



Quetzalcoatl University of Veracruz

FAIRY TALE THERAPY

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SCIENCE

by

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ABSTRACT

Humans integrate with a social environment from the moment they are born. In all cultures, interpersonal interaction is necessary for social development. The most important factor that makes this possible is language. Social knowledge is learned and transmitted through language, and social communication is possible through language. Literary products created through language also contribute to the development of social communication skills. Interpersonal and social emotions and behaviors are exchanged and social interaction takes place through narratives that have been created in different forms for centuries. Just as parents are role models for their children in terms of social skills, fairy tales reflecting the collective unconscious also direct the society in this regard. Tales also play a positive role in the development of children's social communication skills. 17 people working in private education institutions participated in this study, whose aim is to determine the views of teachers, psychologists, and approved educators assigned to the subject on the effect of fairy tale therapy/telling on self-confidence in children with special needs in their social and psychological development. Within the scope of the data obtained, the place of fairy tale therapy in special education, the methods applied, its effect on gaining self-confidence, its effect on students, the content of fairy tales in fairy tale therapy and the factors affecting the frequency of therapy were reached. According to the results of the study, it has been concluded that tale therapy is an important educational application for individuals to gain self-confidence with all these changes, while language skills, expression of emotions and thoughts, development and communication are positively changed.

Keywords: Fairy Tale Therapy, Storytelling, Special Education, Socialization, Self-Expression, Self-Confidence

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INTRODUCTION

Originating as a part of folklore, it was not originally intended for children, nor did it have an entertaining purpose. Tales that carry the existential wisdom of life contain stories for adults and lessons that help pass life's tests. Fairy tales initially contain the experience of being a mature person, tips on how to deal with life's difficulties, and what to watch out for to avoid getting into trouble. The development of tales, which are defined as therapeutic stories in the modern sense, has taken a long time. Tales are a special cultural asset and date back to Antiquity.

It is said that literature began with the emergence of the art of oral storytelling in ancient times. "It would be correct to say that the art of storytelling emerged in order to convey the cultural and religious heritage of the individuals of antiquity to each other, to pass on their life experiences to the youth, to have a good time and to entertain them, thus literature was formed. The tradition of storytelling is an inseparable whole with the whole world culture, and many tales of the peoples of the world were declared corrupt during the Inquisition period and their narrators were severely punished.

If we look at the newest equivalent of the word tale, which is the name of a type of narrative, in the Turkish Language, "Literary genre that talks about extraordinary events in general such as fairy, giant, genie, witch and animals, mostly people, living in oral tradition, based on imagination, people created by the people, etc." expression is encountered (Türk Dil Kurumu, 2019). It is stated that this literary genre is a folklore work with the words "The tale lives in the tradition" and "The fairy tale was created by the people" in the aforementioned narrative (Yılmaz, 2013: 10).

The transmission of tales is thought to be related to the cognates of nations belonging to the same language family, which first came from a common ancestor, by scholars of different opinions, with different methods and at different times. associated with historical and cultural contacts. The last time it was tried to be explained with the idea that they were advancing on the travel and trade routes because they were consciously invented in a certain place and at a certain time, it has been an issue that has been considered important enough to modern folklorists. Folk tales have given their name to a literary genre and one of the written cultural products over time and have been attributed

to youth and children's literature with the idea that the target audience will be children in terms of their qualities (Yılmaz, 2013: 16).

At first, there was no separation as adults' literature or children's literature, children listened to the same stories as their families and enjoyed them. In the first quarter of the 20th century, the concept of children's literature emerged. A style of expression and sensitivity that is appropriate for the level of children, which directly addresses the child as the targeted community, has begun to emerge. It is possible to call all the products that can appeal to the thought and imagination, emotion and understanding level of the children in the developmental age. Children's literature is the whole of the visual, written and verbal products that need to be educated and that can appeal to the world of thought of the young members of the immature society (Karatay, 2007: 465).

In the Middle Ages and Antiquity, there was no literature for the child, who was thrown into the world of adults with the age of seven. (...) It is seen that tales, which formed the basis of oral expression as a common literature, had an important place until the 18th century, when industrialization and enlightenment began. Fairy tale was also used as an important educational tool in feudal and principled governments. In the Middle Ages, when adults and children listened to the same tales, had the same toys and played the same games, they began to separate with the Enlightenment Period (Neydim, 2000: 30).

Fairy tale; Turkish Language Institution (2019) created by the people, based on imagination, living in the oral tradition, mostly people, animals, witch, genie, giant, fairy, etc. It is defined as the genre that describes the extraordinary events in which the assets are present. Generally, tales with the aim of teaching are considered as an auxiliary tool in showing and teaching exemplary behaviors, and they are also used effectively in the fields of supporting children's development, self-discovery and teaching values. In addition, it is stated that tales can be used for mother tongue education in order to provide children with listening, understanding, speaking and telling skills, and to improve their perception and self-expression. With the help of the messages they contain, fairy tales can convey the messages desired to be given to children and prepare them for life (Seyhan, 2022: 26).

When the relevant literature is examined, it is seen that tales are generally defined as fictional stories that include extraordinary people, events, and adventures and are transmitted from generation to generation by word of mouth (Boratav, 1988: 7).

Since children cannot establish logical relationships between dreams and reality like adults; they have their own way of functioning in their mental world and imagination is of great importance in this period. The fact that the fantastic dimension of the tale contains elements that are real and imaginary in one aspect attracts the attention of the children of this period. In the process until the age of eight or nine, it is also expressed as the concrete operational period, and imagination is of great importance in the lives of children. At this point, the logic of the fairy tale and the logic of the child converge (Işık, 2022: 30).

Tales started to take place as a genre in children's literature with the compilation and writing of the oral expressions that existed at first. However, the inclusion of fairy tales in children's literature is not just about putting existing oral narratives into writing. "Modern written tales" have spread all over the world with their re-adaptations and transfers (Tüfekçi Can, 2012: 102).

First of all, the history of youth and children's literature, the importance of fairy tales in this period, whose foundations were laid to serve children's education, starting from the emergence of the idea of children, were discussed. In this context, the characteristics of the creation art tales were mentioned and the approaches of the communities in history to the child-tale relationship were discussed and the creation of the product with personal design, the folk tales seen even in the art tales, were tried to be shown based on the perspectives of the researchers (Yılmaz, 2013: 35).

Children have an extraordinary imagination. The meeting of their spaceless and timeless imaginary journey with the imaginary feature of fairy tales that includes spacelessness and timelessness often begins in the womb of the mother. It can be said that the first literary products that children encounter are tales after lullabies. Tales have become one of the most important building blocks of children's literature with their entertaining and fluent texts. In general, a fairy tale is a versatile metaphor, never giving specific advice or dictating prescriptions. The definition of the tale as a story is due to the fact that it is

based on oral narrative. The main aspects of oral folk art are: epics and legends, myths and parables.

Epics and legends have a historical and heroic content. Their aim is to keep the real historical events in the memory of humanity and to glorify the heroes and set an example. Epics and legends are often dressed up and sung in rhyme and rhythm to be better remembered.

Myths; it conveys and shows the world view, vision system and values of the heroes. The hero of the legend always corresponds to ideas on how to behave correctly. In fact, myths convey people's mental values.

Parables are defined as short stories, each describing an "accident" in which the main character observes or violates generally accepted moral priorities, and then shows what happened. In other words, this moral instruction has a kind of moral and ethical code to be followed and also a warning about what could happen if this is not done (Markova & Emelyanova, 2016).

It is possible to talk about 3 main theories in the emergence of fairy tales:

- Indo-European Theory: According to this theory, tales emerged as a common product of Indian and European languages and spread to the world as the legacy of these two cultures.
- The Theory of Fragmented Myths: According to this theory, the emergence of tales has been through the disintegration of myths. In other words, the theory argues that; The tales that have survived to the present day continue to exist as part of a myth in the past. Therefore, according to the theory of disintegrating myths, today's fairy tales were born as a part of the myths of the past.
- Anthropological View: According to the anthropological view, whenever people start living together, they naturally think in similar ways and dream similar dreams. Therefore, at the point of emergence of tales, an anthropological view emerges as an opinion that the narratives told in various societies constitute tales (Narin, 2022: 6).

CHAPTER I

CONCEPTUAL FRAMEWORK: A TALE

Tales are understood as a story prepared with a poetic imagination, not depending on the conditions of real life, especially from the world of magic. Fairy tales do not obey the laws of reality, extraordinary, wonderful, non-existent events seem to have nothing to do with the supposed reality against the laws of nature. There are always wonderful and magical situations in fairy tales, and it seems completely natural for this fairy tale. Animals and plants can talk; wishes are fulfilled, the dead are resurrected; heroes can fly, mountains can be moved, sun, moon and stars can be visited; Witches can curse, petrify, and enchant. In this respect, tales are known as windows opening to another world, another reality (Drewermann, 2013). Magic figures and mythical creatures appear in them. These often give the fairy tale a surprising twist and impress the fairy tale hero in wonderful ways. This can only be done with inner desires, spoken words, or magic spells. Sometimes it also requires a special magic item and usually appears as a magic wand or magic ring. These figures can support the fairy tale hero with their magical actions, do good or contribute to his mischief (Röhrich & Wiesbaden, 1974: 1).

1.1.FUNCTIONAL FEATURES

It is known that the developmental stages of the child, starting with birth and continuing until adulthood, are a painful and difficult process. The lack of instruments that will provide a kind of satisfaction, comfort and guidance to the child during the development process makes fairy tales a valuable tool for children with this feature. At first glance, fairy tales with their violent elements seem not to be suitable for children. But it can be said that the fairy tale prepares and guides the child for life in coping with his internal problems.

The influence of fairy tales is directed to two psychologies: the consciousness of the individual and the subconscious. The aim is to convey vital facts and values to the individual, to assist in goal setting, and to convey the author's inner world. The structure and creation of the world through fairy tale symbols; self-actualization, life's obstacles

and overcoming in the lives of men and women; It conveys information about friendship, love and intergenerational relations with people and the society around them.

In children's literature, especially fairy tales continue to be an important opportunity to present moral principles in an entertaining and interesting way; It is growing rapidly to entertain, educate and provide new information. It is also possible with fairy tales to integrate the fun and adventure demanded by children with the aim of presenting a series of moral examples to adults by simulating free play activity (Işık, 2022: 35).

Children's Literature also stands out with its educational aspect. Although it does not appear to directly educate the child, it aims to leave a good impression and positive effects on the child. It provides the opportunity for positive change and development in terms of perceiving and perceiving the environment, self and events in the child and developing behavior accordingly. On the other hand, fairy tales, on the one hand, raise the child's awareness of both universal and national values based on culture without being aware of it, on the other hand, it develops the child's language skills. In addition, fairy tales develop the child's creative thinking ability and imagination and provide him with the opportunity to get to know the environment, people, nature and life. In short, fairy tales, besides the task of entertaining and distracting the child, also have an important task of ensuring and educating the child as a person who is at peace with his environment and himself (Karatay, 2007: 466).

Among the benefits of the fairy tale are to develop a positive attitude in the child, to develop the sense of beauty, to channel the sense of curiosity towards learning, to develop the vocabulary, to teach speaking-understanding and listening from pre-school language skills, to enrich the imagination, to improve the ability to use the language, etc. is counted. "The fairy tale shows the child the delicacy, richness and agility of his mother tongue and teaches him how this language is used" (Boratav, 1988: 15; Günay, 1975).

Extraordinary events and elements, imaginary heroes actually represent different dimensions of existence. While affirming the superiority of the beautiful, the right and the good, the child is guided to the truth, the beautiful and the good without noticing it. This richness in fairy tales contributes significantly to the acquisition of children's skills of telling and understanding, which are the basic skills of language teaching, and attracts

their attention. In the preschool period, the child's vocabulary is developed in order to express himself, to perceive the environment and events, by trying to give the child the skills of telling, speaking, understanding and listening through fairy tales. When he reaches school age, the child naturally learns to approach the book and look at it with love; easily acquire the habit and pleasure of understanding-reading; In the child, the desire and habit of expressing his own thoughts, dreams, feelings and what is happening around him in writing awakens (Apfalter, 2014: 56).

Tales are sometimes enriched with universal values, sometimes with local and spiritual values. The universal, cultural, spiritual and material motives and values in the fairy tale set a model and example for people (Karatay, 2007: 471).

Reading or listening to fairy tales are considered important community practices that can influence, prepare and empower the younger generation. Because culture is so important for learning, stories have a fundamental role in shaping the individual's role in society and become a helpful resource from didactic, psychological, therapeutic and pedagogical perspectives (Pulimeno, Piscitelli & Colazzo, 2020).

In the Age of Globalization, characterized by profound socioeconomic changes and the collapse of the traditional social fabric (i.e., new forms of poverty, increasing inequalities, family mobility, etc.), the cultural legacy of fairy tales – easily usable by both parents and teachers – is essential for individual development, social cohesion and it can represent a useful tool to promote sustainable development (Işık, 2011: 35).

From a didactic point of view, fairy tales can provide children with new information about the world, enrich their vocabulary and develop certain language skills (in the classroom or at home). It can nurture the communication between the storyteller (teacher, parent or other professionals) and the audience (Pulimeno, Piscitelli & Colazzo, 2020:13-23).

Children's fairy tale books not only provide new information by enriching children's vocabulary and improving their communication skills, but also provide emotional support in the problematic conditions of life. Fairy tales that encourage children to overcome their fears and internal conflicts encourage change by positively influencing their social behavior (Danilewitz, 1991).

Tales serve as a mirror in that they enable children to see themselves in the characters and stories depicted and to accept the differences in others. The heroes and events in the mirror are different from themselves, and empathy can also contribute to their capacity for social inference (Mar & Oatley, 2008).

Stories and fairy tales offer free environments where children can reproduce fictional situations that coincide with their real problems. Thus, it is known that it makes them feel comfortable and safe in difficult situations, provides emotional security and provides healthier ways of coping with internal struggles, life difficulties and stressful situations, and story tales compensate for this. Fairy tales in books or e-books are easier for all children compared to abstract concepts or theories, and they become special tools to map the truth and convey their healthy content to the child (Pulimeno, Piscitelli & Colazzo, 2020: 13-23).

1.2.SHAPE AND STRUCTURE FEATURES

Most fairy tales have a single structure containing various contents, and in a fairy tale, the structure, subject and end of the tale do not change. In folk tales, where it is not even possible to pronounce the names of the heroes, and people do not know much about it, most of the time, the main battles and the end can be predicted correctly at first. There is a feeling that the most important thing in a fairy tale is not subjects and objects, but predicates. A hundred years ago, scientists had a strong feeling that it was possible to construct a fairy tale model, which was a kind of unified scheme for most fairy tales. The first to do this was the Russian linguist Vladimir Yakovlevich Propp. While searching for magnificent invariants, it has been an action defined in terms of its importance for the course of the action of an actor who created the concept of a function (Gotovkina, 2016: 292).

- Propp formulated the assumptions of his work as follows:
- The permanent, fixed elements of the tales are the functions of the characters, regardless of who is played and how they are played, and they constitute the main components of the tales.
- The number of functions known to a fairy tale is limited.

- The order of the functions is always the same.

The order of their appearance does not change during the development of the tale. Propp also defines heroes as actors with one or more functions whose series of roles is unchanging (that is, they have their own range of actions). The universality and unity of fairy tale images find a response in the concept of archetype. Archetypes are understood as forms of behavior, the meaning and meaning of which is expressed in real images and actions, mechanisms of mental forces similar to instincts. Their aim was to bring the subconscious material to consciousness and assimilate it (Markova & Emelyanova, 2016).

JM Mandler and NS Johnson define a story schema as a set of expectations about the internal structure of stories that make both understanding and remembering more efficient. This schema consists of a general framework that includes a hierarchical ordering of story elements with causally or temporally related principal components.

