

## Psychological Sciences

UDC 159.922.8:376:159.947

### Organization of Psychological and Pedagogical Support and Directions of Psychocorrection for Preschool Children Affected by the Consequences of War

Andrii Donchak<sup>1</sup>, Mykhailo Donchak<sup>2</sup>, Mariia Cherkasova<sup>3</sup>

<sup>1</sup> Ph.D. in psychology, Associate Professor, National Technical University "Kharkiv Polytechnic Institute", Kharkiv, Ukraine; head of department, International humanitarian university, Odessa, Ukraine, donchak@ukr.net, ORCID: 0000-0001-5115-6222

<sup>2</sup> Volunteer, Child Psychologist and Educator, Odessa, Ukraine, misha.donchak@gmail.com, ORCID: 0009-0008-9925-2377

<sup>3</sup> Senior Lawyer at Merezha Prava Law Firm, Odesa, Ukraine, specialist in corporate learning and professional development (L&D). Currently pursuing a Master's degree in Clinical Psychology and Rehabilitation at the Department of Clinical Psychology and Mental Health, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine, cherkasovamary01@gmail.com, ORCID: 0009-0003-6614-9967

<http://doi.org/10.23939/veritas2025.02.051>

**Abstract.** War is one of the most tragic phenomena in human activity, endangering the very existence of childhood. The devastating consequences of war compel greater attention to the psychological state of families. In most cases, parents raise children alone under difficult conditions. Particularly severe challenges arise in the upbringing of children in displaced families and in families where one or both parents are defending Ukraine from Russian occupiers.

This article is dedicated to the analysis of current approaches to providing psychological assistance for children. Preschool-aged children from displaced families and those whose parents are at war are among the most vulnerable to the effects of war. Traumatic events resulting from war can lead to various behavioral issues in children, which require psychological and educational support.

The topic of death is especially relevant in the context of the war: as a result of active combat, Ukrainian defenders and civilians in occupied territories—where children as young as four remain—are being killed. One of the most traumatic experiences for a preschool child is becoming aware of the death of a peer or parent.

This paper examines modern scientific literature on psychological support for children and offers recommendations to parents on overcoming various negative psychological states caused by the war. One of the proposed psychocorrectional methods is fairy tale therapy, which serves as a modernized tool to help older school-age children psychologically comprehend the concepts of death and life.

Additional psychocorrectional approaches for preschool children affected by war require an integrated model that combines elements of body-oriented therapy, play therapy, art therapy, and narrative therapy, as well as psychoeducation for parents. The comprehensive implementation of these approaches contributes to the

---

#### Suggested Citation:

Donchak A., Donchak M., Cherkasova M. (2025). Organization of Psychological and Pedagogical Support and Directions of Psychocorrection for Preschool Children Affected by the Consequences of War. *Veritas: Legal and Psychological-Pedagogical Research*. 1(2), 51–65. DOI: [doi.org/10.23939/veritas2025.02.051](http://doi.org/10.23939/veritas2025.02.051)

**Journal homepage:** <https://science.lpnu.ua/veritas>

**Article history:** Received: 20.06.2025. Revised: 25.08.2025. Accepted: 28.05.2025.

Copyright © The Author(s). This is an open access Article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

---

development of internal resilience in children, the restoration of their basic sense of safety, and lays the groundwork for further psycho-emotional development in a post-traumatic reality.

The results of the study confirm the critical role of parents in normalizing the mental health of preschool children under the current conditions of war, and in preventing post-traumatic consequences at both the family and state levels.

**Keywords:** children of war, psychosocial support, psychological and educational assistance, stress, post-traumatic stress disorder, anxiety, psychosomatic disorders, death, traumatic experience, psychocorrection, fairy tale therapy.

### **Introduction**

The military invasion of Ukraine, which began in 2014 and continued in the form of war and full-scale invasion, has not stopped, and the active phase is not over. The impact of hostilities (war) on the mental health of preschool children and their parents in modern conditions is only increasing, and the problem of preventing the occurrence of various traumatic events arises. In these conditions, preschool education of children takes on new forms, forcing us to look for the latest approaches to minimise disorders of the child's psyche in unfavourable conditions. We note that these circumstances make it necessary to reconsider approaches to the upbringing of preschool children in preschool education institutions, areas of psychocorrection, including changes in the organisation of everyday life, given the constant danger, as well as revision of the content of primary education, etc.

Recalling the history of wars on our land, children who survived the Second World War 80 years ago were granted a special social status at the state level – “children of war”, which provided appropriate benefits; in our study, “children of war” are those who have consequences as a result of traumatic events of war. The issue is relevant at the moment, the consequences of war will be felt in the upbringing, all-round abilities and development of children who have experienced stress, psychological stress, which requires a detailed study and effective localisation of the consequences of war.

The relevance of the study lies in the need for a comprehensive organisation of psychological and pedagogical assistance to preschool children in the current conditions of hostilities on the territory of Ukraine, the initialisation of relevant and effective approaches to address this issue on a large scale, and the provision of psychological assistance at the family level.

The war necessitates greater attention to the role of the family, in most cases, parents are the only ones raising children in such conditions, especially in the issues of upbringing of displaced persons and families where parents are defending Ukraine from Russian occupants.

Therefore, families and the state play an important role in normalising the mental health of preschool children and their parents in the current conditions of war and preventing the occurrence of post-traumatic events after its completion.

### **Literature review**

The problem of psychological and pedagogical assistance to children is widely covered in modern scientific literature, in the media, both from the side of the pedagogical and educational complex and from the side of the medical and psychological direction. In accordance with the standards of higher education in the speciality of psychology, there are two types of psychologists: educational psychologist and social psychologist. A separate layer of knowledge is developed in child psychology, the main principle of which is not to harm the child's psyche.

Providing first psychological aid to children and other segments of the population is an important state task. According to the Minister of Health Viktor Liashko, during a briefing on 27 October 2022, it was reported that “650,000 Ukrainians have turned to psychological specialists working in the healthcare system since the beginning of the war” [1]. While the healthcare system also includes a large number of psychologists at various levels, both state and non-state, their activities are not statistically recorded.

