

Велика кількість прикладів з текстів Й. Рота і українських письменників не тільки ілюструє певні типологічні відповідності в персонажній, фабульно-сюжетній і поведінкових структурах, у багатьох оцінно-образних парадигмах, а й водночас аргументують концептуально-ідеологічне розходження митців-сучасників, які художньо втілили свої візії образу світу з погляду “втраченого покоління” 20-х років ХХ століття. Однотипна екзистенційна ситуація, заломлюючись у різних соціокультурних середовищах, дає своєрідні мистецькі явища – співвідосні і разом з тим самодостатні в контексті міжлітературної рецепції.

З цього погляду в міжлітературній рецепції письменників, які творили в період першої світової війни, або моделювали післявоєнну дійсність за різними світоглядно-естетичними орієнтирами, у фікціоналізації світу домінували в різний час то Роман Купчинський, то Мирослав Ірчан, то Йозеф Рот, то Богдан Лепкий.

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*Довбуш Ольга Іллівна*

*кандидат філологічних наук, доцент,*

*Тернопільський національний педагогічний університет імені Володимира Гнатюка*

#### **LITERATURE AS THERAPY: HEALING WAR-RELATED WOUNDS THROUGH BOOKS**

Bibliotherapy, the therapeutic use of literature, has long been recognized for its ability to support emotional well-being, develop resilience, and address psychological challenges. As a modality of expressive arts therapies, it employs the planned use of

literature as a tool for emotional and psychological support. Introduced by Samuel Crothers in 1916, the practice has since evolved into a therapeutic method that encourages awareness and facilitates the processing of emotions, cognitive challenges, and interpersonal struggles.

The fundamental concept of bibliotherapy is grounded in the transformative power of stories. As Martinec et al. (2022) highlight, “A literary text is a unique combination of form (lexis) and content (logos), as well as structure and meaning, experience and expression, and a reflection of the value system in a particular socio-cultural context” [3, p. 88]. Literature provides a safe space for individuals to explore their emotions, find solace in shared experiences, and gain perspective on their struggles. By engaging with characters who face and overcome adversity, readers can process their own fears, grief, and anxieties, while cultivating hope and faith in better tomorrows. Moreover, books serve as a cultural anchor, preserving identity and memory, which are often threatened during wartime. Stories not only entertain but also offer a sense of belonging, fostering connections between individuals and their communities.

Developmental bibliotherapy, a specific application within educational settings, emphasizes personal growth and mental health maintenance. Selecting age-appropriate literature allows individuals, particularly children and adolescents, to confront and work through challenges. The goals of bibliotherapy include enhancing self-awareness, encouraging positive thinking, managing overwhelming emotions, and nurturing creativity.

Nick Canty outlines the therapeutic process through three key stages: **identification/involvement**, when readers identify with characters or scenarios similar to their own experiences, enabling emotional engagement; **catharsis**, when an emotional release occurs as readers process these connections, allowing for a renewal of feelings; **insight**, when reflection on the narrative’s resolutions helps readers devise strategies to address their own issues. Through these stages, bibliotherapy creates a structured pathway for emotional healing, providing not only solace but actionable strategies for personal growth [2].

A compelling resource that exemplifies bibliotherapy in practice is *The Novel Cure: from Abandonment to Zestlessness* by Ella Berthoud and Susan Elderkin. Designed as a “medical dictionary” for the human psyche, the book suggests literary “prescriptions” for various emotional states and challenges, offering unique insights into the healing potential of stories.

For feelings of **loneliness**, Berthoud and Elderkin recommend Mary Shelley’s *Frankenstein*, a novel deeply rooted in themes of isolation and the quest for belonging. Shelley’s monster, rejected by society and yearning for connection, mirrors the struggles of those facing solitude. The authors poignantly observe, “You need never be lonely with a roomful of novels – or even just the one you’d take with you to a desert island... Be sure to have prepopulated your brain with plenty of characters, ideas, and interesting conversations, gathered from fiction, to ensure your interior world can always be relied upon to keep you company” [1, p. 218]. Similarly, J.D. Salinger’s *The Catcher in the Rye* resonates with readers navigating alienation. Holden Caulfield’s introspective journey offers solace and relatability, providing companionship in moments of disconnection.

Don DeLillo's *White Noise* addresses the **fear of death** surrounding mortality with a blend of humor and profundity. The protagonist, Jack Gladney, confronts his anxiety through philosophical musings and quotidian acts, illustrating the myriad ways humans grapple with the unknown. As DeLillo writes, "An awareness of death is what sets us apart from animals. And how we choose to deal with it... is something that sets us apart from one another" [1, p. 101].

Jean Giono's *The Man Who Planted Trees* serves as a quiet remedy for modern **stress**. The story of a shepherd who transforms barren land through consistent, simple actions underscores the therapeutic power of patience and purpose. Berthoud and Elderkin emphasize, "It's not the results of his labors that brings tranquillity of mind to the shepherd. It's the labor itself – the walking, digging, planting, watching, and waiting" [1, p. 344].

Ray Bradbury's *Fahrenheit 451* reflects the quest for **happiness** in a society devoid of depth. Through Montag's awakening to the transformative power of books, the novel critiques a culture consumed by shallow entertainment, highlighting the emotional void it creates. Bradbury's message resonates profoundly: "Live to the full not by seeking happiness, but by embracing knowledge, literature, truth, and feeling of every sort" [1, p. 172].

Bibliotherapy is more than a therapeutic technique; it is a bridge between human experience and healing, offering pathways for emotional growth, resilience, and recovery. For educators, it provides a means to support students in navigating the complexities of their inner worlds while also addressing the broader psychological impacts of societal crises such as war. In Ukraine, where the scars of conflict are deep, bibliotherapy can serve as a lifeline, helping students and communities process their trauma and rebuild their futures. Guided by resources like *The Novel Cure: from Abandonment to Zestlessness*, which allows adaptation for local contexts, including the addition of Ukrainian authors and culturally relevant recommendations, translating such a book into Ukrainian would provide invaluable support, using the power of stories to mend the wounds of war and nurture hope.

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