In the fictional story, the way to solve the problem is a new way that the child can apply according to his own experience. The structure of the tale follows a certain algorithm:

- The tale generally consists of 4 parts:
- The entrance section, which consists of rhymes and is called the floor or the head of the tale,
- The main part, called the body or development, in which the event is told,
- The development part of the event,
- It is the conclusion part that ends with a rhyme.

Entrance; it should be related to the main theme. It focuses the attention of children on a question or problem and determines which question will be answered at the end of the story. This section excites the listeners and helps to focus their attention on the fairy tale. In addition, curiosity and interest in the tale are aroused in the audience, the frame of the problem is drawn, the characters and the scene (in terms of space and time) are introduced. The introduction should not contain hints about the solution. This can be a foreword, an introduction to the main characters, similes, legends, instructive stories for older children (Apfalter, 2014: 63).

Tales generally begin with a long nursery rhyme called a floor. This nursery rhyme consists of word games and is said unrelated to the event in the tale. The flooring constitutes the preparation of the tale with extraordinary elements and similes.

The development of the event; the main tale is composed of this part, in which a plot is told from beginning to end. After the nursery rhyme, this section begins with an unknown time period such as “Someday”, “Once upon a time”, “Once upon a time” and “Suddenly one day”. At this point the character encounters difficulties similar to those of a child. Therefore, a way of solving the problem and the functional aspects and traditions of the tale about how the heroes deal with it emerges. The conflict described in the introduction is given the opportunity to go deeper in this chapter. This part of the story exacerbates the problem and thus, in fact, gets tighter (Gotovkina, 2016: 293).

In the climax part, where the tension reaches its peak and the secret is revealed, there is a solution at the end and this answer is exactly as we expected as a rule. Good triumphs over evil and the characters successfully overcome all obstacles. During the tale, the bad and the good constantly come face to face and there are helpers on both sides. While some people try to prevent the good, others bring it closer to the goal. As a result, the heroes who represent the good are superior and rewarded; those who are against the good are punished, destroyed or defeated. The end of a fairy tale is always positive (Markova & Emelyanova, 2016).

The conclusion part is the moral part of the story, and the heroes of the tale draw conclusions about the events that have occurred, and then their lives become better (Gotovkina, 2016: 293). In the conclusion, the listener is in a state of relaxation, the scattered events are collected and the problem is solved. Because the listener was affected mentally and emotionally in the event flow, especially in the development part, and because this influence did not come to a conclusion, a curiosity arose in the listener. In the conclusion part, this ambiguity is eliminated. Generally, fairy tales end with a nursery rhyme. The nursery rhymes in the tale reflect the narrator's style and style. The storyteller adds himself to the fairy tale he tells by saying an appropriate rhyme to give the appearance of reality to the events he tells and to realize a unique narrative, with expressions such as "I went, I saw it", "I left and came". If the fairy tale ends with a

marriage scene, forty days and forty nights are mentioned. The fairy tale is connected with sentences such as "They are the saint, let's go to his carriage..." (Karatay, 2007: 470).

1.3.CONTENT PROPERTIES

Tales are about the person's attitude towards nature and life, thoughts, intuitions and feelings. The extraordinary elements of the period when man started to struggle with nature adorned the tales. Therefore, motifs belonging to customs, religions and ancient cultures are frequently encountered in fairy tales. The tale told in any part of a country is also told in other parts of that country with very few changes. In fact, it is seen that a fairy tale belonging to a country is told in other countries with some elements and motifs. In this situation, tales provide benefit and convenience to educators in the transfer of universal and national values to young generations, and determine the method and reason for their use in educational environments (Karatay, 2007: 469).

When the definitions of fairy tales are examined, it is noted that the tales are generally irrelevant to reality, they are completely imaginary, and at the same time, they do not claim to make one believe. Boratav (1988) and Sakaoğlu (2002) objected to the phrase "without the claim of convincing" in the definitions of some researchers, they say that the "genuine listener" (the genuine listener means the listener who is weak in terms of education and culture) believes in the reality of the tales and they feel sorry for the heroes who have been wronged (Sakaoğlu, 2002: 3).

In fairy tales, the events that develop around a single hero are described in general. There is a struggle of heroes who are similar to counter-concepts such as arrogance, humility, cruelty-justice, vice-virtue, unjust-righteous, wrong-right, bad-good. "The conflict between evil and good, ugliness and beauty, poverty and wealth, in other words, the negative and positive. Except for some exceptional cases, fairy tales end with a happy ending when the smart, the beautiful and the good win. In fairy tales, mishaps and misfortunes occur in conjunction with each other or one after the other, unlike real life. After these are resolved, no other problems arise, and marriage and the crown, which are the symbols of happiness, success and power, are no longer damaged" (Günay, 1975: 326). In addition to these, features such as gaining merit, testing the mind, testing the

strength, hard-to-reach goals and the desire to reach these goals are covered (Karatay, 2007: 471).

Almost all fairy tales begin with extremely difficult, often in fact unsolvable tasks for the hero of the fairy tale, who is usually "Poor". Orphan, youngest child, stepchild, poor, enchanted prince, puppet is asked to turn straw into gold or is threatened with death. Children are abandoned by their parents in the forest and lose their sense of security. As princesses are at the mercy of dragons and innocent people face death, the hero must find his way through these fears and dangers (Apfalter, 2014: 67).

In fairy tales, heroes and secondary characters appear and both play an important role. It represents aspects of the fairy tale spirit and is able to identify with them, and thus can find the known parts of the being, as well as the hidden, suppressed and waiting to be discovered parts of our being.

The heroes in fairy tales often have to complete difficult tasks to achieve their goals. Although the goals may vary, these are; save princesses to be able to marry, fight against dragons and giants; save a bewitched person; to be rich, to fulfill impossible tasks in order to be happy; liberating those imprisoned by evil and much more (Frankenhäusen, 2021).

Fairy tale heroes are not always heroes in the traditional sense. It is not always people with particularly extraordinary skills or qualities that lead them to particularly extraordinary feats, so-called heroic deeds, but often just people going through a developmental process. They are undergoing a transformation throughout the piece, developing further with events and experiences. A hero need not be the same as the title character of a fairy tale (Markova & Emelyanova, 2016).

There may be different groups among the fairy tale heroes. On the one hand, there are simple people of various professions such as farmers, millers, blacksmiths, shoemakers, tailors, and on the other hand, sons and daughters who are still in the development stage. It is easy for the reader or listener to identify with people from these two groups, as they have similar starting points (Frankenhäusen, 2021).

The third main character group comes from the common people's prominent class, known as kings and queens, princes and princesses, and they lead an imaginable life. Each character in the tale is reduced to the most important character trait (good, bad, stingy, lazy, brave...). There is no different evaluation about their characters. In order to continue the story, only what should be known about them is learned (Booth, Abercrombie & Frey, 2017).

Secondary characters usually consist of magical creatures such as witches, fairies, demons, sorcerers, dragons, jinn. They are equipped with magical attributes (magic wand, flying horse, magic ring, etc.) and magical beings help or hinder the hero from achieving his goal by damaging them.

The third group of fairy tale characters are mythical creatures, including dwarves, dragons, giants and animals. Dwarves live in caves, under rocks, or often in mountains and forests. Often depicted as minor beings, they are guardians of underground or hidden treasures. In Western fairy tales, they are depicted as beings who can be both benevolent and evil. Another mythical creature, the dragon, appears in almost all cultures. In Western countries there is always a part of the evil that the hero must fight. In fairy tales, animals are "Miraculous" and they connect with people, talk to them and bring them luck or wealth (Apfalter, 2014: 67).

If the hero of the fairy tale is the main character, evil forces are also known as the enemy. It helps fairy tale heroes prove their heroism and mature in the fight against them.

The fairy tale hero is usually removed from the original living environment and often left alone. They can get into trouble with other people's magic or get away with good magic. Also, helpers can appear that help him win the fight. At the end of the fairy tale (almost) always the villain is defeated or killed; heroes or good one's win.

Fairy tales often mean that the simple meets the extraordinary. This makes it possible to journey into oneself, to discover hidden or often repressed desires and aspirations, and to learn a new way of dealing with oneself or others. His journey into man becomes an ongoing task to explore all aspects of his soul.

1.4.LANGUAGE AND STYLE FEATURES

Language and stylistic features distinguish fairy tales and fairy tale therapy. Tales used in real psychotherapeutic work, as a rule, do not fit on paper and are not understood.

- In fairy tale therapy, a fable is used to offer a person, especially a child, ways to solve a particular problem.
- The fairy tale provides a magnificent language that has many common points in the language between the adult and the child. Often parents and children speak different languages and generally do not understand each other. At the same time, a child has a lot of trouble communicating with an adult. The language of a fairy tale provides understanding by correcting obstacles and contradictions.
- A fairy tale is more informative than ordinary slurred speech. Taking their position from symbols, metaphors and analogies, tales composed by the people themselves provide both material for analysis and the names of individually important concepts.
- The fairy tale helps the therapist to awaken children and creative forces, activating the understanding of the situation on an intuitive level.
- The repetitive fairy tale scenarios that accompany it at all times, when language, logic and emotional integrity develop most actively, instill behaviors, values, beliefs and ultimately life scenarios in the child at a very sensitive age.
- Tales carry the spirit of integrity and freedom (Markova & Emelyanova, 2016).

Compared to the usual fairy tales, stories, allegories, figurative language is a more open form of communication between the conscious and unconscious structures of two people. With regard to the unconscious, it can be said that such language is a more direct speech. The metaphorical language used in psychotherapeutic communication, where the unconscious is almost inevitably active (“Therapist” begins where “Consciousness” fails) is valuable for several reasons:

- Symbolic language is more than ordinary, it is open to analysis and understanding. Perhaps the need for further analysis disappears, thanks to the most accurate diagnosis in terms the psychotherapist can understand.

- Symbolic language is known to be more powerful than intervention, that is, therapeutic intervention, mainly in two ways (from the psychotherapist's conscious and unconscious to the client's unconscious). Metaphorical language is easier for human perception, because it automatically “Sleeps” consciousness, in any case gives it a long-awaited closure.
- The creation and transmission of metaphors is directly proportional to the openness between conscious and unconscious in humans, especially in a psychotherapist. The fact is that a person who is a counselor, as a rule, has an unstable "highly charged" relationship with his unconscious. For this reason, it is necessary to constantly translate symbols to the level of direct relations in order to work more efficiently with metaphorical language (Markova & Emelyanova, 2016).

Metaphor has many features that enable it to build “Bridges of Understanding”. Two of the most obvious are as follows:

The first feature: Metaphor has the "Fracture property" in the perception of the world, allowing to see not only the changed shapes and sizes, but also the new content in ordinary things. This is because a metaphorical image, by definition, has "Something" that it carries hidden in addition to itself. In other words, the richness of meaning – and implied rather than obvious meanings – gives the metaphor of the fairy tale a special value in people's eyes. Since its true value is unknown, then no one and nothing can prevent the extraction of the exactly needed content from the metaphor due to the characteristics of the semantic field (Bettelheim, 2020: 130).

Second feature: A metaphor is known as a carrier of semantic contents that a psychologist (creator or just a narrator) puts into it partly consciously, partly unconsciously, relying on a beneficial psychological effect on the listener (client). And the meanings of this “author” are among many other meanings of a particular image and are chosen by the listener along with the others. Understanding emerges and the foundation of a common semantic field is formed. In fact, a common semantic space already emerges between the listener and the narrator as the domain of a fairy tale metaphor (Vachkov, 2016).

In the Rumelhart's story (1975), the grammar is based on the syntactic rules that form the internal structure of the stories and the corresponding semantic interpretation rules that determine the semantic representation of the stories (Rand, 1984: 377).

CHAPTER II

FAIRY TALE THERAPY

Fairy tale therapy is the process of establishing a connection between fairy tales and events, and thanks to its magnificent form, it expands a child's mind in real life, helps him interact with the environment, and creates a positive attitude towards the child. In this regard, the aim of fairy tale therapy is to reduce aggression in children, eliminate anxiety and fears, develop emotional self-regulation and provide positive relationships with other people. Although the causes of the violations in the child's behavior are different, fairy tale therapy has been an effective method for eliminating these violations in children (Rand, 1984: 375).

Fairy tale therapy is a method of psychology that uses the form of fairy tales to solve difficult situations, develop creative abilities, expand consciousness and improve interaction with the outside world. Fairy tale therapy has been known by humanity as a psychotherapy method for thousands of years. With the help of fairy tales, one can become aware of human life, unconscious scenarios, plots and patterns. With the help of fairy tale observation and symbolism, not only therapy, but also real-life life stories can be corrected (Frankenhäusen, 2021).

The effect that fairy tales often achieve is used in fairy tale therapy to create internal images, to transfer feelings and experiences from the subconscious to the "outside world" and then to interpret them analytically. Fairy tale therapy uses stories in terms of being individual and containing symbols for special life conditions, difficulties and bottlenecks. Fairy tale therapy, which usually addresses problems related to fears, anxieties and longings, also includes solutions to go through processes and get rid of fears (Rand, 1984: 377).

Fairy tales have an impact on a person's life, right up to early childhood. That is why it is of great importance in childhood and therefore very important for adults. Fairy tales are more than desired to be accepted as the basis of personality development. For adults, fairy tales have a double meaning. While telling or reading the story to children, giving them (as parents or educators) a social and cultural gift, the same tales carry traces of childhood

that represent vitality and determine the purpose of life. That's why fairy tales can help to overcome problems or crises. It happens magically and mysteriously without any risk or side effects through symbolisms (Frankenhäusen, 2021).

In this sense, tales are defined not only as stories, but also as narratives with human significance that can contribute to a successful life in terms of content. Thus, fairy tale therapy offers solutions for internal blockages and shows possible ways to fight evil magic and live happily ever after. The symbolic language and archetypes of fairy tales also have a mysterious and magical side (Booth, Abercrombie & Frey, 2017).

Archetypes; It comes from the ancient Greek words "arche" (beginning, beginning) and "typo" (pattern, sketch). An archetype can be interpreted as the first role model or pattern. Archetypes are often unconsciously expressed in symbolic images. Popular fairy tales often feature "archetypal actors" such as the hero, the enemy, the helper, or the good or bad mother. At the subconscious level, archetypes create a great resonance in the listener or reader that can be very deep on both the conscious and unconscious levels.

Carl Gustav Jung had the idea that a person's subconscious is connected with that of all other people, just as individual drops of water in the sea combine to form a whole. Those stored there can be summoned by anyone if they manage to connect with the subconscious. Archetypes do not need to be learned throughout an individual's life. Such an archetype is unconscious, but its influence is experienced in symbolic images such as dreams, visions, works of art, fairy tales, and myths (Zymjanskyj, 2016: 40-43).

Archetypes of the human imagination have produced similar images at all times and in the most diverse cultures and can therefore be considered collective human experiences. Above all, basic experiences such as birth, marriage, motherhood, separation, old age, and death have an archetypal anchorage in the human psyche. Carl Gustav Jung argues that the key to illuminating the processes in the human psyche can be seen through fairy tales.

The archetypal images and plot of fairy tales aim to meet the most important human need - the need to be a subject as the creator of his own world and its active transformer (Vachkov, 2016: 118).

Fairy tales wonderfully help us explore and illuminate our own subconscious. They assist us in our lifelong individuation process to integrate as much of the unconscious as possible into consciousness in new ways.

Benefits of fairy tale therapy;

- Formation of positive character traits following the example of fairy tale characters.
- Learning in a fun way without obligatory methods.
- Develop the ability to distinguish and experience emotions while “Living” the story with the characters.
- Formation of the ability to distinguish good from bad.
- Opportunity for the child to understand that he or she lives in a big and interesting world where there are many new things to learn.
- Desire to establish relationships between people by examining the behavior patterns of fairy tale characters.
- It is itemized as easy correction of the difficulties in the child's behavior.

2.1.USES OF FAIRY TALE THERAPY

While fairy tale therapy is beautiful, interesting and exciting, it serves only as a tool in psychotherapy. In psychological practice, it should be resorted to not for aesthetic pleasure, not for fun, but by setting a clear goal and answering the following questions:

"Why am I using this or that fable?",

"What do I want to do?"