Since 2014, this issue has become relevant especially in Ukraine, as “according to the conclusions of the international organisation The Assessment Capacities Project (ACAPP), presented in the “Combat Emergence Overview”, more than 5 mil-

lion residents of Ukraine were involved in these traumatic events in some way" (Voloshyn P. V. [2]), much attention is paid to this problem for combatants and various segments of the population. The authors offer their own qualification of persons involved in traumatic events and divide them into categories: "combatants; combatants (non-combatants); persons in the combat zone (non-combatants); other persons in the combat zone by force (not by choice)" [2]. Under the term others, the authors do not disclose the categories and issues, focusing on the effects of post-traumatic stress disorder (PTSD) on the health of our defenders.

Another classification that would emphasise the problems not only of soldiers, but as the most susceptible to psychological influence are children, and usually preschool children, as already mentioned in the introduction of our study.

According to Dutkevych, "the general structure of child psychology includes the psychology of the newborn, the psychology of the young child, the psychology of the preschool child, the psychology of the primary school child, the psychology of the adolescent, the psychology of early adolescence", which, accordingly, causes the relevant effects of war stress to have different impacts on the relevant category, according to the age of the children [3].

Taking into account this structuring, it is possible to conditionally distinguish classifications according to the relevant structures for the impact of negative consequences on the psyche of a child who is forced to be involved in traumatic events: young children; preschoolers, primary school children, adolescents, early adolescents, who, in turn, can be from the occupied territories; in the occupied territories; those whose father (mother) is defending the homeland; those who are in the non-occupied territories but are under shelling, children whose homes were destroyed as a result of artificial disasters caused by illegal aggression, etc. The impact of traumatic events will vary depending on the circumstances and the relevant category. Preschool children from families with a parent at war or who are internally displaced are the object of our study, and the subject of our research is the organisation of psychological and pedagogical assistance.

Our study focuses on the consequences of war, which are manifested by psychological disorders in children of different age structures, but the

preschool age is considered in the framework of the work. For example, the impact on a newborn will be frightened by loud siren sounds, sudden explosions, etc., which will be subsequently erased from the child's memory. More effective external influences arise in the process of interaction with the social environment of more adult categories: an early child, a preschool child. A person in adulthood clearly remembers life events in the form of pictures or films, partly at an early age and in more detail in preschool, which in turn determines this period of initial development, especially the impact of negative factors of war and the social environment on the formation of the child's psyche and mental qualities is particularly vulnerable and influential on the formation of a future full-fledged personality without phobias, depression, who is ready to live a full life in society and create a healthy family.

We leave the issue of classifying children according to different approaches in preschool age who need special attention due to genetic consequences (illness), children with abnormal mental development (autism syndrome), young children with speech disorders, children who need an inclusive approach (education), peculiarities of psychophysical development, etc. and their study outside the scope of our study.

According to the current scientific literature, more attention is paid to the shift in children's mental development than to the development of the average preschool child.

The study of the issues of psychological and pedagogical assistance to children in the scientific literature is found in the monograph by Tarasun V., which highlights the issues of assistance to children in terms of highlighting the patterns of early childhood, the peculiarities of its diagnosis, forms of pathology and their consequences for preschool children, which is essential for the formation of the foundation for the development of preschool children. It is noted that "the peculiarities of psychophysical development of preschool age, which is aimed at intensifying the reticular-limbic system through a set of tasks and provides for the enhancement of the energy potential of the child's body, the formation of different ways of viewing the same object". An interesting conclusion is the development of the problem of the formation and development of the child's personality, which involves "the use of appropriate correctional and developmental means of practical influence" [4]. The choice of

means of influence depends on theoretical beliefs, knowledge and skills of the teacher. That is, “no matter how special and far from the teacher’s beliefs a correctional and developmental task or a children’s game or a training exercise may seem, they (beliefs) are always governed by a complex methodological system that reflects both the logic of forming the teacher’s own opinion and the development of psychological and pedagogical knowledge” [4]. An important argument of the study is that “ensuring the intensification of the initial stage of the process of correctional and developmental work aimed at stimulating the energy potential of the child’s body is a prerequisite for the effective formation of emotional communicative and cognitive development of the personality of a young child”, which is the basis for further work with a preschool child [4]. Thus, emphasising the conclusion, the work and choice of a certain methodology (approaches) by a psychologist in working with a child depends on his professional knowledge, formation as a person, and acquired life experience, awareness of the world around him, in which the final choice remains the personal conviction of the chosen approach.

Psychological and pedagogical assistance to preschool children is an important task for creating favourable conditions for successful learning in the primary school years, it is the basis on which a successful student and then a successful person is formed. Thus, the authors of the monograph T. V. Zhuk and others believe that “the problem of unsuccessful schooling of children due to deterioration of neuropsychological health around the world, including in Ukraine, is becoming more acute, the number of scientific studies that are limited mainly to the educational and cognitive activities of children of preschool and primary school age is decreasing, and decisions are being made that limit the provision of psychological and pedagogical assistance to the relevant category of children” [5]. The authors emphasise that “today, in the context of the widespread introduction of inclusive education, there are still no comparative studies of the effectiveness of integrated (inclusive) or differentiated education of children with psychological developmental delays in our country and in the post-Soviet countries, although their relevance is obvious” [5].

It can be emphasised that approaches to supporting children with psychological developmental delays are more in demand by modern society, and the development and education of ordinary children are less popular, given that their development has already been regulated and improved by fundamental psychological and pedagogical approaches.

Considering the popular literature, which adjusts to the scientific literature in terms of popularity, it is impossible to note the popular, world-famous Dr. Spock, an American paediatrician whose legendary book “Baby and Child Care”, back in 1946, became a bestseller among the society not only as a book on paediatrics, but also as a psychological guide for raising children from the womb to adolescence [6]. The authors in a popular form reveal psychological approaches to raising children, which will be a guide, including psychological and pedagogical assistance to children, during parenting in everyday activities.

Summarising the current scientific approaches to providing psychological assistance to children in modern scientific sources, we observe that the main contribution of scientific research is directed towards psychological assistance to children with mental developmental disorders, various types of inclusion, etc.

We propose to introduce and use the concept of “children of war”, not as a legal concept of children who were under 18 years old at the end of the Second World War (2 September 1945) and who have the appropriate status in the Law of Ukraine “On Social Protection of Children of War” and possible changes and integration of this concept into the said law, but as a term in connection with the Russian full-scale invasion and currently conventionally called war, as a concept that fully corresponds to the hermeneutic content of this phrase. Modern children who have been affected in any way by war, including harmful effects on children’s mental health, are “children of war”.

