article characterizes the psycho-emotional states of children, defines the peculiarities of social-psychological assistance to children and teachers of preschool education institutions in war conditions; social-psychological technologies and techniques of working with psycho-emotional states of war children

in the psychotherapeutic process (domestic and foreign approach) are described. Attention is focused on the importance of an individual psychological approach to children in the social-psychological work, the creation of a psychologically favorable atmosphere of trust and acceptance for the purpose of personal self-disclosure, increasing the effectiveness of psychotherapy and restoring the psycho-emotional state of children affected by psychotraumatic war events, to ensure optimal functioning in society, adaptation, socialization, restoration of a sense of psychological well-being, preservation of mental health. We see the perspective of this study in the expanded technical and technological tools for practical use in social-psychological work with children, parents and teachers in the conditions of the war in Ukraine and in the post-war period.

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