“What are the parallels of the new interpretation of old tales, additional nuances in understanding their characters, unexpected interpretations of small details, clarification of the symbolic meanings of images, and the plot of the fairy tale with the realities of modern life?” (Markova & Emelyanova, 2016)

Research on the use of fairy tale therapy shows that this method is used by different categories of educators: psychotherapists, applied psychologists, special educators.

It has been seen that the aim of “tale therapy in working with children” is to present a didactic, artistic, meditative, therapeutic, psycho-corrective holistic perspective. Fairy tales are also effective for adolescent and high school age children to solve the development problems of preschool, primary school children. The theoretical basis of fairy tale therapy is based on basic concepts, fairy tale therapy and psychodiagnosis, counseling and psychocorrection. Gaining practical skills, examining fairy tales as life scenarios, using fairy tales to identify and solve problems, and writing fairy tales are the aims of working with fairy tales (Apfalter, 2014: 69).

In the study of fairy tale therapy, it is necessary to know the forms and methods. It requires developing creative abilities, developing adaptation skills, interacting with the outside world, as well as setting relevant subject area objectives for their use of knowing, one's relationship with a person, society, environment for teaching, diagnosis and correction.

In the social environment, the corrective and educational aspects of fairy tales can be used for social interaction, cooperation and conflict resolution skills, and for tolerance in professional areas. Fairy tales promise a lot, especially for the disabled, children and adolescents, when it comes to providing the ability to organize a corrective and developmental environment. Carrying out corrective pedagogical activities to successfully socialize disabled people has been a problem for both private and general education institutions. Studies have shown that applying integrative educational models and fairy tale therapy provide disabled, children and adolescents with teamwork skills and interpersonal communication skills (Rand, 1984: 378).

Fairy tales for children are known as dreams, the language of which they understand immediately, creating a connection between reality, imagination and subconscious and full of dreams to be experienced.

Fairy tales have been symbolic descriptions and representations of mental processes. Since fairy tales are essentially about the mental life of the child, they have a direct impact on the child's psyche. Fairy tales are like jewels from a great treasure that has been enjoyed by people of all races since primitive times. Important, life-promoting character traits such as courage, determination, wisdom, love and hope, faith and trust are represented in them. In addition to qualities such as harmony, sensitivity, compassion and

empathy, intuition, initiative, humility and respect for others are also applied in fairy tales (Zymjanskyj, 2016: 40-43).

Tales, with their vivid symbols, can touch the soul and trigger deep feelings. Also, they are often hopeful and suggest new solutions and enable them to have a healing effect. Whether it is consciously perceived or not, it affects the attitude towards life.

All fairy tales talk about being yourself, growing and maturing so that no one - neither child nor adult - escapes the struggle to be themselves. This path of self-discovery is a path of healing. It is not only a way to gently heal injuries and trauma, but also a way to access unlived life and creative potential.

Since Sigmund Freud and Carl Gustav Jung, modern psychology has been concerned with fairy tales and their healing and developmental implications. E. Fromm and B. Bettelheim stand out among the greatest psychoanalysts and fairy tale researchers. E. Fromm evaluated the language of dreams, myths and fairy tales through the language of symbols and named it "Forgotten language".

Fairy tales have a special importance in Jungian psychology. Jung acts as a means of bringing the reader together with himself. The subject of the tale is handled as a reflection of the inner world of the reader; describes individuation as a kind of internal journey process. The search for and identification of the original, primitive, archetypal 'Self' has been the hallmark of numerous studies of Jung's fable.

The metaphors and deep symbols of fairy tales are very similar to the symbols and metaphors used in modern psychotherapy. The help of fairy tales; it's about recognizing your own conscious or unconscious inner strengths and weaknesses and treating "Weaknesses" in a targeted way. Fairy tales are full of wisdom and truth and contain a great deal of information about the human soul and its tangles and confusion. Like dreams, fairy tales are gateways to the unconscious, allowing us to recognize and experience inner truths at a symbolic level. Favorite fairy tales tell of aspirations, desires and needs; They not only show the person the humanistic attitudes that he or she identifies with himself, but also show which problems he should address and which attitudes he should develop. It may also be that the person is not aware of some inner-psychic

problems and only comes to light in the context of fairy tale therapy (Booth, Abercrombie & Frey, 2017).

Fairy tale therapy is an effective method for both children and adults to find ways to get inside. Tales can form a bridge between the inner and the outer, between the unconscious and the conscious. With their help, internal, emotional processes can be revealed and new solution patterns can be developed. Tales also have a connection between the age-old richness of social experience and modern psychotherapeutic knowledge. Therefore, fairy tales serve as a basis for psychotherapeutic sessions (Drewermann, 2013).

It emphasizes the importance of the developmental processes in fairy tales not only during childhood or adolescence, but also and especially in the middle of life. One of the reasons for this is that the conscious and unconscious find a new connection in maturity and the harmony of the relations with the outer and inner world in this period (Jung, 1948).

As a part of therapy, it is important for the client to verbalize or present their life situation and current conflict moments, to work on them with the therapist and finally to reach a solution in emotion, thought and action (Kast, 1996: 509).

Generally, the identification and reflection caused by fairy tales are used in fairy tale therapy to evoke inner images, to transfer feelings and experiences from the unconscious to the "External world" and then to interpret them analytically. Locked processes can sometimes be set in motion by fairy tale images. The fairy tale proposes how psychic processes can be sustained without directly demanding that these stimuli also occur. Tales provide self-knowledge and make suggestions to change a life situation (Kast, 1996: 509).

Illustrated and unrealistic solutions of fairy tales are representations that enable us to break new ground in finding our own solutions adapted to personal situations, while fairy tales are stories that describe situations that are easy to visualize. Therefore, about each station in a fairy tale, the imagination creates its own pictures and gives it its own thoughts. Although fairy tales deal with general human problems, they are colored by our life experiences, our life story and also the spirit of the time (Kast, 1996: 509).

Fairy tales proclaim that when fear is faced, overcome, and overcome, it is finally rewarded. No fairy tale hero is stuck in fear, but saves himself -sometimes with the help of good forces-from fear and insoluble problems. Everyone goes beyond fear and therefore beyond themselves. Tales always give hope and certainty; trials and control, salvation and redemption are always used there as a recurring theme (Kast, 1996: 510).

Fairy tale characters become projection screens for desire, fear, helplessness, hatred, love, aggression and other human emotions. Thanks to them, the person gets to know his/her environment and thinks about existential questions, but this always takes place in the mirror of the fairy tale, that is, at a certain distance. Socially undesirable emotions can be animated away from fairy tales (Booth, Abercrombie & Frey, 2017).

It can be learned with the help of fairy tales that there is a solution to every seemingly hopeless situation. It teaches that through active intervention—sometimes with the help of good forces—the dreadful fate can be changed, and at least evolve according to the problems. In this way, besides giving encouragement for the future, the attitude of being stuck in the past and not falling into a victim attitude affects the person without realizing it.

Although fairy tales seem to alienate between man and reality because they teach little about the conditions of modern life, ignore the laws of nature and do not follow the laws of logic, they can answer the basic questions that move people, humanity as a whole, in their own way.

Max Lüthi says that even if fairy tales do not represent the truth, they still reflect the inner, spiritual truth. As a result, fairy tales play an important role in the healing process. It also shows how to deal with existential problems such as death and fear of death, fear and separation, love and hate, separation and security seeking, threats and separation. Every fairy tale has its own unique message. Since the tales deal with the conflict situations that occur in everyone's life, each of them can feel that they are addressed from the tale corresponding to their individual life situation and can gain their own meaning (Kast, 1996: 510).

Working with fairy tales is combined with a wide variety of other therapeutic modalities: for example, Gestalt therapy methods, deep psychological and psychoanalytic concepts, Gestalt and psychodrama, mask and poetry therapy, dialogue therapy, the catathmic image method, imaginative relaxation methods, and forms from performance and visual art therapy to name a few.

In many of the fairy tale therapy methods (Gestalt therapy), the client is asked to reflect the unacceptable feelings and characteristics of the tale characters that he has chosen spontaneously, and then to live them, that is, to act. One can recognize and reintegrate them as one's own. Bettelheim (2020) describes it this way:

“For those who are fascinated by what the fairy tale will tell us, we first turn it into a deep, calm lake where only our own image is reflected; then, behind this outer picture, we discover the inner turmoil of our soul, its depth, and the possibilities for our reconciliation with ourselves and the world, which is the reward of our effort” (Bettelheim, 2020: 364).

In in-depth psychology, the people or animals the hero encounters can be interpreted at the level of a subject or object. Interpretation at the subject level means the following: Every visible character can also be understood as a personality trait of the dreamer, as well as a personality trait of the hero figure in the fairy tale” (Kast, 1996: 512).

Childhood safety can be felt if it is understood that the main character is the person who has played or still plays important roles in the life and development of the person, and the people from his close circle are the characters that the main character reveals. This will enable the person to re-establish and walk the integrative bridge between reality and imagination. However, understanding and recognizing this is not so easy. Because myths, fairy tales and dreams have one thing in common: they are all written in symbolic language. They talk to the person through symbols and pictures. Symbolic language is known as the language in which inner experiences, feelings and thoughts are expressed as if they were sensory perceptions (Erich Fromm, *Fairy Tales, Myths, Dreams, Introduction to Understanding a Forgotten Language*). It is a language that has a different logic than our daily language that we speak during the day, and symbolic language has a logic where time and space are not dominant categories, but density and connotation (Apfalter, 2014: 74).

As we try to understand the symbolic content of fairy tales, all witches, giants and dragons are not seen as excesses of fantasies, but as inner aspects of every human being, living or not, consciously or unconsciously sleeping in them. Appropriate interpretation of the symbolic fairy tale content is therefore particularly important. Kast (1996) describes this process as follows:

“When we comment, we always look for the invisible reality behind the visible and its connection. We cheered and rejoiced with our hero; We breathed a sigh of relief when everything went well. We were always there with all our hearts. Ideas born from our own imagination and world of experience were born within us. Fairy tales left us room for our own photographs” (Kast, 1996: 513).

2.2.NARRATION OF FAIRY TALE THERAPY

The most effective narrative technique used in fairy tale therapy is known as retelling. According to O'Malley and Pierce, story or text retelling involves students retelling the stories or text choices they have listened to or read (O'Malley & Pierce, 1996: 83). Storytelling is the telling of a personal or traditional story using the essence of the tradition from which it came. It offers natural language experiences to students as an experience shared between the narrator and the listener. Storytelling can be a fun activity for both the teller and the listener and should be done at all grade levels. The teacher should model the storytelling before waiting for the students to tell the story. In addition, students should have opportunities to listen to other storytellers who can act as role models and provide enjoyment for their own storytelling experiences (Rand, 1984: 378).

Storytelling is the transmission of events through words, pictures, and sounds, usually through improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling spiritual values. Important elements of stories and storytelling include plot, characters, and narrative perspective. When retelling, choosing to orally read a story or text to students means that both listening comprehension and speaking skills will be assessed. Retellings are suitable for individual assessments of students at the beginner and intermediate levels and do not require any preparation from the student. The language functions used in story/text retelling are probably known as describing, informing, and

summarizing. Some key criteria for a storytelling may include accuracy in describing setting, characters, or a series of events. This happens with vocabulary spacing and appropriate syntax. To prepare for the retelling of the story or text, a story or text should be chosen that is familiar to students and appropriate for their age and grade level.

In Routman, O'Malley and Pierce's book for English learners, it was stated that retelling helps improve verbal language proficiency as well as reading comprehension (1996:106). J.B. Heaton also said that storytelling generally measures other skills such as reading comprehension, memory and organization (Rumelhart, 1975: 86).

In fairy tale therapy, storytelling should benefit from drawings, which are the foundations of interpretation and analysis. At the same time, the possibility of using additional art objects (paintings, sculptures, etc.) and being open to game techniques, that is, the possibilities of using a fairy tale by enriching it with psycho-drama elements, are known as the methods and techniques that contribute to the creation of fairy tales.

The use of fairy tales for individual and group counseling is also a technique used in the narration of psychotherapeutic tales, and the characteristics of individual and group dynamics are important to identify the problem before creating a fairy tale therapy program and to compile a fairy tale therapy program.

The production of oral narratives occurs when children interfere with the content. This requires taking the listener into account, formulating new words and relating them to what has been said before.

Telling a fairy tale is composing the story. It is important to tell the story, not to read it. In this way, eye contact is established and changes in the person can be observed. The psychologist and the child can change the content of the tale by creating additional moments in it. This will allow the child to express their feelings outwardly. For example, if the child interrupts the teacher, rushes to change the ending of the tale, mutters words hastily, gets excited, all these manifestations can serve as an assessment of the child's passing the test and talk about the unstable state of the nervous system.

The method of making a baby; it is a narrative technique used during and after storytelling. According to psychologists, making dolls is relaxation, it means a kind of meditation. It allows thinking when the energy is directed towards a specific object – a doll – and in the needlework process. This method is important because it develops fine motor skills of hands in children.

Drawing a fairy tale is; after telling a certain tale, turning it into an applique, modeling, with dough or a drawing. Thus, the child throws out his impressions that he is listening. This is a form of getting rid of negative emotions. It does not matter how neatly the craft is made. If the story made a strong enough impact, the work may contain dark colors, depictions of monsters, or other terrifying imagery. Also, if a child is asked to depict the same tale again, the composition appears in calmer colors. The effectiveness of this method shows itself in this way.

Tale Therapeutic Diagnostic Method; it is used to diagnose the psycho-emotional state of the child using infants.

Sand therapy method; sand therapy with the help of fairy tales is one of the most interesting types of psychological approaches. It helps to visualize the problem and get rid of it with the help of tactile contact. Such meditation is sometimes needed not only by children but also by adults.

2.3.FAIRY TALE SELECTION

Of course, in order to reach children and enter their world, it is necessary to choose appropriate tales for them. Carefully selected children's fairy tales, fairy tale sources and contents are selected or produced, with the right infrastructure, that will support the mental health of children. It is ensured that children and adults express their current state and inner processes that cannot be reached no matter how hard they try, through fairy tales.

The tales used in the fairy tale therapy method are divided into five types: meditative, psychotherapeutic, didactic, psychological and psycho-corrective.

Didactic storytelling is the simplest and easiest to understand. It is used when working with children of primary school age and preschool children. The task of such fairy tales is to transfer skills and teach the child new knowledge by example. The characters in these therapy stories perform simple tasks and explain why skill is so important (how to cross the road, how to wash your own dishes, how to collect your toys, etc.). Due to the fact that a fairy tale "revives" objects and colors simple actions with the taste of magic, a very effective agitation of the child to right actions is achieved.

Psychological story: A psychological fairy tale, like a didactic fairy tale, teaches the child correct behavior using the example of fictional characters. However, if the didactic version relates to the everyday aspect of life, then the psychological one affects the field of personal development. Psychological stories are fictional stories that change human behavior. Such fairy tales are always based on comparison. In the first case, the hero behaves "badly" (that is, ineffective), and then the listener is shown an alternative model of the hero's behavior. As a result, the child is not just listening to a boring, instructive lecture from his parents. Based on the material he listens; he draws a conclusion about how he should behave himself (Zymjanskyj, 2016: 40-43).

Psychotherapeutic history: It is the deepest and most influential fairy tale genre. These tales are filled with wisdom, which helps the listener to cope with his fears and get rid of psycho-emotional trauma, get out of a difficult life situation. Most psychotherapeutic fairy tales are created on the basis of spiritual and religious sources (parables).

The source of creating therapeutic tales is familiar tales, parables and epics. The child's problem should not be completely copied from a fairy tale, but only indirectly resemble it.

A therapeutic fairy tale should contain clear and necessary recommendations so that the child can find a way out of a difficult situation and cope with his problem.

The therapeutic effect of the subject of fairy tales should be traced in a certain sequence.

- The main character must be of the same gender and age as the child. It is desirable that some character traits of the child can be predicted in the fairy tale character.