Considering the modern and latest psychological and pedagogical approaches to psychological assistance to children, in addition to the traditional areas that we are used to perceiving, we discover many modern projects aimed at helping children affected by war. For example, the DECIDE Project in partnership with the Office of the Ukrainian Parliament Commissioner for Human Rights, the

Ministry of Education and Science of Ukraine, the Ministry of Community Development, Territories and Infrastructure of Ukraine and the Presidential Foundation for Support of Education, Science and Sports is launching the initiative “Getting Stronger Together!” to help children affected by war” [7].

This project, designed for different segments of the population, including school psychologists, teachers of preschool education, parents, etc., is the most important attention for every Ukrainian child!

We are interested in the following topics: practical trainings based on the Israeli methodology of the first psychological aid; advanced training in the field of work with psychological trauma caused by the war for children with special educational needs; support for representatives of local communities to create a safe community for children. The Swiss-Ukrainian project “DECIDE” – “Decentralisation for the Development of Democratic Education”, which aims to provide comprehensive support to children in communities during the war and to eliminate its consequences at the level of state support. The work includes educational activities, including training of psychologists to help children during the war, through the media, etc. [8]. It deserves our attention for its modern approach and massive impact.

The conclusions highlighted on the website of the Educational Ombudsman of Ukraine are that the war, which has changed the usual daily routine and living conditions, possible separation from parents or relatives, loss of friends or death of loved ones, misconduct against children or in their eyes towards loved ones, air raids, displacement to another place, environment or country, uncertainty about tomorrow, change in the usual order of things, harms the mental health of the child, especially of older preschoolers.

Thus, this Commissioner, on his information channels, proves that “the need for psychological assistance for most of our children” is evidenced by the results of a survey conducted by the research company Gradus Research. According to them, 75 per cent of all parents who took part in the survey claim that their children show some signs of psychological trauma. The most common sign of “emotional swings” is rapid and unreasonable mood swings from good to bad. It is observed in 45 % of children. The second most common symptom is

increased anxiety in 41 % of children. According to parents, the war has also affected the physiological needs of children: 29 % of children have sleep disorders; 10 % suffer from nightmares; 20 % of children have poor appetite.

The traumatic events of the war also have their consequences for the perception of the world and communication: 20 % of children often recall and discuss the events they have experienced and seen (post-traumatic stress disorder, hereinafter PTSD); 7 % of children re-enact what they have seen and experienced in the form of games; 13 % of children have reduced or stopped wanting to communicate with other people.

After the outbreak of war: 16 per cent of children suffer from memory, attention and learning disabilities; 13 per cent show outbursts of aggression; 6 per cent experience panic attacks; 3 per cent of children show self-destructive behaviour, i. e. they have developed bad habits and deliberately inflict injuries on themselves. According to the study, two-thirds of parents have talked directly to their children about the war. Unfortunately, a third of parents consider their children either too young to have such a conversation (most often for children under 9) or adults who understand everything on their own and do not need parental explanations (most often for children over 14)” (Gradus Research [9]). The publication provides references on how children of war, depending on their age, can respond to stress, how to provide information about the war to children of different ages, and most importantly, how to provide psychological assistance.

The official publications of the Ministry of Education and Science on providing psychological support to participants in the educational process under martial law in Ukraine cannot be left unaddressed. “Today, all participants in the educational process need psychological support and assistance more than ever before. In this turbulent time, the Ministry is grateful to each and every one of the more than 23,000 psychological service workers in the Ukrainian education system who have demonstrated high professionalism and provide psychological services 24/7, have established interaction with participants in the educational process through information and communication technologies, provide counselling through the electronic “Psychologist/Social Educator’s Office” created on the web-

sites of educational institutions; provide information support on sources of counselling, where to go, etc. For example, in a letter, Deputy Minister V. Rohova suggests contacting sources of psychological assistance and invites all competent professionals to work together to provide psychological assistance to children and to provide advanced, professional proposals to the department [10]. Information on psychological assistance in times of war is provided in the annexes at the place of residence within Ukraine, and the provided contacts for psychological support around the clock will allow the general population to receive the necessary psychological assistance [11; 12].

The Ministry of Education and Science has developed a comic book for children as an informative guide for children and parents, which provides advice on psychological assistance and avoiding the consequences of war in a visual form. "Due to the military operations in Ukraine, children are currently deprived of peace, a free sky above their heads, and education. In order to help the youngest Ukrainians in the most difficult moments of war and to support the patriotic spirit of our nation, we offer authoritative advice from the defender of Ukraine", said Minister of Education and Science S. Shkarlet [13].

The Ukrainian Film Industry Association created a children's film: "Useful for Everyone". The film reveals: "How to talk to a child about the war, how to cope with stress, how to cope with the 'survivor' syndrome and how to maintain an emotional connection in temporary separation from family". "Useful for Everyone" has collected relevant, basic advice that will help you survive this war. The first episode of this series: "How to talk to a child about the war", is aimed specifically at comprehensive, including psychological, assistance to children of all ages [14].

Chatbots on various issues have become quite popular in various messengers, for example, the Telegram channel launched a chatbot called "Support a Child", "Friend. First Aid", developed by teachers and child psychologists with the support of the Ministry of Education and Science [15].

Internet pages disseminate a large number of tips on providing psychological assistance to children, but in the variety of these, it is necessary to adhere to certain areas that are agreed upon by the Ministry of Education and Science, the Association

of Psychologists of Ukraine, etc. For example, there is an interesting publication (tips) on how to help a child under stress – tips for teachers prepared by a child psychologist, "head of the Clinic for Mental Health of Children, Adolescents and Youth of the Western Ukrainian Specialised Children's Medical Centre Pidlisetska L. in as part of the initiative of the First Lady Zelenska O. to create a National Mental Health Programme".

"First of all, it is important to recognise stress, here are some of its possible signs: excessive excitement, anxiety; depression, upset; withdrawal; decreased concentration, memorisation or performance in general; excessive alertness, timidity; increased irritability or aggressiveness; withdrawal from classmates, friends; avoidance of certain people or situations; frequent headaches or stomach pain; changes in appetite or eating habits; frequent stories about an event that happened, sometimes in detail.

How to help your child cope with stress:

1. Remind children how the school cares about their safety and what measures have been taken to reduce risks, as well as why they can feel safe here.

2. Follow the classroom plan. This way, the child will know that they are returning to a normal school life, and it will help them feel a certain amount of stability.

3. Focus on the child's strengths. Helping children feel what they are capable of will give them strength and confidence.

4. If the signs of stress are systematic, talk to the child's parents about it. Recommend that they see a mental health professional.