It can also be the main character of a fairy tale for young children, a favorite toy, an animal or a little fairy tale person.

- A five-year-old is interested in seeing princesses, princes and soldiers as the main characters, while modern children are interested in fairy tales in which transformer robots become the main characters.
- The life of the fairy tale hero should be described in such a way that the child can clearly see the similarities with his own life.
- A way out is sought and the problem situation must be defined. At the same time, the child should find common ground with the main character and make comparisons with his problem.

Accordingly, the following situation determinations may be decisive.

- Tales for children who are afraid of the dark, afraid of the doctor,
- Tales for hyperactive children,
- Tales for aggressive children,
- Tales for children with physical and behavioral disorders,
- Problems with food and bladder problems,
- Fairy tales for children who have problems in family relationships, for example, in case of the emergence of a new family member and the divorce of the parents,
- Tales for children who have lost a loved one and an important human being (Kast, 1996: 513).

Meditative fairy tale; It is the hardest to find for fairy tale therapy. It does not require a logical structure and a clear story. The main condition is bright characters and images that can be easily visualized. It is important to immerse the listener in a fairy tale because of maximum interest and concentration.

Since fairy tales are far from reality, they are suitable for cognitively distancing a problem that is very close to reality in the real world and causes fear. Correct story selection and cognitive preparation are therapeutically important for this type of psychological treatment.

In fairy tale therapy, the type of fairy tale is chosen according to the age of the child:

- Young children better understand animal stories and stories about the relationship between humans and animals. They easily identify with animals and their actions.
- For young schoolchildren, romantic fairy tales that focus on everyday life, as well as parables and fairy tales that help to cope with various conflicts in ordinary life are suitable. They also attract older children with their irony and humor.
- Fairy tales are suitable for shy or adopted children, and for children with low self-esteem and lack of parental care and love, but can also serve as a basis for unusual transformations and transformations.
- Fairy tales are rarely for young children, but more popular among preschool, elementary and middle school children. With the help of these tales, all the accumulated wisdom of life gradually fills the child's subconscious (Booth, Abercrombie & Frey, 2017).

For preschool children, the following types of fairy tale therapy are used: A type is chosen according to the interests of each child from tales, legends, epics, parables. Metaphor acts as a psychological influence tool that is the basis of any story. A strictly chosen metaphor determines the effectiveness of fairy tale therapeutic techniques. The problem of life in fairy tales is not implicit, but specifically formulated. The main tool of psychological influence in fairy tale therapy is a metaphor, which is the essence of any fairy tale. It is the depth and accuracy of the metaphor that determines the effectiveness of fairy tale therapy techniques in working with children and adults. The psychologist should use a metaphor to make a connection between the elements of his semantic field and the semantic field of the child (Rand, 1984: 380).

After meeting with the child and identifying pressing issues, the psychologist chooses fairy tales to reflect the problems as a discussion. Psychologists successfully implement the plots of folk tales in their work. Among them, the following types are distinguished:

Folk Tales; fairy tales have a single historical basis; they contain many pagan symbols and motifs.

Animal tales; the element of remembering animals in fairy tales attracts children. Children can easily identify what kind of person is hiding behind this or that animal. For example, a rabbit is always associated with a cowardly person. Therefore, its main characteristic is cowardice. The fox symbolizes a cunning person. The main characters of animal tales are rabbit, fox, bear, wolf, cat and rooster. Examples of fairy-tale animals: "Cat, rooster and fox", "Wolf and goat", "Cat and fox". Five-year-old children often identify with animals and try to be similar to themselves in their behavior, so fairy tales about animals will most successfully convey their life experience to children. has been (Kast, 1996: 514).

Daily fairy tales; it reflects real life with a certain amount of irony. They combine a surprising combination of what is possible in real life with unusual solutions suitable for specific situations.

Artistic Tales; they are more saturated with images, experiences than folk tales, so it can help to reveal the inner feelings of the child. The Andersen Tales can be given as an example.

Didactic stories; they are suitable for story therapy for schoolchildren because with their help children can learn learning materials quickly and easily.

It is important to ask the right questions so that the child can establish a causal link to allow them to create their own fairy tales. Such stories must correspond to his return.

When choosing and telling a fairy tale, the child uses different aspects of the thinking process. It is necessary to listen and understand, to anticipate certain moments, to help connect events and draw conclusions from the conversation, to connect with gained experience and knowledge.

2.4.HOW SHOULD THE STORYTELLING BE?

As such activities prompt learners to think to construct meaning based on their observations and knowledge, they are an imperative and innovative way to enhance learning. For this reason, developing and improving students' storytelling skills becomes an important issue for both educators and researchers. Because storytelling involves

complex cognitive processes, an advanced concept map approach with story grammar is important to help children develop stories (Dnilewitz, 1991: 87).

While telling tales, it can be benefited from presenting the current situation in different ways. Image therapy, drawing, puppet therapy, tale staging, staging in a sandbox, benefiting from art therapy, and different presentation forms used to increase efficiency. Therapeutic work should be compatible with all functional and fairy tale therapy techniques. The application features of this method are based on the "story-drawing-dramatization" trio.

These functions do not require a cost and are used anywhere and anytime. Because improvised stories arouse great interest in children, fantasy and logic develop. But the real issue is not what he says, but how he says it. As an individual, it is necessary to tell in a way that children will believe. In this respect, the therapist's charisma is important in storytelling. Good storytelling touches the child's feelings and pushes him to creativity. The narrator should be creative, have acting skills, and be good at improvising and intonation (Rand, 1984: 382).

The importance of adding more senses to the table is also important in storytelling. In this respect, the fairy tale; It can be defined as a human experience that allows us to convey emotions. The language of words makes features of ourselves, others, and the world real or imaginary. While fairy tale is defined as an interactive art of using words and actions to reveal elements, it is stated that in storytelling, the images of the content should be such that they can stimulate the imagination of the student. Based on the definition above, the researcher can conclude that the storytelling strategy helps students achieve their educational goals, success in narration increases students' mental productivity and helps them overcome obstacles and achieve achievements. understanding is provided (Sudibyo, Wibowo & Hatam, 2018: 62).

After telling a particular tale, turning it into modeling with dough, making a drawing or appliqué enriches the narrative. Thus, the person throws out his impressions of what he is listening to. This is a form of getting rid of negative emotions. It doesn't matter how neatly the craft is made. If the story made a strong enough impact, the work may include dark colors, depictions of monsters, or other terrifying imagery. At the same time, if you

ask a child to depict the same tale again, the composition already looks in calmer colors. The effectiveness of this method shows itself in this way (Chen et al., 2011: 873).

It is important to tell the story, not to read it. In this way, eye contact is established and changes in the person can be observed. The psychologist and the child can change the content of the tale by creating additional moments in it. This will allow the child to express their feelings outwardly. For example, if the child interrupts the teacher, rushes to change the ending of the tale, mutters words in a hurry, or gets excited, all these manifestations can serve as an assessment of the child's passing the test, as well as pointing to the unstable state of the nervous system (Dnilewitz, 1991: 88).

Teaching a child to organize language can be accomplished through storytelling.

Narration activities are an innovative way to improve learning. The fact that storytellers want to organize their life experiences with the child's own voice and transform it into a unique situation makes this process valuable. Children can better understand existing knowledge through storytelling because students take an active role in interpreting the experience rather than just memorizing it (Chen et al., 2011: 873).

One of the techniques used while telling a tale; It is based on the theory of extra sensory systems. According to this theory; It is stated that one or even two sensory systems become predominantly extra-conscious during the development process. As a result, one or two sensory systems are used for the conscious processing of information, and one of them becomes the conductor of unconscious impulses. To some extent, the person loses both the ability to work consciously in such a system and access to the processes that take place in it. For example, there may be an unconscious auditory system: the person is not aware of what is going on in the dialogue (criticism, threats, predictions of failure) and cannot use the auditory system well (hears the speech addressed to him/her). The therapist's task is to distribute information equally between the visual, auditory and kinesthetic systems; this leads to a qualitatively new perception of knowledge, a more effective reproduction of skills, a radical change in the way of thinking and communication. With this approach, the meaning of the tale is to create the symbols of the three sensory channels, bring them together in a therapeutic metaphor, and finally give the listener reins of control over the overlapping emotional areas. This allows a

person to switch from turning on three signal systems alternately to simultaneous (Markova & Emelyanova, 2016).

One of the main application areas of fairy tales in therapy is group storytelling to a group. Inventing the continuation of fairy tales; Rewriting (or adding) fairy tales, puppet therapy, image therapy, fairy tale drawing is some of the techniques used.

2.5.THE USE OF FAIRY TALES IN CHILD THERAPY

Fairy tale therapy for children is a psychotherapeutic effect used to alleviate children's phobias and fears, and to correct their behavioral reactions. Fairytale therapy is used in psychotherapy as a tool to investigate root causes of resource practices and behavioral reactions. This method is used for children from a young age. Fairytale therapy can be used as a tool to illuminate the deep deformations of the child's psyche and help identify the causes of external conditions that excite the child (Chen et al., 2011: 877).

The existence of special types of fairy tales written by specialists, teachers or parents themselves, especially for the gentle correction of the child's behavior, helps them in solving life problems, even if they are still very small. Children have their own problems, just as important as adults. And when a child does not find the right way out of a particular situation, fairy tales with a therapeutic effect will come in handy, which will help to heal wounds in the child's psyche, to calm down and gain positive life experiences, and on the other hand to see what is happening. For this, fairy tales are used only with positive characters, where peace, kindness and tranquility reign. Such stories help to relax and get better (Dnilewitz, 1991: 89).

A fairy tale story aims at the idea that it is necessary to fight for health until the end of life. As everyone has internal resources to help them cope with the problems in front of them.

A fairy tale acts as a vehicle for the transfer of experience, skill, talent, understanding of evil and good, the deep meaning of life. The most wonderful stories are full of allegories as well as life-behavior lines. Currently, new studies in the practice of psychotherapists

and psychologists appear, study in detail and describe the influence of folk tales on the subconscious and consciousness.

The methods of treatment with fairy tales are used in therapy with the methods of telling stories, diagnosis of fairy tales, making babies, creating fairy tales, preparing fairy tales, sand therapy and drawing fairy tales.

Storytelling alongside a fairy tale is therapeutic in its own right, even because of its method. Because during the narration process, the therapist can determine what happened to the child.

A child with a therapist can write a fairy tale story together while affecting both the whole and individual elements. A child can create a fairy tale by himself. In addition to inventing a fairy tale and telling it to a child, it allows to identify the emotional spontaneity that often goes unnoticed in his behavior but acts within him.

The child interrupts the story and ends it unexpectedly, while responding in a low voice, an urgent sign of excitement on his face (paleness, redness, slight tics, sweating). Often a child refuses to answer questions that want to get ahead and start a story over. All this signals a neurotic state.

The method of drawing a fairy tale story is applied after the story is told, and this method reveals everything that the child cares about and what he feels. This method is also suitable for working with dough and colored cardboard. Thus, the child gets rid of another emotion that excites him. The image quality of crafts and drawings is not considered important. If the child has strong emotions, dark colors, fire or all kinds of monsters appear in children's paintings. On the same subject, when he draws again later, he becomes calmer and the child applies brighter colors. It is better to convey the emotions to the child with pencil, gouache and watercolor (Chen et al., 2011: 877).

One of the methods of fairy tale therapy is to make a baby. Any doll making is a kind of meditation, because in the process of sewing a change in personality is observed. Making babies, as well as manipulating them, will lead to awareness of the problem, release of nervous tension and search for a solution.

Fairy tale therapy literally means to treat with a fairy tale. The story is used by psychologists, teachers, doctors in their practice, and everyone finds the resource that helps them fulfill their professional duties.

Fairy tale therapy can be a way to correct fears and phobias. For example, a problematic story might start like this: "There was a boy who looked very much like you...". Thus, it is possible to model children's stories that repeat life situations that frighten and upset them. Such techniques are effective in first visit to kindergarten, fear of the dark, stress and fears.

Fairy tale therapy for a child of 5 years; It is effective if the child will be involved in the continuation of the tale and the completion of the proposed story. For example: "Continue the story The subconscious attitude and emotions show how children's imaginations work.

In educational practice, fairy tale therapy is one of the methods of co-invention in which each participant takes turns. The phenomenon of this technique is the combination of all children's fairy tales. In this type of training, each child is asked to write a story in turn. In the fairy tale, each child brings a personal solution to the problem.

For a child, a fairy tale told over time is as important as counseling for an adult. The difference is that children do not have to analyze and draw conclusions about what is going on, and all the work takes place on a subconscious inner level (Chen et al., 2011: 878).

Evil frightening tales are considered appropriate to release tension and acquire new ways of responding. Repetitive modeling reduces stress in children as well as experiencing an alarming situation. When choosing horror stories in a 6-year-old group of children to increase their stress resistance, attention should be paid to the funny and unexpected ending of the story (Dnilewitz, 1991: 89).

Magical fairy tales are an example of 6-year-old children's tales to acquire vital wisdom. Fairy tale studies and therapy begin straight away with discussion and analysis. After studying the wonderful meanings associated with real-life situations, other forms of work

such as drawing, baby-making, dramatization and sand therapy can be used in practice (Kast, 1996: 514).

The use of didactic fairy tales is effective in the performance of educational tasks, for example, children in the form of didactic fairy tales learn to rewrite the mathematical examples given at home. In these stories, according to the example, the solution passes the test and the completed task leads the hero to success (Apfalter, 2014: 72).

- The task of a fairy tale therapist with anxious and timid children; First of all, it is to determine who and what children are afraid of. The therapeutic ways of fairy tale help timid children, while the technique of fantasy tales is suitable for timid children.
- Fairy tales for hyperactive children; In the psychotherapy process, fairy tales are used to attract the attention of hyperactive children in order to find ways to use the rules of interaction with hyperactive children and "built-in" messages for hyperactive children.
- It includes fairy tales for aggressive children, rules for communicating with aggressive children, and psychotherapy. Staging is often used in fairy tales for aggressive children.
- Correction of behavioral disorders in physically handicapped children is possible with fairy tale therapy.
- Encopresis is a psychotherapeutic approach to children with enuresis. It is achieved by paradoxical intervention through the use of "living" metaphor methods.
- Short tales and therapeutic stories with indirect effects are used when working with children with behavioral disorders who have physical symptoms.
- Fairy tale is used in fairy tale loss therapy to determine the characteristics of death perception of children of different ages and to treat loss.
- It is possible to resolve family relations with fairy tale therapy. Situations such as children experiencing parental divorce and a new child in the family can be resolved through the application of fairy tale therapy.

- It is possible to overcome learning difficulties with didactic fairy tales. Didactic fairy tales: used to present new material, thanks to the rules of didactic compilation with essence, purpose and content.
- Fairy tale therapy is beneficial in combating bad habits. Tales that help children with various bad habits help to overcome their use when working with children.
- In the fight against complexes and self-acceptance, fairy tale therapy enables children with various complexes and problems to increase their perception and self-esteem during self-learning.
- Fairytale therapy as a way to create healing intention opens a door for children with various somatic diseases.
- Self-handicapping is revealed through fairy tale therapy methods, helping children who self-sabotage overcome their manifestations.
- It is possible to use fairy tale therapy as an opportunity to determine (in occupation, preferences) for children who have to make a choice. Tales that help to choose and their use in the study alleviate a difficult process for children (Aksenova et al., 2019: 21).

2.5.1. The Effect of Fairy Tale Therapy on Social Child Development

Relationships determine his inner world, as well as social and behavioral skills and moral and emotional qualities of a person, since the conditions for the formation of social harmony of the child contribute to the development of positive interpersonal relationships. The concept of therapeutic fairy tales is based on the idea of social values. Symbolically, a fairy tale contains information about the social role of the individual and his characteristics. Social behavior, social roles, norms, statuses form an idea in the child. Thus, the therapeutic fairy tale fulfills corrective functions for the socialization of the individual in society and contributes to the normalization of social life. Therapeutic tales with emotional resonance caused by intense texts create special opportunities for children in communication (Dnilewitz, 1991: 90).