5. Take care of yourself and don't forget to seek psychological support if you feel the need.

How to prepare your child to go to the shelter during an air raid

An air raid alarm can cause confusion or even panic and stress in a child.

1. Rehearse how you will go to the shelter in advance. Explain to children that going to the shelter is a prerequisite for their safety.

The more organised the route to a safe place, the less stress the child will experience. Avoid pushing and panicking, as unnecessary conversations will prevent children from moving quickly to the shelter.

2. Discuss with children the rules of behaviour: they need to take their places in the shelter calmly, not run and not shout.

3. If the child refuses to go to the shelter, it may help to call the parents and talk to them.

4. Be a good example for students – calm and caring.

Parents should explain to their child in advance that in school during an air raid, they must act according to the rules and instructions of the teacher” [16].

No less important is the advice of psychologist N. Akulshyna. When a child is very scared, she gives the following recommendations:

“1. Do not scold or make the child feel ashamed of his or her fright. Fear is a natural and normal feeling, part of an instinctive self-preservation programme. It is uncontrollable in children and manifests itself on the physical level – shivering, crying, sleep and appetite disorders, nervous tics, stuttering.

2. If you see that the child is very frightened, calm him/her down, hug him/her tightly, warm him/her with your body, stroke his/her back – this will help to relieve tension.

3. Let the child cry if he or she needs to. Do not stop, do not talk, let them cry, just be there and show your love.

4. Discuss with your child what he or she has seen. Speak for the child what he or she cannot formulate on his or her own: “You were so scared when you saw...”. This way you will help him to release his fear. Like any strong emotion that remains inside, fear “puts pressure” on the child, creates constant tension. And if you let it out, like air from a balloon, it loses its power.

5. When talking to a child, try to create a safe and calm environment, hug him or her if he or she does not resist. Speak slowly and make sure to pause so that the child has time to understand and you can keep your feelings under control.

6. Most of the time, one conversation is not enough and you have to repeat it many times in different words, recalling the details of what happened. This should be done until you feel that the child's fear is gradually decreasing. And most importantly, support your child every time he or she recalls what happened and wants to talk about it (“Do you remember, Mum, how scared I was of the explosion?”).

7. Tell your child about your feelings and fears: “I was scared too”. Allow yourself and your child to be afraid – do not try to convince them that they are not really afraid, that they had no reason to be afraid, or that it is not really scary.

8. Suggest that they draw their fear or something that scared them – this will help them cope with emotions. The child will choose how to do this. Some children draw or sculpt the scene they were afraid of, with the smallest details. Some cover sheets of paper with black or red paint, scribble on the paper with a pen to the holes. It is not necessary to direct the child to any “correct” way of expression or to evaluate the artistic merits of the result, because the main thing is to throw out what is oppressing the child inside.

9. Remember, a child is not born with the ability to control his or her feelings and emotions, and not all adults are good at it. Therefore, the main task is to help the child with this” [17].

I. Protsenko is a practicing psychologist with many years of experience working with children and families, and offers courses: “How to help a child survive the war” – crisis psychology for children, psychological courses authored by Y. Bukina – child and family practitioner. Offers programmes: “How children experience stress. Help in acute conditions. Help with panic attacks. Practical techniques. Filling the child with resources”, etc. Classes are held online on the Zoom platform, via video conference [18].

In public institutions, there is a system of psychosocial (psycho-pedagogical) assistance at schools, which is provided by a school psychologist, in private and public preschools, by an educator and a child psychologist, in district social centres, there are relevant departments that perform the tasks of providing psychosocial assistance and separate centres for psychological assistance and combating domestic violence, which are guided by protocols for providing psycho-pedagogical assistance to children.

Additionally, to fulfil the above tasks, a methodological manual authored by L. A. Melnyk “Psychosocial Assistance to Internally Displaced Children, Their Parents and Families with Children” was developed on a proactive basis with the financial support of ChildFund Deutschland within the framework of the project: “Increasing the capacity

of specialists in psychosocial adaptation of internally displaced families with children”, implemented by the ICF “Ukrainian Foundation for Public Health” in cooperation with the ICF “Eastern Europe Foundation”, which presents material on providing assistance to a wide social spectrum – families of internally displaced persons and their children. This publication is relevant for professionals, including pedagogical and social workers, psychologists, volunteers working with internally displaced families and children, etc. The authors identify the behavioural characteristics of children (negative behavioural changes as a result of the loss of a loved one) who have experienced traumatic experiences and have the following types:

- “negative (neurotic) attachment – a child constantly seeks attention from adults, even negative attention, provoking punishment, irritating adults;
- ambivalent attachment – the child constantly demonstrates an ambivalent attitude towards a close adult: sometimes he/she cares for him/her, sometimes he/she is rude, avoids him/her. There is no compromise in the relationship, and the child cannot explain his or her behaviour and suffers from it;
- avoidant attachment – the child is withdrawn, gloomy, and does not allow trusting relationships with adults and children. The main motive for this behaviour is “no one can be trusted”;
- disorganised attachment – the child has learnt to survive by breaking all the rules and boundaries of human relationships. He does not need to be loved – he wants to be feared. This type of attachment is characteristic of children who have been abused” [19].

According to the authors, traumatic events can cause various behavioural features in children that need to be noted and helped accordingly. “These may include feelings of insecurity, fear of the future, anger, aggression, shame and guilt, alienation and isolation from the environment, sadness. Children may have problems with learning, attention, the ability to remember information, psychosomatic disorders (such as logoneurosis (stuttering), enuresis (urinary incontinence), bronchial asthma, etc.) There are certain age-specific behavioural features of children who have experienced traumatic experiences” [19].

Preschool children often have vague and somatic reactions to traumatic events, which in turn can lead to the so-called “magical thinking” and the

formation of a sense of guilt. Children have corresponding reactions: sleep problems, suffer from enuresis (bowel movements, constipation), may have nightmares, anxiety, anxiety, which manifest themselves in increased addressing to adults, speech difficulties, loss of appetite or eating too much.

There are different reactions to the corresponding stress, the loss of a loved one (parent), which leads to high patriotic deeds. As an example, Iryna Vasylieva from Rivne lost her father in the war, but decided that she could help his fellow soldiers. At the age of 7, she has already bought several cars and thermal imagers for the military, she makes jewelry, sells it, and sends the money to the army. She has received awards from the Ministry of Defence of Ukraine for her “volunteering” and has become a symbol of the entire military unit. The soldiers presented her with a uniform with a chevron, “the best commander”. Such a child encourages others to act and psychologically supports not only her family but the entire military unit.

The Ministry of Education and Science of Ukraine as part of the programme: “National Programme of Mental Health and Psychosocial Support” with the support of the First Lady of Ukraine O. Zelenska, together with the project “Take Care of Yourself”, the NGO “Association of Effective Psychologists” and the NGO “Support the Child”, created a series of “webinars” for psychological support for children whose parents are at war, educators, etc. and presented on the Ministry’s website. The topic of the first webinar: “Psychological support for children whose parents are at the frontline” [20].

To prevent the consequences of traumatic events, in addition to traditional psychological assistance, there are various psycho-directed areas, such as equine-assisted therapy, choreotherapy, fairy tale therapy, etc., one of which we have taken as the basis for our psychological assistance to preschool children, such as fairy tale therapy, which will be discussed in more detail in the experimental phase of the study.

### **Purpose**

The aim of our study is to provide psychological recommendations for the normalisation of the mental health of preschool children and their parents in the current conditions of hostilities.



Achievement of the goal of our study is realised by solving the following tasks: analysis of modern sources of psychological and pedagogical assistance, study of the indirect psychological state of children and the psychological state of parents of their influence on the upbringing of children, selection and implementation of the direction of psychocorrection [21], providing recommendations (methods) for further psychological and pedagogical assistance.

### **Methodology**

Given the increase in the number of preschool children with various mental disorders, it is necessary to find tools that will help to identify early warning signs in order to prevent the onset of an obvious problem and prevent negative consequences. It is common in psychology and psychiatry to use the childhood depression questionnaire by American scientist M. Kovak to address the problem of depression in children, which we used in our study.

To address the purpose and objectives of our study, we focused on the positive therapeutic approach of Svitlana Roiz, which deserves special attention. According to S. Roiz: "The inner world of the teacher should be deep, lively, emotional, because it is this world that he or she relays to students, the teacher should be authoritative, but not authoritarian", she believes that modern education is aimed at creating conditions for personal development, development of the child's competencies, adaptability and stress resistance. Thus, one of the presented approaches – fairy tale therapy for older preschool-age children by S. Roiz will be implemented in our study. We have chosen the book by S. Roiz: "The Secret of Life and Death", which offers several practices – fairy tale therapy, including psycho drawing for children. The book is designed for fairy tale therapy for children from the age of four, when the child begins to be interested in death, in order to be therapeutic for children to tactfully explain the concept of death without traumatic consequences. According to the author: "A child grows up and for the first time in his or her life becomes aware of human mortality, including his or her own. Accepting the topic of death and experiencing it is one of the most important crises in a child's life. Without it, harmonious growing up is impossible. But this realisation can be very traumatic for a child, especially if this topic, which is quite taboo

in our society, remains unspoken. This method allows you to work with children on this difficult topic in order to avoid fear and learn to live fully every day. The book – workshop – reflections is intended for reading by parents with children" [22].

The topic of death is relevant to the topic we have chosen, as defenders of Ukraine and civilians in the occupied territories who have children as young as four years old die as a result of hostilities. The most traumatic event is when a child at preschool age realises the death of a peer or a parent, or parents. The chosen method of explaining the concept of death to a child is very gentle, sensitive at this age and psychologically appropriate, which we used in our study.

The book provides instructions for the correct reading, including psychological practice. An adult, a parent or a psychologist, an educator, should first read the book and understand its essence. Read the book with the child slowly, pause, reflecting on what they have read. It is necessary to create comfortable conditions so that the child is not hungry, anxious or in a depressed mood. The place should be comfortable and convenient, and you should be in close contact with the child. You need to constantly observe the child's emotions, his or her reaction to the information provided, and if necessary, pause and give the necessary explanations. It is advisable to read the book in one stage; if this is not possible, it is appropriate to stop at a neutral episode, then continue later. Upon completion of the book reading and the relevant practices, it is advisable to organise a festive event for the child (treat him/her to sweets, take a walk in a favourite place, buy something interesting, etc.)

Working with the child on the text, we move on to the drawing – "The Circle of Life", we have modified the test and offered to draw their family in the "Circle of Life". The child is asked to draw mum, dad and himself and other family members, the things he likes. On the reverse side, the child draws things that confuse him/her and things that he/she does not like. After reading the book with the child, we analyse the psycho-drawing: what is depicted, what colours are used (disturbing or calming), where the child has placed himself/herself and his/her parents, who or what else is in the drawing.

The second practice involves the child imagining themselves in the future.

In the same way as with the Circle of Life, we analyse the psycho-drawing and draw conclusions.

The text addresses the topic of war, explaining to the child that death can take anyone, both good and bad, but that after war comes peace and love. It explains the traditions of burial and commemoration of the dead. The topic of the concept of "soul" and the memory of the dead is revealed. Thus, in conclusion, according to the author's text, the child is shown how the human path from birth to death develops, as a cognitive and non-traumatic concept for the child's psyche.

We included the book "The Secret of Life and Death" in an experiment with children aged 5–6 years, using two practices.

The second stage of our research, which is important for a complete understanding of the child's living conditions, how parents treat him or her, and the peculiarities of a child's life in another unusual city when one or both parents are fighting in the war. In order to accomplish these tasks, we suggest using a questionnaire proposed by the "Support the Child" team, which is linked on the website of the Ministry of Education and Science. This questionnaire was developed as a response to the need for psychological support for women whose husbands are currently at war, in order to improve the mental support programme [23]. A modification of this questionnaire, the Questionnaire for Women Whose Husbands Are at War (hereinafter referred to as the Questionnaire), was used in our study. The questionnaire consists of 43 questions, where questions are asked in a popular form, and it is proposed to choose a question and put a mark or write the correct answer, as well as single-syllable questions that include yes or no questions. Questions that are required to be answered are marked with an appropriate sign.

The study used observation to understand the state of children, and a questionnaire for children was also used, where parents were interviewed about the indirect psychological state of the child and his or her behaviour.

### **Results and Discussion**

During the experimental and control stages, two groups were planned for the practical part: experimental and control.

Children aged 5–6 years from Odesa were selected for the experimental stage of our study. There were 10 children in the experimental group and 9 children in the control group. In terms of equivalence and correlation capacity in relation to each other, they were selected proportionally.