Given the importance of fairy tales in shaping human social behavior, they are a powerful source of influence on the child's behavior. The systematic use of fairy tales contributes to the socialization of the individual at different age stages. In order to establish its

functioning, the mechanism must be started. It is an excellent way to communicate needs, interests, values, motivations, attitudes, norms of behavior and psychological difficulties of children with the therapeutic fairy tale. The behavior of the child during fairy tale therapy, reading fairy tales, character drawing on fairy tales, the chosen plot, the details of the tale discussion, all these provide information about the child's current psychological state. This helps to determine his socialization level. On the one hand, the therapeutic fairy tale offers the child options and conflicts to overcome various difficulties of life, on the other hand, it leads to the formation of a long-term systematic (for example, working with fairy tales in extracurricular activities) in the child a "mechanism". This is called "self-help". The point is that presenting therapeutic fairy tale metaphors to children, even if they do not always correspond to real problems, leads them to assimilate the main idea of the metaphor: "In a difficult situation, it is necessary to look for resources within oneself". The fairy tale therapy process is not limited to literacy. The selection or composition of the tales, psycho-corrective therapeutic stories are built accordingly (Lüks, 2022: 6).

Stories can play an important role in helping children cope with problems and overcome difficulties. When young children make connections between themselves and story characters, they can use these connections to learn that others have faced similar problems and to be inspired to overcome challenges. Bibliotherapy, the therapeutic use of stories in children's lives, is an approach used by counselors and health professionals, librarians, educators, and families. In bibliotherapy, stories are used as props to support discussions between children and caregiver adults about children's anxiety and to examine various issues that are meaningful for children's mental health and moral development (Suvilehto, Kerry-Moran & Aerila, 2019: 299).

Tales can have a different effect on the personality of the child. In fairy tales that have therapeutic and educational value, the child's perception of the meaning of each fairy tale separately depends on his personal thinking style. In fairy tales, if the parables, legends are chosen correctly, it is possible to look at controversial situations, phobias and personal conflicts in a different way, etc. They will allow to create a certain distance to find a solution (Chen et al., 2011: 878).

According to many researchers, fairy tale therapy is not only an extension of psychotherapy, but also a synthesis of achievements in philosophy of different cultures, psychotherapy, psychology and pedagogy.

With the help of fairy tale therapy for preschoolers, it is possible to positively influence the behavior of children. With the help of fairy tales, the child:

- Distinguish concepts such as good and bad,
- Comprehending the positive features of the character,
- Identifying correct behavioral deficiencies,
- Shows that the child is wrong in a particular situation and teaches him to do the right thing,
- Helps build trust between children and parents,
- It develops the imagination of the child (Apfalter, 2014: 68).

2.5.2. Self-Confidence Development

Low self-esteem issues are often directly tied to the individual's appearance. Many children, because of their special, abnormal or unusual appearance, face difficulties of a physical, intellectual and emotional nature that do not comply with the mythical laws of attraction. They make themselves too thick, long, slow, etc. They are convinced. Such beliefs lead to the development of a deep sense of inferiority that is difficult to overcome in the future.

What can fairy tales do about it?

Tales aim to strengthen us against the negativities of life and enable us to access our own emotions and our own inner processes. Fairy tales give us hope and encouragement, showing us new ways to approach problems. In this way, fairy tales can give us self-confidence and confidence. The social misfits, the weak, the marginalized, and the humiliated often play the leading roles. The tales show that if the right opportunity is caught and the right path is followed, their situation is not unhappy.

For the Swiss fairy tale researcher Max Lüthi, fairy tales always have an "inner truth". Tales reflect mental processes and conditions in humans. There is nothing in human existence that the fairy tale does not describe. These are themes such as jealousy, greed, dying, aggression, death, love, pity, separation, disconnection, loneliness (Luthi, 1962).

Child psychologist V. Bertignoll describes it as the cover function of fairy tales, where unwanted emotions can be experienced and tried, and hope for new experiences arises. For him, "hope is the greatest motivation and the paddle of our life boat".

Fairy tales reveal the dream of a happy ending: good victories, princess finds the love of her life, poor girl meets a rich prince, evil is punished or destroyed. This increases self-confidence and primes thus become a source of hope and courage (Kazachiner & Tkachenko, 2020: 267).

2.5.3. Self (Feeling Self-Sufficient)

An important feature of a fairy tale is that a transformation takes place during its telling. Someone who is small and weak in the beginning eventually becomes strong, important and self-sufficient in many ways. Carl Gustav Jung considers the process of individuation - the renewal and expansion of ego consciousness - as the main point of the tale. This suggests that consciousness has already emerged from the subconscious matrix, the collective unconscious symbolized by the mother. As a result of such de-identification, the ego-consciousness acquires the necessary distance and rather rigid boundaries from the unconscious. However, in the process of separation and restructuring, the ego consciousness gradually loses its connection with the subconscious base. A state of dissociation, an imbalance between the conscious and subconscious, comes and symptoms and neurotic disorders appear. Ego consciousness, separated from its nurturing environment, is at great risk as the preconditions for its degeneration are revealed. It has a chance of becoming hard and vicious, as well as losing its formative meaning, getting lost, turning into dust. Therefore, the formed and separated ego must return to the subconscious source, the collective matrix, in order to renew itself and deepen the interconnections. All of this is told through stories about the hero's journey, finding new helpers, death and resurrection, victory and reunion. As a result, the field of

consciousness, which gives a healing effect in itself, expands. "Turn" provides access to new archetypal energies and images (Markova & Emelyanova, 2016).

The adventure period of the hero in the tale describes the stage process within itself. The process of formation of self, awareness and consciousness is explained. The hero who leaves his comfort to achieve his goal has some gains. He reached truths he did not know, struggled with problems, and endured pain. The hero, who passed many tests, is no longer the same as before, and his social transformation has taken place. At the end of the adventure, he won some rewards. He learned to cope with problems and endure pain and gained his identity. The listener who accompanies this process with the tale also benefits from these gains (Civelek, 2019: 120).

2.5.4. Psychological Uses and Importance of Fairy Tale Therapy

Fairy tale therapy is not just a fairy tale reading activity, it is a method that teaches children to recognize, express and manage their emotions correctly, thanks to the techniques involved in the application process. It strengthens the ability to empathize and contributes to the development of altruistic individuals. It is used as a supportive method in psychological support processes.

Fairy tale therapy is a term meaning "Treatment with fairy tales". The methods of fairy tale therapy are used in different fields: pedagogy, medicine, but primarily in psychology. Fairy tale therapy is suitable for both adults and children. It is used mainly in the education of the younger generation, when communicating with preschoolers. With the help of this technique, it is possible to affect the child's psychological world and worldview effectively and definitively (Apfalter, 2014: 65).

Tales are important for the psychosocial development of human beings. Values such as sharing, benevolence, friendship, evil and goodness are seen in the development processes of events. With human characters, information is gained about folk songs. Various perspectives are gained through cause-effect relationships. The person identifies expectations and problems in his life with heroes and fairy tale events. By noticing the realities in the society, u has the power to deal with the realities.

Fairy tale therapy, especially well-known fables aimed at eliminating a particular problem; He actively uses therapeutic stories, stories, and special fairy tales written by fairy tale therapists and psychologists.

Meditative stories: No villains or conflicts. The purpose of meditative fairy tales is to instill in the child the concept of "Ideal" relations with the outside world, with people. Such fairy tales help reduce stress and relax.

Psycho-corrective tales or psychotherapeutic stories: They help to gently correct the child's behavior. Suitable for children under 13 years old. They help solve a specific problem. Psychologist Razida Tkach classifies fairy tales according to the problems they need to solve (Apfalter, 2014: 72).

Psychotherapy stories help to solve complex personal problems such as inner conflicts, search for purpose in life, search for one's own place in life. They are also effective in working with children with psychosomatic illness. Most often, the theme of the fairy tale is devoted to deep questions and problems of life and death, attitudes to losing and gaining material things, love and choosing a life path. Such stories help cope with life's fears, aggression, or over reactivity. In fact, experts are aware of the wide variety of fears children face (Kast, 1996: 517).

- They may be afraid of animals and experience night terrors at the age of 2-3,
- At the age of 4, they are afraid of fairy tale characters and insects,
- 5-6 years old are afraid of disasters, schools, fires,
- At the age of 7-9, they are afraid of death and losing a loved one (Kast, 1996: 517).

Telling a psychotherapeutic fairy tale is like counseling for adults. Fairy tale therapy is helpful when other psychological methods do not necessarily produce results. Different stories are used according to age. It can be legends, parables and others.

By telling a fictional story, appropriate behavior can be taught to the child. For example, why not harming other children, why it is good to share toys, or why it is good to hoard toys, obey parents, etc.

In the article, written in the style of popular science and presented in the form of questions and answers to the parents of preschool children, it is stated that reading fairy tales to children is a necessary element of a real education and long-term constructive relations between children and parents. The information about the baby is based on that it is more important to understand the content of emotional and personal communication with parents, not the essence of the texts in this period (Apfalter, 2014: 65).

Tales should take into account the reactions of children to the text and should not insist on reading in case of a negative perception about the tale. "Scary" fairy tales should be included in the set of texts, which will be read according to the age and individual characteristics of the child. At the same time, such fairy tales are necessary for children to master the skills of coping with feelings of fear in a situation where they live in very safe conditions. The process of reading fairy tales should be carried out measuredly, calmly, so as not to cause negative emotional manifestations in children. Many children up to the age of five or six retain magical thinking, sincerely believe in the existence of magic, sorcerers, the possibility of transforming humans into other creatures, so it should be used with caution. The fairy tale needs to be repeated in order for children to maintain their confidence in the stability of the world and to meet the most pressing urgent needs. Children need fairy tales because they are the nourishment environment where the child's soul develops and the foundations of worldview, belief system, values and national identity are laid (Vachkov, 2016: 1-9).

Storytelling therapy for preschoolers offers children a unique opportunity to experience different life situations without harming themselves. While applying the experiences of past generations hidden in fairy tales, children can enter their own world of experience and emotion. It is the main feature of this therapy that allows great success when working with children who need psychological and speech therapy.

Especially as a way to get rid of psychological problems, fairy tale therapy is performed if the child's behavior shows aggression or irritability, cannot do something or is afraid of something. With this method, it can be easily determined what kind of problems and experiences children have and how they can be solved.

With the help of fairy tale therapy, many difficulties of raising children can be overcome. For example, a baby does not want to eat vegetables and fruits, which are so necessary for a growing body. In this case, a story praising the use of these products may be chosen. But at the same time, children should never be forced to eat if they absolutely do not want to. The child should be tried to be told what to eat and the importance of healthy food for his health should be explained. Thus, he can understand the needs of his parents independently. Children need to go to bed on time, sit on the potty, wash themselves, remove toys, etc. If they do not want to, they can be affected in exactly the same way (Apfalter, 2014: 65).

2.6.USING FAIRY TALE THERAPY IN TEACHING CHILDREN WITH SPECIAL NEEDS

About 20% of all children and adolescents have a chronic condition (National Center for Physical Activity and Disability) (All Children Included: Health for Children with Disabilities). Participation in recreational or school sports and physical activity programs is much lower than their non-disabled counterparts. For this reason, all critically disabled children need to have a healthy and regular diet and do adequate physical activities.

Considering the psychological and pedagogical support of children with special needs in modern education theory and practice first entered the scientific circulation in the 90s as a multifaceted problem. The problem of the first use of the term “supporting the natural development of young children in need of psychological support” is reflected in the work of A. Derkach, the organization of psychological and pedagogical support. In these research studies, psychological and pedagogical support is considered as a tool within the system of professional activity of the teacher. A psychologist and teacher are not only observers of the child in this process, but also active persons who can create special conditions for the full development and successful learning of the child. It creates the most favorable conditions for its development by moving side by side with the child (Dubasenyuk, 2012).

Children and adolescents not doing enough physical activity and unbalanced nutrition lead to obesity. Therefore, some actions are necessary to improve quality of life, promote a healthy lifestyle and increase physical activity to at least 60 percent. In addition to

implementing and supporting incentive programs to reduce sedentary behavior among children, basic approaches, methods, techniques and skills are much more important, especially for children with special needs, for the task of promoting and protecting one's health. While the development of health protection skills of students in the school context is gained within the framework of educational activities, this situation is complex for the group that has difficulty in accessing these activities. One way to communicate with the children included in this group is to maintain children's competences and communicate with them in effective, entertaining and accessible tools provided by the educator. the only way is to listen and tell the story (Kuciapiński, 2014).

Children with special needs are nearly twice as likely to be ill or psychologically unwell in addition to their special conditions. In addition to this, the most common conditions are some conditions such as being sedentary for cerebral palsy, as well as underweight due to eating difficulties. Conditions such as Down syndrome are likely to contribute to being overweight or obese, overeating and being overweight or obese. However, the overall propensity for obesity is much greater in children with disabilities. For the most part, children and young people with special needs are often ignored or systematically excluded when physical activities in school are necessary. This exclusion, which significantly limits the experience, is most likely due to a lack of understanding of the subject matter by these children. Students' abilities and/or fear of potential work-related injury stem from the limitations of the various conditions that students with disabilities are exposed to. One of the important sources that can be supported in this regard is to gain these characteristics to children through therapy (Dnilewitz, 1991: 91).

2.6.1. Characteristics of Children with Special Needs

Children who have a chronic physical, developmental, behavioral or emotional illness or are at high risk are defined as children with special needs. In addition to the limitations associated with their condition, they are at high risk of experiencing mental and behavioral health problems.

It consists of 5 multi-part questions that describe children with behavioral or other health problems and report at least 1 of the following consequences of this condition:

- Use or need more medical, mental health, or educational services than other children of the same age;
- Using or needing prescription medication;
- Limitations in their ability to do things that most children of the same age do
- Using or needing specific therapy, such as physical, occupational or speech therapy; or
- Needing or using emotional, developmental or behavioral treatment or counseling (McPherson et al., 1998: 140).

One of the conditions for success is the integration of children with developmental disorders into the field of general education. The aim of the teachers who receive this field training is to master the technologies, methods about the education and development of children with psychophysical disorders. This determines the special quality requirements for the staff, the sensory, mental, motor, speech and other developmental problems of children in educational and rehabilitation institutions. activity, close interaction and familiarity with the traditional framework of intertwined teaching work. One of the most important goals of various socio-pedagogical, rehabilitation, counseling-diagnostic psychotherapeutic, corrective and other types of "non-teaching" activities - helping a person with limited opportunities in his own life is to achieve social cohesion and integration through special education (Kazachiner, Boychuk, & Halii, 2022: 142).

The conditions of children with asthma, diabetes, cancer, heart disease or other chronic diseases differentiate their physical fitness and general physical abilities. Fatigue easily, low power and endurance are among the common characteristics, although this can vary greatly in certain situations. Constant vigorous activity is not recommended, they need nutrition and use drugs that must be carefully monitored.

For children with blindness, deafness, speech problems, sensory and communication disabilities, autism, traumatic brain injuries, physical mobility for some requires limitations. Due to physical demeanor or limited flexibility, there are coordination difficulties. Communication barriers, on the other hand, have difficulty gathering information or providing feedback as a primary limitation. Long time to tell what

happened and longer instructions. May be required. The Medications they use also greatly affect their energy levels (Kazachiner & Tkachenko, 2020: 267).

Students with autism, self-management problems, low self-esteem, phobia, lack of confidence, and inability to cope with new situations may be reluctant or inept at physical activities.

Cerebral palsy, paraplegia, spina, dwarfism, use of wheelchairs and walkers greatly restrict mobility. Due to some equipment, there is no freely and safely physical activity states. Their safety can also be a risk to the safety of others. Moving around with walkers, crutches, and a wheelchair takes creativity (Zymjanskyj, 2016: 40-43).

Children with intellectual disability and down syndrome have cognitive limitations and problems that reduce computing. Learning disabilities have difficulties with the ability to follow directions or engage in activities. They may have a short attention span and difficulty grasping the purpose of activities or grasping multiple aspects of a game. The impact of some cognitive learning disabilities on the classroom limits full participation. This and many similar situations have led to different strategies in the education of children with special needs, the most basic strategy. It is to provide conditions and technologies for self-realization of the individual through the use of modern education. In addition, the coordination of the content of the curriculum needs to be tailored to meet the cognitive needs and abilities of the students. Another strategy for children with special needs is to coordinate work with parents to identify and develop children's abilities (Dubasenyuk, 2012). Identifying the diagnosis of the strengths and problematic aspects of personality development and the effectiveness of the support team to identify and localize the problem is important (Kompanec, Lucenko & Koval, 2018).

The effectiveness of the psychological and pedagogical support of students with special educational needs depends on the degree to which their psychological and pedagogical characteristics are taken into account. This can be achieved by a good organization of the educational process. The category of “children with special educational needs” includes children whose educational opportunities and needs do not meet generally accepted standards. This group is children with psychophysical development disorders and gifted children (Dubasenyuk, 2012).

Children with psychophysical development disorders constitute a very large group of children with special education. They are characterized as congenital or acquired disorders with deviations from the age norm of physical or mental development caused by them (Matsuk & Kuzenko, 2020: 99-106). In special pedagogy, depending on the type of disorder, different groups of children are distinguished according to the characteristics of psychophysical development: hearing disorders (deaf, acquired deafness with hearing loss); visually impaired (blind, acquired blindness, vision loss); mentally retarded; speech disorders; with musculoskeletal disorders; with a complex disease structure (intellectually disabled, blind or deaf; deaf-blind, etc.); emotional and voluntary disorders and autism in children.

2.6.2. The Place and Importance of Fairy Tale Therapy in Children with Special Needs

In order to achieve a positive result in the pedagogical support of children, fairy tale therapy is one of the effective ways of psychological and pedagogical support, among the art therapy techniques of drawing therapy, sand therapy, music therapy, photo therapy, color therapy, which can be used for children with special needs. Positive emotional attitudes of children with special needs towards the world are provided through fairy tales. In this way, the ability to communicate with peers and adults is gained. The use of fairy tale therapy techniques provides positive results for communication. Thanks to fairy tale therapy, the child can integrate with the therapist and complement each other (Pennebaker & Seagal, 1999: 1243-1254).

Fairy tale therapy is an innovative method of working with children. As a really good way to tell the child in a fairy tale, the fairy tale gently and inconspicuously affects the child through its ability to solve-recover various problems, including building health. This is especially important for children with special education, because such children do not just have problems with their special situation. They often encounter problems related to physical and mental health, as well as problems perceiving information, attention and behavior. Therefore, fairy tale therapy methods are such a scientific and practical field, including those with special educational needs, to establish the competence of protecting the health of children, that it helps people to develop self-awareness through the use of

metaphorical sources of a fairy tale, conditions thanks to the special levels of interaction established with each other. It allows creation and the formation and construction of its subjectivity (Vachkov, 2016).

Fairy tale therapy encompasses narrative methods and reading passages. It is based on fantasy and includes people, animals, objects with a narrator. Fairy tale therapy uses the symbolic and the language of traditional stories for children. What is read or constitutes personalization depending on the plot is determined by the specific needs of the participants and the context, in order to encourage listening and a shift towards reflection on the narrative as well as individual or group reconstruction (Kazachiner & Tkachenko, 2020: 268).

Other folklore stories that tell made-up stories, not only fairy tales, but also fairy tales, myths, legends are very valuable from a pedagogical and psychological point of view. As a method, it helps to resolve personal dilemmas. This is a kind of support-security process. It can also be a tool to meet children (Kuciapiński, 2014).

Fairy tale therapy can help children develop emotional intelligence and acquire better self-awareness and awareness of others, healthy self-concept and sense of identity, enhanced imagination, morality (Sayer, Kristiawan & Agustina, 2018). Fairy tale therapy is not only an aspect of psychotherapy, but also a synthesis of many people from different cultures with achievements in psychology, pedagogy, psychotherapy and philosophy (Zinkevich-Yevstigneeva, 2008).

The processes of modernization of the education of children with disabilities, in connection with the need to provide them with equal access to psychophysical development, quality education, significantly change priorities and educational approaches. The prominent element among these approaches is the education teacher. First of all, they need to know and apply corrective psychotherapeutic technologies for children of different ages, including those with special educational needs. One of the technologies that special education teachers must master is fairy tale therapy. The need for competent use of fairy tales' different types of working with children is an indicator of professionalism. Working with children of all ages, including children with special

educational needs, according to the analysis of the latest research and publications on children with psychological disabilities;

- Character drama,
- Body-oriented therapy,
- Art therapy revealed the effect of these techniques to develop creativity and talents (Kuzenko, Kuzenko & Matsuk, 2021:143)

The educational model and method of future social pedagogues' fable therapy is tried, grounded and experimentally proven. The use of fairy tale therapy by social pedagogues promotes positive changes (Kazachiner, Boychuk & Halii, 2022: 143).

The pedagogical support provided by fairy tale therapy for the development of children with special education needs has been proven in the studies of I. Hardy, K. Horney, K. Jung, in which he developed the ability to develop independence, empathy, self-actualization, personal development, adaptation to reality, and self-control in various life situations. In the study of G. Marie, G. Murray and others, it was found that the individual's fairy tale fulfills the need for vital support elements such as compassionate care, attention and protection (Zymjanskyj, 2016: 40-43).

2.6.3. Developing Communication Power with Fairy Tale Therapy in Children with Special Needs

The education and development of children with psychophysical disorders affect children's sensory, mental, motor, speech and educational problems (Kuzenko, Kuzenko & Matsuk, 2021: 141).

Cognitive activity disorders in preschool children with intellectual development are often manifested in the development of complex psychic processes, both in composition and structure, such as speech, which develops quite specifically and variably in this category of preschool children. Speech development in preschool children with intellectual developmental delay is usually characterized by slow rates of development, a set of qualitative features, and a large number of disorders in speech development (Kazachiner & Tkachenko, 2020: 273).

A new field has emerged in the education of people with special needs. This is to use the methods of playing games in special psychology, the approach of fairy tale therapy as a leading method for the correction of speech disorders in children with intellectual developmental delay. Using fairy tale therapy in correction work can facilitate both personality development and speech development in children with intellectual developmental delay. Thanks to the use of the fairy tale therapy method in correctional classes, most preschoolers diagnosed with intellectual developmental retardation are able to gradually abandon mostly non-verbal forms of communication and start using speech. It is also a possible method for preschool children in this category to gradually increase their active vocabulary (Kuzmin, 2015).

Tales also carry information about the outside world. Children with mental retardation learn to see themselves as actors of their own actions and learn about the personalities of the characters in fairy tales by gradually perceiving and evaluating the storytelling. That's why fairy tales are an effective correction tool. In addition, the educational benefits of fairy tales as a special psychology tool are also known. Fairy tales contribute to the formation and maintenance of the creative and constructive value systems of children in the preschool age group, educate and help solve the problems of social exclusion and anxiety, and being accessible to children with mental retardation helps psychologists in their corrective work on speech development (Dimitreva et al., 2018: 336).

Systematically accepting the pedagogical support of children with special educational needs, developing actions and measures to measure positive results in the educational process is part of the process. Main task; To provide pedagogical support of children with psychophysical development disorders, to prevent their social adaptation and difficulties in communicating with their peers, to provide assistance in solving problems related to the personal development and upbringing of the child, to provide psychological and pedagogical practices in current education problems and socialization, and to provide counseling for parents (Kuzenko, Kuzenko & Matsuk, 2021: 143).

The importance of the problem of providing support and effective pedagogical education for the personal development of children with mental and physical disabilities has been emphasized in many studies. There are different approaches to determining the content,

purpose and objectives of this topic. Many researchers have developed actions and measures to systematically accept the pedagogical support of children with special educational needs and to measure positive outcomes in the educational process. According to local researchers, the main task of psychological and pedagogical support is to provide development in accordance with their personal aspects and personal development stages. For this, special tasks are determined. Thus, the tasks of psychological and pedagogical support are as follows:

- Creating conditions for the socialization of the child in an inclusive education environment,
- Assistance in the development of personal qualities in accordance with the age period,
- Assistance in communicating with peers,
- Establishing a value attitude towards "I",
- Ensuring self-confidence,

Providing support in reaching one's potential talents and overcoming problems in educational activities (Kuzenko, Kuzenko & Matsuk, 2021: 141).

The authors evaluated the place of fairy tale therapy in an inclusive education field within the effective pedagogical impact tools on children with special needs in art therapy. Art therapy as a method of diagnosis, exchange and resource development of an individual, group or group has a wide range of own creative activities, using the team's different works of art. It is suitable for application in various fields of education. Some of the art therapy methods used for children with special needs in order to achieve a positive result in pedagogical support are: drawing therapy, fairy tale therapy, sand therapy, music therapy, photo therapy, color therapy (Kazachiner & Tkachenko, 2020: 270).

It has been scientifically proven that the use of different complementary and integrated art types in teaching contributes to the development of the child's emotional and communicative field, the establishment of interpersonal relationships, and communication by taking into account the emotional state of one's peers. During art therapy classes, the characteristics of interpersonal communication are revealed,

obstacles in establishing communication are found and it becomes even easier to overcome. The application of the therapeutic possibilities of art in providing pedagogical support during the education and upbringing of children with special needs offers great opportunities for diagnosis and correction (Zymjanskyj, 2016: 40-43).

The effectiveness of fairy tale therapy in the recovery and harmonization of personality development has been proven in the theory and practice of ensuring the socio-psychological adaptation of children with mental and physical disabilities. With children with special educational needs, fairy tale therapy is necessary not only as a diagnostic technology, but also to develop personal resources.

- Evaluation of the individual's creative potential through fairy tale therapy
- Formation of social experience and correction of disharmony in society
- Containing the positive results of the therapeutic potential of fairy tales in the pedagogical support of children,

The results of numerous studies on the use of fairy tale therapy have shown that the techniques used in correction and development studies in different categories of children can be used not only by psychotherapists during private lessons, but also by psychologists, speech therapists and educators (Kazachiner & Tkachenko, 2020: 271).

The focus of fairy tale theorists and practitioners is to work to determine the content and objectives of the pedagogical support of children with special needs in the field of education. Children with special educational needs require a support team to develop a child's potential and meet their needs as a complex, dynamic process involving all members of the school. The pedagogical support of children with special educational needs is guided by the following principles:

- It is a humanist, personality-oriented approach.
- Its content and purposes are directly related to the need.
- It defends the right of all children without exception to quality education. The priority of psychological and pedagogical support is inclusive.
- The priority is to create conditions for the education, socialization, realization and meeting of the needs and abilities of children with special needs.

The use of fairy tale therapy techniques provides positive results for communication. Thanks to fairy tales, the child gains the ability to communicate with peers and adults. Thanks to fairy tale therapy, the child can integrate with the therapist and complement each other (Pennebaker & Seagal, 1999: 1243-1254).

Fairy tale therapy is widely used to increase communication power. Through the development of a child's communication skills, interaction skills with peers and the outside world are developed. Storytelling creates accessible conditions for children to understand complex ideas about life and to find rules of social communication and common solutions. Fairy tale therapy is characterized by various emotional and behavioral disorders; It provides positive results in corrective and developmental work with children regarding perception, feelings of shame, guilt and more. In addition, the use of fairy tale therapy provides effective support in supporting the development of coherent speech and overcoming speech defects in children with complex speech disorders. This also normalizes the child's emotional states as they are, giving children confidence in their own abilities (Bettelheim, 2020: 317).

2.6.4. The Relationship Between Fairy Tale Therapy and Self-Expression Skills

Stories are an act of natural human processes that help individuals understand their experiences and themselves. This process allows the person to organize and remember events coherently by integrating thoughts and feelings. In essence, it provides individuals with predictability and control over their lives. When an experience has structure and meaning, the result is that the emotional effects of that experience are more manageable. Making up stories facilitates a sense of resolution that results in less rumination and eventually allows disturbing experiences to pass through conscious thought. Painful events that are not narratively structured can contribute to the ongoing experience of negative thoughts and emotions. One of the most common reasons people enter therapy is to report experiencing emotional distress (Mahoney, 1995). Explanation is arguably at the heart of therapy. Psychotherapy often involves creating a story that explains and organizes important life events (Pennebaker & Seagal, 1999).

Narrative psychology has long helped people make sense of events in their lives by putting them in a story-like format. Gergen and Gergen (1988) used the term self-narrative to describe these specific types of stories that help us. According to Gergen and Gergen, the basis of a good self-narrative is similar to the criteria considered important for a good story. Such components include having a guiding reason for which the story was created (Gergen & Gergen, 1988). People begin to learn and master storytelling from childhood. Gaining storytelling skills, drawing causal relationships and creating stories according to these principles is a critical issue (Mancuso & Sarbin, 1998). This skill is so critical that mastering it can have consequences for oneself. As a result of the studies, people's health and emotional turmoil are significantly improved, both physically and mentally. In the first studies conducted more than 10 years ago, students were asked to write about traumatic experiences. Even writing about these experiences has had dramatic consequences. The writing exercise improved the physical health of the students, resulted in better grades, and their lives changed overall (Pennebaker & Seagal, 1999).

Therapists must delve into children's conceptual worlds of expression, releasing their world of reality and verbal expression to explore children's emotional worlds and seek ways to facilitate their expression. Unlike adults, children's natural means of communication are play and activity. When children play, they express the individuality of their personalities and draw their inner resources that can merge with their personalities. The game gives concrete shapes and expressions to the inner world of the child. Emotionally important experiences are given a meaning through play. The therapist uses play with children because play is the child's symbolic language for self-expression. The emotions and behaviors that the child has difficulty in expressing can be directed correctly through toys that are left to his own choice. Since the game is accepted as a natural communication tool for children, its value can be fully understood. They can express themselves more clearly and directly with the game that starts in general. Because they are more comfortable in the game (Yıldız, 2015: 13-15).

In the process of fairy tale therapy, children express the intense emotional events they experience negatively about themselves and the relationships they establish with the world around them while reading fairy tales. With the help of a trained fairy tale therapist, children find the opportunity to change these experiences recreated in the game and

produce healthier solutions to their problems. Thus, at the end of the fairy tale therapy process, children learn to communicate with others, express their feelings, correct their behavior, develop problem-solving skills, and various ways of relating to others. The fairy tale therapy process not only helps them cope with their difficult feelings and find solutions on their own, but also helps them to respect themselves, express their feelings, take responsibility for themselves, be creative and resourceful in dealing with problems, develop new social skills, and empathize with others. It also teaches how to build (Bettelheim, 2020: 178).

Speech therapy tales for the development of sound pronunciation exert a significant positive effect. To strengthen the voices, it is necessary not only to read the works, but also to enact the scenes. Such a need lies in making it easier for the person to remember what he saw or did. Thus, it will be better if reading is combined with activity.

Articulation stories, which are a way of developing coherent speech for preschool children, help children to speak more clearly and clearly and to pronounce sounds correctly. This technique is very important in the implementation of kindergartens, because at this age it is much easier to form speaking skills correctly (Pennebaker & Seagal, 1999: 1243-1254).

Broca's area is the center of language and speech in the brain. The center of signification is the Wernicke field. Tales have a rich vocabulary for comprehension and speaking areas, and when sufficient vocabulary cannot be created, meaning and comprehension become poor and fall short in producing appropriate answers and recognizing events. In order to use emotions and mind proportionally, the mind region of the brain should be enriched with words. It provides equipment for more effective control of the mind over emotional areas. The person whose vocabulary is enriched with fairy tales has the chance to achieve happiness, be successful and produce solutions (Civelek, 2019: 124).