According to the questions, children in families with a mother and a father whose father is taking part in combat operations to defend Ukraine. As a rule, fathers of children are 26–35 years old, mothers are 24–30 years old, families are prosperous, in normal living conditions. The selected families are career military personnel, with parents whose only children had served in the Armed Forces of Ukraine before the war, 40 % of whom took part in combat operations before the full-scale invasion, which is, accordingly, the elite of military personnel, which has a corresponding positive impact on the results of the study. Most of the selected families have one child aged 5–6 years old.

IDPs from other occupied regions of Ukraine, families with children (mothers with children) who moved from the occupied or other regions of Ukraine were partially involved in the study. The reason for this is the small number of respondents who agreed to the study, the fear and anxiety with which respondents made contact, initially agreed, then realised that they had to answer questions and involve their children, and refused.

Most of the respondents are employed, their professions are diverse and generally cover the social service sector. To maintain their moral and psychological state, mothers devote time to raising children, work, etc. During the war, most of them are in a state of anxiety. Men from the families have been at war for more than a year, since 2022. Most of them are officially registered families. Partially, 20 % of men were wounded. Most respondents feel fear for their husbands. The attitude to the situation of men at war has partially changed for most respondents, who feel fear for their lives, understanding that men must be at war. The reaction of relatives to the same events was different for most respondents, and their opinion did not influence the decision of the man. In the majority of cases, relatives supported the man's decision. Respondents who need an inclusive approach do not have children. Most respondents have changed their relationships with their children due to the absence

of their husbands at home. Children have become more friendly to their mothers, more demanding, and do not want to stay with other relatives or in pre-schools. Children are constantly asking about their fathers in 70 % of respondents. Children find it most difficult to answer questions about the end of constant alarms (war) and the return of their fathers. Men, depending on their place of service, some are on the front line, some are shooting down Shahids, some are training soldiers in the rear to fight on the front line, and some periodically go to the combat zone, so the opportunity to see their children is limited by the relevant combat mission (duty), but most fathers (80 %) are combatants of both groups. Over the past year, the legal basis for leave was only 15 days spent with their families and children, which is not enough for parental influence on the upbringing and psychological state of the child.

The majority of female respondents feel fear and concern for their husbands, and have increased feelings for them and pride. 95 per cent of respondents have constant, stable communication with their husbands and usually communicate with them once a day, less often when the situation on the front escalates, often they correspond through various “messengers” in the form of short messages, respectively, communication with children is usually through mothers, and 10 per cent of children of this age have their own terminals for visual and voice communication with children. During communication, it is difficult to build a conversation with the husband; communication with children takes the form of questions about the child’s life and achievements.

In most families, respondents believe that parents, their image, thoughts have changed significantly, their “self-concept” in relation to the outside world and their families has changed, and their values have changed. The values of life, preserving the psychological health of their family and children are the highest values, which was established and confirmed in the course of the study. The majority of respondents (90 %), despite the separation, do not plan to divorce their husbands. Men share their problems as little as possible, tell their families little, and compensate by communicating in teams where they serve together. In the first days of the war, there were severe stresses and anxieties, uncertainty about the future, everything was in doubt, which in turn was passed on as anxiety to children.

There are certain psychological issues that need to be addressed after the war in terms of family relationships, but most have not yet consulted a psychologist, either online or in person. The moral and psychological state of parents and family relatives directly affects the psychological state of the child.

The majority of respondents would like to receive psychological counselling via the Telegram messenger and attend online support groups with other women in the military under the guidance of a psychologist.

Studying the moral and psychological state of a child from a full-fledged family whose father is involved in combat operations to protect the child from armed conflict, our study found that the mother pays more attention to the child, 30 % leave the child with grandparents while working, and 35 % leave the child in pre-school education institutions. The majority of respondents did not address any issues to a child psychologist, but partially watched specialised “vibinars” on relevant issues, and most visit a teacher-psychologist to prepare for school. Most respondents occasionally slept with their children to calm them down, which was much less common before the war. The majority of respondents report that the child’s moral and psychological state can be assessed as conditionally good on a 5-point scale, and that the child’s sleep is assessed as satisfactory rather than good.

The respondents noticed that the events related to the war are imposed on the child, which is why they believe that they have grown up earlier. Children feel and complain about the war because a lot of people are dying, and they are most affected when their peers die. The air raid alert causes the greatest fear in children compared to talking, etc. In order to improve the child’s moral and psychological state, respondents maintain emotional contact, reassure, provide explanations, organise the most positive environment in the home, etc.

The majority of respondents suggested organising children in special age-appropriate clubs led by a child psychologist, organised in state educational institutions equipped with a bomb shelter.

The results of the analysis of the proposed modification of the test (psychodrawing) by S. Roiz on the child’s drawing of his/her family in the “Circle of Life” showed that most children are not

centred and do not depict themselves as the focus of attention, most families do not have problems in the community and good relations (drawings were made by children independently without the help of adults). Anxiety and excitement in the choice of colours in the drawings were pronounced in the majority of respondents in the experimental group.

After psychological work with the help of fairy tale therapy, most respondents were shocked by the imagined content of the book, but later the meaning of life and death was transformed, as an example, the respondent depicted a family that was reborn into cats after death.

The families of the first experimental group were offered a healthy lifestyle, psychological explanations were given to children, and playtime was held, and when the psycho-drawing test was repeated and analysed, it was found that the degree of anxiety decreased, the drawings were meaningful and conscious, and children showed calmer behaviour.

In the control group, when the test was carried out, drawings without fairy tale therapy showed that almost similar results prevailed as with the first group, but more confused, with more aggressive colours. With the permission of the mothers, the topic of life and death was revealed in an interview with the children, without reading the relevant book, which showed a more aggressive nature of the second drawing, in the images drawn by the children, the theme was symbolic with symbols of war (tanks, weapons, etc.), unlike the experimental group. Recommendations were made to read the book *“The Secret of Life and Death”* by S. Roiz together with adults and to practice the “child in the future” practice on their own.)

Additional areas of psychocorrection for preschool children affected by war. Systemic psychocorrection of preschool children affected by war requires an integrated approach that combines elements of body-oriented, play, “art” and narrative therapy, as well as psychoeducation for parents. The multicomponent model helps to reduce anxiety, stabilise somatic symptoms and provide a resource environment for psycho-emotional regulation.

Play therapy as a basic form of corrective interaction. The game is the “child’s language” and allows you to “talk through” the trauma without direct verbalisation. It is recommended to use thematic plots

(“hero and shelter”, “peaceful city”), sensorimotor games with sand, water, kinetic sand, and creating a safe space to recreate a situation of loss or fear [24].