Oral expression is a skill that children use every day at home and school. For example, in the emphasis on oral expression, children are generally evaluated according to their proficiency in oral expression, and that the child's classroom performance in this subject continues throughout the school years (Wilkinson & Milosky, 1987; Klecan-Aker and Caraway, 1997). The child's skill in this area can affect the quality of his interactions with

friends and teachers. Especially children with language learning disabilities may suffer as a result of their inability to use the language regularly and harmoniously. Belief in this point of view about the relationship, that storytelling should be among academic achievements and related to academic language demands, the treatment program should be used within a multidimensional language proficiency framework such as narration (Apfalter, 2014: 79).

CHAPTER III

METHOD

3.1. RESEARCH METHOD AND METHODOLOGY

Qualitative research methods have been primarily used in anthropology, psychology, and sociology as progressive disciplines based on human and human relations, as well as being a counterpoint to the positivist understanding of science. Therefore, the mentioned disciplines can use qualitative research methods in different ways and they argue that this is the research method that is suitable for human life (Yıldırım & Şimşek, 2016: 44). Qualitative research can be referred to as "natural research" on the grounds that it is related to naturally occurring phenomena, "interpretive research" due to the descriptive perspective of the researcher, and "field research" because it allows for in-depth studies specific to any subject (Baltacı, 2017; Guba & Lincoln, 2008; Klenke, 2016). Qualitative research proceeds based on pre-formed research questions or finding problem areas that were recognized later, in which qualitative data collection methods such as observation, interview and document analysis are used to solve a research problem (Seale, 1999). research methods are a research method in which different qualitative data collection methods such as observation, interview and document analysis are used, and the processes are followed in a realistic and integrated manner in the natural environment of the research questions (Yıldırım & Şimşek, 2016, p. 41).

Qualitative research methods include many approaches such as narrative studies, theory building studies, ethnography, case studies, and phenomenology. While researches based on narrative studies focus on an event or events that are related to each other, historically related, and personal stories told by the participants who are influential in these areas; phenomenology to the collective experience of a group; In theory-building studies, on the other hand, it is formed by bringing theoretical explanations about a process or activity beyond interpretation. While ethnographic studies are an approach based on the definition and interpretation of the values, behaviors, beliefs and language of individuals in a common cultural area; case studies are the descriptive presentation of the existence of a situation through different sources, within certain limitations, through experiences (Creswell, 2020).

Considering the approaches in qualitative research methods, approaches such as ethnography and theory-building studies are seen as more applicable by researchers than approaches based on time and experience (Creswell, 2013). Therefore, this study focuses on the phenomenon of fairy tale therapy in children with special needs during their social and psychological development within the framework of a phenomenological approach within the scope of qualitative research methodology.

3.2.THE PROBLEM OF RESEARCH

Fairy tale therapy can be used for support purposes within the scope of the inadequacy of various psychological methods for healing for children and adults. While fairy tale therapy is used effectively in the identification of problematic areas in education, behavior correction and development, upbringing and character development, the determinant is the effectiveness of the content of the fairy tales.

Storytelling is one of the best counseling methods for children, as it helps children cope with feelings, thoughts and behaviors that they cannot express (Sheybani, Yousefi Lavideh, & Delavar, 2006). One of the benefits of stories is that they facilitate the treatment of sick children. Stories provide materials and resources for meaning derivation, understanding and deep insights, and by providing the necessary frameworks, they greatly help create change (Wexler, Griffin & DiFulvio, 2013: 23).

The story creates a situation where the child can sympathize with the main character and use their imagination to solve problems. For this reason, storytelling is considered one of the most important complementary therapy methods today. From this point of view, in this study, a research problem was created based on the problem of "Can fairy tale therapy have an effect on self-confidence in children with special needs who need psychological and social support".

3.3.PURPOSE OF THE RESEARCH

Children often try to avoid talking directly about their difficult feelings or experiences. A therapeutic story becomes a more empathetic and less intrusive way of accessing the child's inner experience. They do not have sophisticated coping strategies to manage

complex and intense emotions, or the internal resources to reflect on them and regulate their emotional arousal. Children and young people need help to fully process their experiences, thoughts and feelings; otherwise, emotional pressure causes them to “treat” these difficult feelings. This usually occurs in psychological situations such as anxiety, obsessions, hyperactivity, phobias, bedwetting, fear and unhappiness, aggression, learning difficulties, rituals and nightmares (Hensel & Rasco, 1992: 5).

The impact of education and rehabilitation practices on the social and psychological development of children with special needs cannot be denied. Those who realize how successful these practices are, and the development created by the differences between the application methods and techniques, are the education professionals in the special education centers who help them in this regard. In this context, the aim of the research is to determine the views of teachers, psychologists, and certified educators working in special education institutions on the effect of fairy tale therapy/telling on self-confidence in children with special needs in their social and psychological development.

3.4.LIMITATIONS OF THE RESEARCH

The limitations of the research were established as follows:

- Institutions where children with special needs receive rehabilitation and education were included in the study.
- Education professionals who work in these institutions and have one-to-one contact with children with special needs participated.
- The research was carried out in 2 different schools. These are Tohum Autism Foundation and Private Pera Göktürk Special Education and Rehabilitation Center.
- The research was carried out within the framework of the questions of self-confidence and development of fairy tale therapy / narration / initiating and maintaining conversation skills.

3.5. HIGHLIGHTS OF THE RESEARCH

It is assumed that the education professionals participating in the research gave sincere and correct answers to the questions.

3.4.1. Determination of the Population and Sample in the Research

Regardless of the subject of a scientific study, the way to research and reach certain results is through data. These data are hidden within the universe itself, which is the field when the subject is examined. The researcher cannot perform his/her work properly within the size of the area where the data is confidential. Working with a cross section taken from the universe of this size is considered sufficient for the research results (Liamputtong, 2013). In qualitative research methods, the universe is the field in which the research is conducted and where individuals, groups or organizations are located as practitioners of facts and issues.

It is not easy to reach the research area or the universe where the individuals subject to examination are located. The fact that the universe is large and the researcher has obstacles in terms of time and costs makes it necessary to conduct the research in a narrow area. As the universe grows and spreads, it becomes difficult to collect data from these places (Strauss & Corbin, 2014). Just here, taking a cross-section of the universe and the idea that the research area is represented leads the researcher to sampling (Shenton, 2004). The minimal area that the researcher tries to examine, is interested in, seeks answers to, and takes from the universe and believes that it reflects the universe is called the sample (Neuman, 2014).

In this study, the sample homogeneous sampling technique was used, considering the size of the population. According to the sampling, it may include a homogeneous subgroup in the universe or a highly specialized situation related to the problem of the research (Strauss & Corbin, 2014). From this point of view, it was deemed appropriate to choose two of the schools that provide education and rehabilitation services to children with special needs. In addition, this situation is also included in the study as a limitation.

3.4.2. Validity and Reliability in Research

The accuracy of the results obtained from the research is generally seen as validity. Validity in qualitative research methods is the situation in which the researcher observes objectively and impartially about the area in which he/she has a problem and undertakes the research. The main issue in validity is the correct measurement. Here, the results obtained after the analyzes made by the researcher contribute to the validity of the study. In addition, when the data obtained from the field that is worth examining are made with additional references -especially expert opinion, the consent of the participants-, it will be easier to ensure validity and reliability (Yıldırım & Şimşek, 2008: 256).

In the study, semi-structured interview questions were formed with professionally qualified education professionals, expert opinion and confirmation of the participants.

3.4.3. Data Collection Process in Research

Researchers can work in flexible areas in the setup and analysis of the study with the qualitative research method. At each step of the research, flexible workspaces such as the development of the method and the approach and the variability in the design can be developed. The act of discovery is important in qualitative research methods. It provides ease of work on subjects and problem areas that have been little studied and are not frequently seen in the literature (Neuman, 2014: 228). According to this;

- Environmental data; It is important in terms of reflecting the psycho-social, cultural, demographic and physical characteristics of the environment in which the study was conducted.
- Process data; It contains information about what happened during the study and how it affected the groups in which the study was conducted.
- The data on perception and interpretation include the thoughts or opinions of the groups or individuals included in the study group about the process (Yıldırım & Şimşek, 2008: 40).

In the collection process for the three data fields mentioned above, researchers use three collection methods. These are observation, interview and the use of written tools. It is an

interview technique that is frequently used in qualitative research. Interviews are used to reveal individuals' perspectives, personal experiences, feelings, anything they value, their perceptions or meanings. The interview process can be supported with data obtained from observation and written materials, thus ensuring the validity and reliability of the research (Yıldırım & Şimşek, 2008: 40).

Interview technique was used in the study. With the interview technique, the feelings and thoughts of the individuals in the study group are revealed within the framework of the research problem. The aim here is to reach the undiscovered feeling about the private space of the individual. In the interview technique, there are different interview techniques such as structured, semi-structured, unstructured and focus group interviews (Yıldırım & Şimşek, 2008: 120; Sönmez & Alacapınar, 2011: 108). In this study, the opinions of the participants were taken within the framework of semi-structured interview questions.

Semi-structured interview questions can be conveyed to the participants in face-to-face in-depth interviews or even remotely. Frequently, questions are asked to the participants through forms prepared with open-ended questions and it is tried to reach comprehensive data on the research problem (Edwards & Holland, 2013: 29; Tekin & Tekin, 2006). In the semi-structured interview technique, the questions can be standardized, and they can also be left open so that some answers can be obtained clearly by the researcher (Wengraf, 2001: 62). Thus, the researcher is provided with the opportunity to expand and reproduce knowledge within the framework of the participants' answers (Rubin & Rubin, 2005: 88).

Within the scope of the research, the following questions were asked to the participants for the purpose of the research, apart from the demographic questions.

1. How would you evaluate the place of fairy tale therapy/telling for special education students in the special education process?
2. What are your activities that you implement through fairy tale therapy/telling for special education students?
3. How do your students behave towards fairy tale therapy/telling?

4. Evaluate the effects of fairy tale therapy/telling on gaining self-confidence?
5. What are your views on the importance of fairy tale therapy/telling in the development of students?
6. What are your views on the importance of fairy tale therapy/telling for students to express themselves?
7. What are your views on the importance of fairy tale therapy/telling in conveying what students perceive?
8. What are your views on the importance of fairy tale therapy/telling in helping students realize their talents and encourage them in this regard?
9. What are your views on the importance of fairy tale therapy/telling in discovering students' problems and fears?
10. What are your views on the importance of fairy tale therapy/telling on the effect of students' anxiety level?
11. What are the topics that most interest students in fairy tale therapy/telling?
12. What are your practices to ensure interactivity in fairy tale therapy/telling?
13. What kind of tales/subjects do you prefer to tell/process in order to contribute to students' self-confidence in fairy tale therapy/telling?
14. In order to have a positive effect on students' self-confidence, what kind of activities do you prefer to implement other than fairy tale therapy/telling?
15. Do you prefer fairy tale therapy/telling practice to help students overcome the problems they encounter?
16. Do you try to help students with fairy tale therapy/telling so that they can adapt to their new environments?

17. Would you prefer to apply fairy tale therapy/telling to help students create the right perception?

18. How do you think fairy tale therapy/telling contributes to the socialization of students?

19. How often do you think fairy tale therapy/telling should be applied to students?

3.5.ANALYSIS OF DATA IN RESEARCH

Data analysis in qualitative research methods is often in the form of a series of stages in which data are collected, codes are determined, these codes are simplified and then presented categorically under themes (Creswell, 2021: 182). The purpose of the analysis of qualitative data; to obtain information about the research problem, to reveal the details and descriptions about the subject, and to reach a certain level of reporting by extracting dimensions from the obtained data (Sandelowski, Docherty & Emden 1997: 371).

The data of this study are analyzed based on the Miles-Huberman model as application and description. In the data analysis made on this model, the data is corrected or simplified, the data are displayed categorically, the results are described and interpreted (Baltacı, 2017). The data obtained within the scope of the research are rearranged and interpretations are carried out through the codes to facilitate the conceptual analysis.

CHAPTER IV

FINDINGS

In this study, whose aim is to determine the views of teachers, psychologists, and certified educators working in special education institutions on the effect of fairy tale therapy/telling on self-confidence in children with special needs in their social and psychological development, 17 people working at Tohum Autism Foundation and Private Pera Göktürk Special Education and Rehabilitation Center. The research was conducted with the participant. Information on the demographic characteristics of the participants is given in Table 1.

Table 1. Demographic Characteristics of the Participants

Participant	F/M	Age	M/S	Occupation	Branch	Year of seniority	Year of work in the institution	Certificate Status
P1	F	25	S	Teacher	Child Development	1	1	No
P2	F	28	M	Psychologist	Psychologist	9	4	Yes
P3	F	44	S	Teacher	Preschool	13	6 Mounth	No
P4	M	42	M	Psychologist	Psychologist	19	4	No
P5	F	30	S	Teacher	Special Education	6	3	No
P6	F	28	S	Physiotherapist	General	3	-	No
P7	F	24	S	Teacher	Preschool	6 Mounth	-	Yes
P8	M	29	M	Teacher	Special Education	6	-	No
P9	M	25	M	Teacher	Class	4	3	No
P10	F	34	M	Psychologist	Clinical Psychologist	11	11	No
P11	F	39	M	Psychologist	Psychologist	17	13	No
P12	F	30	M	Psychologist	Psychologist	6	6	No
P13	F	37	M	Teacher	Preschool	17	11	No
P14	F	27	M	Physiotherapist	Physiotherapist	4	-	No
P15	F	25	F	Occupational therapist	Occupational therapist	3	-	Yes
P16	M	37	M	Teacher	Class	9	4	No
P17	F	25	F	Teacher	Child Development	3	3	No

When Table 1 is examined, three of the participants are early and the rest are women. The contribution was made by 5 psychologists, 2 physiotherapists, 1 occupational therapist, 9

teachers to the research. While three of the participants have a fairy tale therapy certificate, 14 participants do not have this certificate. In addition, it has been determined that one teacher, psychologist and occupational therapist each have this certificate. When the seniority years of the participants were examined, it was determined that the highest seniority year was 17 years.

Codes and themes were created from the data obtained within the scope of the research. Accordingly, the tables forming the six themes and their sub-codes were arranged and the expressions that the participants shared and emphasized were added to the tables within the scope of sample expressions. Each theme was combined within the framework of the answers given to the questions sent to the participants, and the codes area was created. The themes formed on these codes were evaluated under six headings. Accordingly, the themes created and the combined question areas are combined as shown in Table 2 below.

Table 2. Themes and Related Questions

Themes	Combined question numbers
The place of fairy tale therapy in special education	Questions 1 and 5 combined
Methods used in fairy tale therapy	Questions 2, 12, 15, 16 and 17 have been combined.
The effect of fairy tale therapy on self-confidence	question 4
Effects of fairy tale therapy on students	Questions 3, 6, 7, 8, 9, 10 and 18 have been combined.
Topics of interest in fairy tale therapy	11 and 13 questions were combined.
Opinions on the frequency of fairy tale therapy	question 19

When Table 2 is examined, the questions related to each other were gathered together, the answers were evaluated within themselves, and the codes for the theme were obtained from these answers. Two stand-alone themes were created within the framework of the answers given to the two questions.

4.1.THE PLACE OF FAIRY TALE THERAPY IN PRIVATE EDUCATION THEME

There is a side of fairy tales that is good for psychology or related to it. While tales feed the subconscious mind, they support the growth of individuals with a healthy mind. Particularly the participation of these individuals in the educational processes leads to the growth of targeted healthy individuals. It is known that individuals from many age groups who need special education receive education in private education institutions. Within the scope of the research, the opinions of the participants about the place of fairy tale therapy or narrative in special education were taken in the context of the purpose of the study, and the data obtained from these opinions were evaluated and the codes in Table 3 were obtained. In addition, the themes and codes were supported with sample expressions from the participants.