Art therapy practices. Images created by the child allow for a deeper identification of psycho-emotional symptoms [24]. It is advisable to use: a drawing on the topic “My day without anxiety”; creation of a “safety box” (an image or a real container with things-resources); collages “What keeps me going” – as a visual reinforcement of the feeling of security.

Narrative therapy: the “brave story” method. Transforming a child from a victim to a hero of his or her own narrative promotes subjectivity and control over events [26]. The practice includes: creating stories together with a psychologist or parents; tales with a metaphor for overcoming difficulties; formulating a positive ending to the story: “There will be light again after the war”.

Body-oriented techniques. Children often have psychosomatic manifestations: enuresis, stuttering, sleep disturbances. Effective methods:

- diaphragmatic breathing (“breathe like a bear”, “blow up a balloon”);
- relaxation exercises in the form of a game (“ant on the sand”); rhythmic movements to calm music or a drum beat [27].

The Emotional Suitcase Method. Suitable for children aged 4–6 years (Bengtsson & Rydell, 2020, [28]). Together with the child, you create a real or imaginary suitcase where emotions, fears, and memories are “folded”. This contributes to: emotional literacy; awareness of the inner state; safe expression of feelings through symbols and colours.

Family-oriented psychocorrection. Parents are the main mirror for a child in times of war [25]. Psychocorrectional work includes: psychoeducation of parents: “How not to transmit anxiety”, “How to answer questions about war”; joint safety rituals (reading therapeutic fairy tales, drawing family pictures); training in self-regulation techniques for parents themselves.

The comprehensive implementation of these methods contributes to the formation of internal support in the child, restoring his or her basic sense of security and laying the foundation for further psycho-emotional development in the post-traumatic reality [29].

### **Conclusions**

The comprehensive organisation of psychological and pedagogical assistance to preschool children from families of parents involved in the defence of the country from armed aggression and displaced persons in the current conditions of hostilities on the territory of Ukraine, the initialisation of current and effective approaches to address this issue on a large scale in our study showed and confirmed the relevance and need for a systematic decision at the state level to establish state centres for the provision of psychological assistance to children not only of preschool age but also of the.

Signs such as increased anxiety, poor appetite, outbursts of aggression, discussions of war events, deterioration of memory, attention, nightmares, panic attacks, decreased activity in communication, mentioning war in role-playing games and destructive behaviour of the child require immediate psychological assistance from a professional child psychologist in relation to preschool children.

In terms of psychological assistance, family counselling should include counselling parents on the prevention of psychological trauma and the creation of appropriate conditions for the child's environment. Follow the general advice of psychologists and social workers on how to overcome psychological crises and establish a normal life. Notes for parents, educators and psychologists on methods that can be used with children experiencing stress are presented in the work.

In addition to professional advice, it is recommended to promote healthy lifestyles, playful activity, national values, encouraging children to improve their health, and applying healthy approaches

to raising children with harmonious development of physical and spiritual qualities.

As an interesting idea, as a comparative analysis of our research and the results of the all-Ukrainian test "Questionnaire for women whose husbands are at war" [23], it is appropriate to send a request to the "Support the Child" team for the average statistical result of the colleagues' research and conduct further comparative analysis with the possibility of jointly continuing work in this area.

A comparative analysis of children who are internally displaced during wartime in other countries was not considered in our work, but can be used as an idea for further research.

**Acknowledgements.** None.

**Funding.** The author declares no financial support for the research, authorship, or publication of this article.

**Author contributions.** Andrii Donchak – 33.3 %, Mykhailo Donchak – 33.3 %, Mariia Cherkasova – 33.3 %. The authors approve this work and take responsibility for its integrity.

**Conflict of interest.** The author declares no conflict of interest.

**Institutional review board statement.** Not applicable.

### **REFERENCES**

1. Ukrainian Truth. (2023, October 28). How to talk to a child during war. *Life.pravda.com.ua*. Retrieved from: <https://life.pravda.com.ua/health/2022/10/28/251043/>
2. Voloshyn, P. V., Maruta, N. O., & others (Eds.). (2016). *Social-stress disorders (clinic, diagnosis, prevention)*. Kharkiv: Stokov D. V.
3. Center of Educational Literature. (2012). *Child psychology: A textbook*. Kyiv: Center of Educational Literature.
4. Tarasun, V. (2012). *Psychological and pedagogical support for pre-preschool children with developmental disabilities: Implementation directions*. Kyiv: Publishing House of National Pedagogical Dragomanov University.
5. Zhuk, T. V., Illyashenko, T. D., Kamenshchuk, T. D., Obukhivska, A. H., Yakymchuk, H. V. (2020). *Psychological and pedagogical principles of supporting children with special educational needs during social integration* (A. H. Obukhivska, T. D. Illyashenko, Eds.). Kyiv: Nika-Center.
6. Spock, B., Needlman, R. (2018). *Dr. Spock's baby and child care* (10th ed.). Gallery Books.
7. DECIDE. (2023, May 26). Project DECIDE partnership. Retrieved from: <https://www.together.decide.in.ua/>
8. DECIDE. (2023, May 26). DECIDE project: Psychologists' trainings. Retrieved from: <https://www.together.decide.in.ua/>