Table 3. Participant Views on the Place of Fairy Tale Therapy in Special Education

Theme	Codes	Example expressions
The Place of Fairy Tale Therapy in Special Education	Development and self-expression	<p>It helps in the development process of the child's cognitive and social areas. With fairy tale therapy, the child teaches to express himself, to solve problems that he cannot cope with in daily life, and to change his negative behaviors (P1)</p> <p>Younger students can be used (P5, P7)</p> <p>In order to be able to do the exercises, we apply storytelling to the child who does not receive a command (P6, P13)</p>
	Subconscious influence	<p>It has positive effects on children because it affects the subconscious. I think it supports their selves (P2, P8, P11)</p> <p>It is beneficial in the development of cognitive social skills (P5, P14)</p>

	Support of families	I think it is beneficial for children in need. It should not be done only in schools, it is more effective to involve families in this issue (P3, P15)
	Communication and socialization	It has the effect of improving cognitive, social and communication skills. Therefore, it is an important method that should be applied (P5, P7, P10)
	development of imagination	With fairy tale therapy, our students develop their imagination and do the exercises with more pleasure and willingness (P6, P17, P15, P11, P12)

When Table 3 was evaluated, it was determined that the participants presented their opinions in different ways and sometimes in similar fields regarding the place of fairy tale therapy in special education. Accordingly, it has been revealed that tale therapy can be a method for the development of individuals who receive education and for expressing themselves, their needs and demands they want to tell or their views on any subject can be effective if education professionals apply this method. It has been stated that they will be more active in finding solutions to the problems they encounter in the social field after fairy tale narratives.

It was determined that one of the participants expressed an opinion that fairy tale therapy has an effect on the subconscious. Accordingly, it has been stated that this narrative style will have effects on the support of individuals' selves. It is expected that this narrative form will take an active place at home and in daily life by families with individuals in need of special education.

Fairy tale therapy is also known as a transmission method. It is stated by the participants that it has effects such as keeping the communication channels of the individuals in need of special education open and their self-expression as well as the development of their imaginations and the ability to create fiction.

4.2.METHODS APPLIED FOR FAIRY TALE THERAPY

In order to contribute to the development of individuals in need of special education and to solve the problems they encounter in their social lives; some practices are carried out during their education. These applications may differ among themselves. Within the scope of the study, the codes and sample expressions in Table 4 were revealed with the data obtained within the scope of the opinions of the participants, which were tried to be determined based on the fact that fairy tale therapy or fairy tale narration is used as a method for individuals with special education needs.

Table 4. Participant Views on the Methods Applied for Fairy Tale Therapy

Theme	Codes	Example expressions
Methods Applied for Fairy Tale Therapy	Interpreting the tale	Re-writing tales with children, analyzing the tale after reading it, creating new tales (P1, P9, P7, P10, P12) Homework can be given, such as interpreting and completing stories (P2, P5, P8, P11) Narrating the tale he tells, completing the tale with pictures (P3, P5, P13, P8) Giving the child a voice, supporting their imagination (P6, P11)
	Reply to the app	I am trying to do fairy tale therapy with children who can be applied (K2, P6, K14, K10, K12)
	ensuring compliance	I help with this issue with preschool games to adapt (P3, P7)
	empathy	Methods such as game creation, role playing and empathy (P5, P8) Gaining heroism and empathy (P16, P11)
	Role play	Reflecting the voices in the fairy tale content with real voices with drama (K17, P16, P10)

When Table 4 is examined, the methods in fairy tale therapy as a training and practice method in private education institutions are examined. It was revealed that the participants adopted methods especially in interpreting the related subject in fairy tale therapy. If individuals rewrite the tale or add new elements to the tale, requesting the completion of the deficiencies can be seen as an interpretation and description practice. In addition, it can be easier to examine the development processes of these individuals by evaluating how much individuals contribute to the subject during therapy with fairy tales, their answers to instant questions about the subject, and their adaptation to the subject.

Similarly, role-playing as one of the methods applied by educators within the scope of fairy tale therapy can be effective in empathizing and shaping the reactions of individuals who go through special education processes to the situations they encounter in social life. It is thought that interpretations of the voice and image of the heroes or any entity that is part of the fairy tale will be effective in the self-expression and development of individuals.

4.3.THE EFFECTS OF FAIRY TALE THERAPY ON GAINING SELF-CONFIDENCE

Fairy tale therapy is evaluated by education professionals in this study as one of the special education application methods. In line with the purpose of the study and within the framework of the problem area it focuses on, its effects on self-confidence are evaluated. In this context, the opinions expressed by the educators who contributed to the study were examined. Within the scope of the data obtained, the codes and sample expressions regarding the theme are given in Table 5.

Table 5. Opinions of Participants on the Effect of Fairy Tale Therapy on Self-Confidence

Theme	Codes	Example expressions
The Effect of Fairy	Development in family relationships	The child contributes to the development of social skills and relations with the family (P1, P9, P7) It helps to strengthen family ties (P2, P12)

Tale Therapy on Self- Confidence	Supporting the subconscious	Fairy tale therapy supports the child's subconscious in terms of gaining self-confidence (P2, P14)
	Improving communication	Students who have self-confidence problems can benefit because it strengthens communication (P3, P9, P11)
	To express yourself	I think it is beneficial for students to gain self- confidence as it gives them the experience of expressing themselves, expressing ideas, and expressing opinions. (P5, P6, P17, P12) Providing students with self-confidence and experience (P16, P8, P10)

When Table 5 is evaluated, it has been determined that the participants expressed their opinions about self-confidence around different codes in the explanations made on the basis of the information that individuals with special education need go through special education processes for different reasons. Accordingly, when the table was evaluated, it was determined that a self-confidence issue was examined through family relations. It is seen that an evaluation within the scope of self-confidence is prioritized in the development of interaction and communication level within the family of fairy tale therapy. There are opinions that the more self-confidence is developed, the more the area of communication and interaction within the family will increase accordingly. In addition, the development of family ties and sense of belonging together with self-confidence also contributes to development within the scope of this therapy. It can be said that the main binding element here is related to the fairy tales.

Self-confidence can also be interpreted as a subconscious practice. The expression of one of the participants about the effects of fairy tale therapy in eliminating negative and disturbing thought structures in the subconscious is seen. Considering that in addition to the self-confidence problem, many psycho-social problem areas are shaped by the effects of the subconscious, it is predicted that the changes in the subconscious, especially the change in self-confidence, can manifest themselves in the forms of therapy or narrative with fairy tales.

It is seen that the participants make evaluations that enable the emergence of communication and self-expression codes regarding the effect of fairy tale therapy on self-confidence. It is seen that there is a direct connection between self-confidence and communication, as well as the act of self-expression. The existence of self-confidence is seen as the basic premise of starting the interaction in making communication open and taking a place in social life. When the table was examined, it was determined that the opinions of the participants were concentrated within the framework of these codes.

4.4.THE EFFECT OF FAIRY TALE THERAPY ON STUDENTS

In this part of the research, in which the effects of tale therapy or narrative form in education and training processes on students in private education institutions are evaluated, the participants include their views on the effects of this application method on students. Accordingly, the codes and sample expressions in Table 6 were placed with the obtained data.

Table 6. Opinions of Participants on the Effect of Fairy Tale Therapy on Students

Theme	Codes	Example expressions
The Effect of Fairy Tale Therapy on Students	Expression of emotions	<p>It helps the child gain self-confidence while teaching them to express, manage and explore their feelings and thoughts correctly. Develops children's empathy and teaches them to respect people's thoughts and feelings (P1, P6)</p> <p>It positively affects their ability to express themselves (P2, P14, P8, P7, P11)</p> <p>They open their world to us with their own perspectives (P3, P9, P12)</p> <p>It will be effective in the development of expressive language skills (P4, P5, P14, P10)</p>
		<p>It enables to develop new social skills and relationships with family, while enabling them to be active in group activities (P1, P5, P11, P12)</p>

	Impact on family relationships	It will be very useful for individuals brought up in an oppressive family structure and for other people (P4)
	having a fun time	They are positive, curious and fun (P2, P5, P7, P9, P11)
	raising awareness	I think it raises awareness (P2, P5, P7) If applied, it prepares the ground for a separate change in the mental world (P4, P7, P8)
	reduce anxiety	I think it reduces their anxiety (P2, P5, P6) He will overcome fears by succeeding in solving his own problems (P4, P17, P10)
	Providing communication	It is beneficial for participating children to initiate and maintain communication. Important in terms of providing interaction (P3, P5, P12) Verbal expression skills will become more practical (P4, P16, P9, P8, P11) It can be difficult in children with distraction (P17, P7, P10)
	your imagination	Pushing the limits of imagination, discovery of new talents (P17, P12)

When Table 6 is evaluated, the effects of tale therapy or narrative form on individuals with special education needs were expressed with the participants. Especially since the beginning of the research, it is seen that the codes such as expression of feelings and thoughts, communication, family communication and interaction have been prioritized. The same is true for this theme as well. It is seen that the obtained data are mostly expressed within the framework of these codes. Differently, opinions have been expressed about the existence of fairy tale therapy as an entertaining time activity and reducing anxiety, as well as establishing a relationship between self-expression and self-confidence within the scope of exceeding the limits of imagination.

4.5. TOPICS OF INTEREST IN FAIRY TALE THERAPY

In special education processes, while the application of fairy tale therapy or narrative forms are applied as a method for students who need special education, the content of fairy tales is also decisive here. In this context, the opinions of the research participants as education professionals were evaluated and the data obtained were evaluated in terms of the codes and sample expressions in Table 7.

Table 7. Participant Views on Subjects That Interested Students in Fairy Tale Therapy

Theme	Codes	Example expressions
Topics of Interest to Students in Fairy Tale Therapy	Emotional transitions	In the storytelling, emotional transitions attract the attention of the student, and the storytelling related to the student's interests is effective (P1, P9, P8, P10)
	fantastic topics	Being fantastic, fairy tale (P2, P17, P7)
	family matters	I prefer tales to increase self-confidence and issues concerning the family (P2, P11)
	phobia tales	More phobia tales draw attention (P3, P12)
	influential heroes	Subjects that were difficult for them but their heroes overcome (P4, P14, P9) Animals and heroes (P5, P6, P7)
	responsibility	Issues involving self-confidence, courage and responsibility (P17, P8, P12)

When Table 7 is evaluated, the contents of fairy tales should be carried out in accordance with the method applied in the practices of fairy tale therapy. Accordingly, it was determined that the participants' views on fairy tale topics covered an important area of interest in the reflection of emotions. The basic approach here is decisive in emotion transitions and emotion in reflecting psychology. In order to overcome fears and minimize anxiety, it can be aimed to provide self-confidence by performing therapy with fairy tales that contain phobias of individuals.

One of the elements that make the tales effective is the characteristics of their heroes. For this reason, the telling of fairy tales and the way the heroes overcome the problems can be effective in this therapy method, especially in the subjects that individuals consider themselves unsuccessful. Moreover, increasing self-confidence, raising individuals in the areas of courage and responsibility will also be effective. It has been determined that the subject of communication within the family has an important place in other themes in the self-confidence relationship.

4.6.FREQUENCY OF FAIRY TALE THERAPY

The frequency of fairy tale therapy or storytelling, as an application used in the educational processes of individuals with special education needs, was also asked to the participants within the scope of the research. Accordingly, the codes and sample expressions in Table 8 were created from the data obtained.

Table 8. Opinions of Participants on the Frequency of Fairy Tale Therapy

Theme	Codes	Example expressions
Frequency of Therapy with Fairy Tales	according to need	It should be applied according to the needs of the student (P1, P5) It differs according to the student to be applied. (P2, P3, P17, P7) It is implemented according to the level of need (P7, P8, P9, P10, P12, P13, P15, P16) It should be arranged according to the age and level of the children (P8)
	language therapy	Important for speech and language therapy, it should be done at certain times for expressive language skills (P4, P13, P9)
	answer	When applying to children, it should be continued until they receive the command (P6, P9, P13, P14, P17)

	Target skill level	The frequency may vary according to the individual level of the student and the education programs (P10, P12)
	systematic applications	Progress can be observed with short and systematic applications every day (P11, P9)

When Table 8 is evaluated, the opinions of the participants about the frequency of fairy tale therapy were taken into account. In this context, the frequency of fairy tale therapy varies according to the needs, language therapy needs, the size of the level of responsiveness, the attainment of the targeted skill level, and the systematized practices. Age and the level of special education need also appear to be determinants.

CONCLUSION

Tales are generally known as works in which a fantastic world is told, disconnected from real life. In reality, fairy tales are lifelike products that reflect the thoughts of society and reflect basic values. Tales include the daily life events, the customs and traditions of the society, the views and value judgments of the people who make up this society.

Tales, which are written after being created in the oral tradition, are an instructive and entertaining genre that directs the life of the reader / listener and leads people to the good and the truth. Tales about the ideal individual of the society, the correct reaction to events and the conscience of the society are products that guide children in particular. Tales are literary genres that appeal to children's imagination. As a literary genre, the first products that children encounter are fairy tales. Childhood is the most important period in which a person's worldview and personality are shaped. During this period, the physical and mental needs of the child should be met. The positive completion of the child's linguistic, physical, mental and spiritual development also affects his/her future life. Tales are used to tell how to overcome the difficulties of everyday life in an extraordinary place and time. At the end of the tale, the good usually win and the right guy is rewarded, which gives the reader/listener confidence. Fairy tale texts reflect the collective unconscious of society; They are creations that help to develop the psychology of individuals who make up the society, rehabilitate them and increase their social skills. Fairy tales always remind people that man can do anything. In a recent literature review on the effect of fairy tale therapy on social communication skills, it is seen that such studies are not very common. Ayşe Bektaş's (2010) social communication skills are generally associated with motivation) "The Relationship Between Social Communication Skills of Primary School Administrators and Classroom Teachers Motivation" and Osman Koçak's (2013) "Social Communication Skills of School Administrators Working in Secondary Schools and Motivation of Branch Teachers" It can be easily understood in his research titled.

The place of fairy tale therapy in special education, the methods applied, its effect on gaining self-confidence, its effect on students, the effects of fairy tale therapy/telling on self-confidence in children with special needs in social and psychological development of teachers and psychologists working in special education institutions. The themes were

reached within the scope of the data obtained from the opinions of the participants regarding the subject contents in the tales and the factors affecting the frequency of therapy. It has been determined that tale therapy is an effective method for individuals who need special education to express themselves and their feelings and thoughts, and it has been determined that tale therapy is used as one of the special teaching techniques in the formation and permanence of communication and social environment.

In particular, the view that communication and interaction begin in the family, which is the first social frame, has been one of the areas emphasized in the themes. The contribution of fairy tale therapy in providing interaction and communication within the family is also related to self-confidence. It has been determined that there are many common phenomena such as communication, language skills, self-expression, socialization, and effects on development processes among the themes.

When the literature is examined, Brown (2008) shows that fairy tale therapy plays an important role in developing self-esteem, coping with life problems, setting goals and providing hope. Similar to the results of this study, the codes of hope, struggle to reach goals and self-discovery were reached. It is noteworthy that these results show parallelism with each other. Another function of the tales is that the listeners identify with the heroes and develop their self-esteem (Arıcı, 2009). One of the biggest gains of the therapeutic process is seen in the person's self-knowledge, gaining insight and discovering his strengths (Eryılmaz & Mutlu, 2019).

According to Ayhan and Arslan (2014), tales enable students to use language better in the context of learning by doing and experiencing through drama. These studies show parallelism with the studies carried out. Akto and Akto (2017) concluded that they randomly and arbitrarily chose the methods and techniques of values education and learning games, presentation and expression, story, question-answer, drama and discussion. In this study, the methods and techniques used in storytelling practice were determined. Although the methods and techniques used are similar, it was not determined how the teachers were selected as a result of this study.

In the light of research findings, some suggestions can be made to researchers and practitioners:

- Experimental studies can be conducted with experimental and control groups to determine the effects of these tales, which contain rich data in terms of psychological elements, on the therapeutic process.
- The tales examined in this research can be used by practitioners for material purposes in fairy tale therapy.
- Fairy tale therapists can use these tales in psychotherapy by creating unique tales for the specific problem areas they work with.
- It should be possible to contribute to the field by researching what the contents should be that can be used in fairy tale therapy.

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