9. Gradus Research. (2022, May 10). Ukrainian children need psychological support. Retrieved from: <https://eo.gov.ua/ukrainiski-dity-potrebiut-psykholohichnoi-dopomohy/2022/05/10/>
10. Rohova, V. (2022, March 29). Letter of the Ministry of Education and Science No. 1/3737-22 on ensuring psychological support during martial law in Ukraine. Retrieved from: <https://mon.gov.ua/storage/app/media/poza-shkilna/2022/Vykhovna.robota/30.03.22/Lyst.MON-1.3737-22.vid.29.03.2022-ro.zabezp.psykholoh.suprovodu.uchasn.osv.protsesu.pdf>
11. Ministry of Education and Science of Ukraine. (n. d.). Information on psychological support during wartime. Retrieved from: [https://mon.gov.ua/...](https://mon.gov.ua/)
12. Ministry of Education and Science of Ukraine. (n. d.). Contacts for psychological support. Retrieved from: [https://mon.gov.ua/...](https://mon.gov.ua/)
13. Ministry of Education and Science of Ukraine. (n. d.). Informational comic for children. Retrieved from: [https://mon.gov.ua/...](https://mon.gov.ua/)
14. Cinema.in.ua. (n. d.). Useful for everyone: A series of social videos with psychologists' advice in Ukraine. Retrieved from: <https://www.cinema.in.ua/korysno-dlia-kozhnoho-tykl-rolykiv/>
15. Telegram Bots. (n. d.). Chatbots for support. Retrieved from: <https://t.me/pidtrumaidutuny>; [https://t.me/friend\\_first\\_aid\\_bot](https://t.me/friend_first_aid_bot)
16. How to help a child in stressful conditions – advice for teachers. (n. d.). Retrieved from: <https://bf.in.ua/war/iak-dopomohty-dytyni-v-umovakh-stresu-porady-dlia-vchytelia/>
17. Akulshyna, N. (n. d.). How to act if a child has seen something shocking and is scared. Retrieved from: <https://bf.in.ua/war/iak-diiaty-iakshcho-dytyna-pobachyla-shchos-shokuiuche-i-naliakana/>
18. Protsenko, I. (n. d.). Course on helping a child survive war. Retrieved from: <https://ukr-consulting.com/kurs-yak-dopomogti-ditini-perezhiti-vijnu>
19. Melnyk, L. A. (2015). *Psychosocial support for internally displaced children, their parents, and families with children from Eastern Ukraine: A manual for social practitioners*. Kyiv: Publishing House "Kalyta".
20. Ministry of Education and Science of Ukraine. (n. d.). Psycho-emotional support of educators: A light on the path to victory. Retrieved from: [https://mon.gov.ua/...](https://mon.gov.ua/)
21. Hordieieva, A. (2009). Anxiety of younger schoolchildren in the process of adapting to school: Ways and methods of psychocorrection. *Psykhologh*, 14, 1–24.
22. Roiz, S. (2021). *The mystery of life and death*. Lviv: Vydavnytstvo Staroho Leva.
23. Questionnaire for women whose husbands are currently at war. (n. d.). Retrieved from: [https://docs.google.com/forms/...](https://docs.google.com/forms/)
24. Malchiodi, C. A. (2015). *Creative interventions with traumatized children*. Guilford Press.
25. Perry, B. D., Szalavitz, M. (2021). *What happened to you? Conversations on trauma, resilience, and healing*. Flatiron Books.
26. White, M., Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W. W. Norton & Company.
27. Levine, P. A. (2018). *Trauma and memory: Brain and body in a search for the living past*. North Atlantic Books.
28. Bengtsson, B., Rydell, A. (2020). *Working with trauma in preschool-aged children: The emotional suitcase approach*. Lund University Press.
29. UNICEF. (2022). *Psychosocial support for children in emergencies: Toolkit for educators*. Retrieved from: <https://www.unicef.org/>

**Організація психолого-педагогічної допомоги,  
напрями психокорекції для дітей дошкільного віку  
від наслідків війни**

**Андрій Дончак<sup>1</sup>, Михайло Дончак<sup>2</sup>, Марія Черкасова<sup>3</sup>**

<sup>1</sup> Кандидат психологічних наук, доцент кафедри тактики факультету управління діями підрозділів танкових військ Військового інституту танкових військ Національного технічного університету “Харківський політехнічний інститут”, Харків, Україна; завідувач кафедри педагогіки та психології факультету лінгвістики та перекладу Міжнародного гуманітарного університету, Одеса, Україна, 0636312955, donchak@ukr.net, ORCID: 0000-0001-5115-6222

<sup>2</sup> Дитячий психолог – волонтер, вихователь, Одеса, Україна, 0933720527, misha.donchak@gmail.com, ORCID: 0009-0008-9925-2377

<sup>3</sup> Старша юристка юридичної компанії “Мережа права” (м. Одеса), фахівчиня з навчання та підвищення кваліфікації персоналу, спеціалістка у сфері внутрішньокорпоративного навчання (L&D); студентка магістерської програми з клінічної психології та реабілітації Державного закладу “Південноукраїнський національний педагогічний університет імені К. Д. Ушинського”, кафедра клінічної психології та психічного здоров’я, Одеса, Україна, 0933720528, cherkasovamary01@gmail.com, ORCID: 0009-0003-6614-9967

**Анотація.** Війна є одним з найтрагічніших явищ у людській діяльності, вона ставить під загрозу існування дитинства. Трагічні наслідки війни змушують надавати більше уваги психологічному стану у сім’ї, а в більшій частині випадків батьки одноосібно виховують дітей в складних умовах, особливо в питаннях виховання виникають складнощі у переміщених осіб та в сім’ях, в яких батьки захищають Україну від російських окупантів.

Стаття присвячена аналізу сучасних напрямів надання психологічної допомоги дітям.

Діти дошкільного віку, в сім’ї яких батько (мати) перебувають на війні, і переміщених осіб є найбільш уразливими від впливу наслідків війни. Травматичні події унаслідок війни можуть викликати у дітей різні поведінкові особливості, що потребує психолого-педагогічної допомоги. Тема смерті є актуальною за обраною нами тематикою, унаслідок бойових дій гинуть захисники і захисниці України, мирне населення на окупованих територіях, де залишилися діти віком від чотирьох років, тому найбільшою подією, яка травмує, стає те, коли дитина в дошкільному віці усвідомлює загибель свого друга- чи подружки-ровесника, батьків. Пропонується розгляд сучасної наукової літератури щодо психологічної допомоги дітям та рекомендації батькам стосовно подолання різних негативних психологічних станів унаслідок бойових дій (війни). Розглянуто напрям психокорекції як модернізований інструментарій, такий як казкотерапія для психологічного осмислення дитиною старшого шкільного віку поняття смерті та життя.

Додаткові напрями психокорекції для дітей дошкільного віку, які зазнали наслідків війни, потребують інтегрованого підходу, що поєднує елементи тілесно-орієнтованої, ігрової, “арт” і наративної терапії, а також психоедукації для батьків. Комплексне впровадження зазначених підходів сприяє формуванню внутрішньої опори у дитини, відновленню її базового відчуття безпеки та закладає фундамент для подальшого психоемоційного розвитку в умовах посттравматичної реальності.

Результати дослідження доводять важливу роль у нормалізації психічного здоров’я дітей дошкільного віку їхніх батьків у сучасних умовах війни та запобігання виниканню посттравматичних подій після її завершення на рівні сім’ї та держави.

**Ключові слова:** діти війни, психосоціальна допомога, психолого-педагогічна допомога, стрес, посттравматичний синдром, тривожність, психосоматичні порушення, смерть, травматичний досвід, психокорекція, казкотерапія.