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ART THERAPEUTIC TECHNOLOGIES IN THE FORMATION SUCCESSFUL PERSONALITY OF A PUPIL OF SENIOR CLASSES

АРТ-ТЕРАПЕВТИЧНІ ТЕХНОЛОГІЇ У ФОРМУВАННІ УСПІШНОЇ ОСОБИСТОСТІ УЧНЯ СТАРШИХ КЛАСІВ

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Abstract. *The article is dedicated to the problem of art technologies that are introduced into the educational process of educational institutions. The author emphasized the indications for art therapy work with senior school pupils, the educational potential of theater technology, and specified the features of painting therapy. The research established the indisputable effectiveness of art technologies in forming a successful personality of the pupil.*

Keywords: *art therapy, successfulness, senior school pupil, forum-theatre, event, thematic painting.*

Introduction.

In the conditions of globalization, the importance of individual competitiveness, its effectiveness in ways of self-expression and social adaptation, and its effectiveness in professional activity is increasing, therefore, in our time, the formation of a successful personality of a pupil of senior classes is becoming especially relevant. The necessity to formation of a successful personality of a pupil of senior classes is due to the socio-psychological features of senior school age: deepening relationships with peers and adults, strengthening the necessity to be significant and striving for self-esteem, self-knowledge, self-determination, growth in social activity and independence in views and actions. At the same time, preparing for entering adulthood, senior school pupils should be able to find resources for it, maintain a balance between the external and internal world, and project their own success in life. Currently, those pedagogical technologies aimed at forming the experience of life and social successfulness of



senior school pupils, in particular, art technologies or art therapy technologies, are gaining special relevance in the educational process of general secondary education institutions.

Main text.

Art therapy has a high positive emotional charge and is focused on the emotional and figurative experiences of the individual, therefore it is aimed at solving the tasks of the pupil's artistic development, facilitating the learning process, intellectual and spiritual activity. Modern researchers [2; 4; 5] emphasize that art therapy practices contribute to the preservation of the integrity of the individual, as they are able to combine intellectual and artistic perception of the world, attract pupils to spiritual values, and assist the adaptation of the individual, the development of all his senses, as well as attention and intuition. We agree with the scientific position of American researchers, according to them «art therapy relies heavily on creative, symbolic self-expression as a method of engaging and objectifying less conscious cognition, emotion and memories, and in this way makes it easier for a person to «see» and eventually put words to psychic processes that are not otherwise readily attainable» [3].

Scientists [1; 2; 5] consider the special «softness» of psych corrective techniques and influences and the absence of restrictions in their application as considerable advantages. Art therapy combines active and passive, teaches to think and feel at the same time, to balance emotions and thinking, that is, it uses powerful therapeutic mechanisms and affects the physical, mental and spiritual dimensions of the personality, which creates conditions for deep reflection and self-discovery. «Art therapists plan sessions to achieve therapeutic goals and objectives by selecting suitable materials and interventions for their clients. They engage in creative processes to support their patients' growth to increase insight, decrease stress, heal trauma, increase cognitive, memory, and neurosensory capacities, improve interpersonal relationships and achieve a sense of self-fulfillment» [4].

In a modern institution of general secondary education, art therapy work with senior school pupils has many indications: low self-esteem of individual pupils, their increased anxiety, manifestations of aggressiveness and violence in the form of



mobbing and bullying, cyber-bullying in particular, conflicts in teenage groups and rejection of individual pupils among peers, the impossibility of building productive relationships with older people, misunderstandings in the family environment, fears and obsessive thoughts, depression, etc. Thus «art therapy is fundamentally about experiencing, expressing and emotionally structuring patterns of feelings, thoughts and reactions through the art medium» [1], the introduction of art technologies into the educational process of general secondary education institutions creates favorable conditions for mutual trust, goodwill, free emotional contacts, freedom in creative self-realization, contributes to the prevention of aggression and violence in the adolescent environment through the development of pupils' emotional intelligence, behavioral flexibility, reflexivity, tolerance, the formation of effective communication skills, and the stimulation of pupils' participation in socially significant activities.

The implementation of art technologies in experimental institutions of general secondary education of the laboratory of physical development and healthy lifestyle is carried out within the experimental and practical stage of the research «Formation of life successfullness of senior school pupils in post-war reality». The research covered 310 high school pupils from 6 regions of Ukraine – Kyiv, Sumy, Cherkasy, Kharkiv, Dnipropetrovsk and Ternopil regions and the Kyiv City.

One of the most effective art technologies in the practice of forming a successful personality of a senior school pupil is a theater technology. This is due to the great educational potential of the theater, its powerful influence on the growing personality. The school theater creates conditions for the creative initiative of pupils, experiencing the entire spectrum of emotions, building a constructive dialogue with peers, gaining experience in social activity, public performances, which contributes to the formation of acting skills, adequate self-esteem, understanding and appropriation of socially significant norms and values. The forum-theater is especially relevant.

During the performance of the forum-theatre, everyone can participate in it. The moderator, who conducts the play, acquaints the audience with the problem to which it is dedicated. The actors act out the situation and stop it at the peak of the conflict, at the peak of maximum intensity. At the same time, the moderator must clarify whether



the audience is aware of who is suffering from oppression and who is the oppressor. Forum-theater offers intervention in the scenes to change the story lines of the script and involves the active search by the pupils themselves for opportunities to improve the situation in which the main character finds himself. As a rule, the material of the play corresponds to real events from the life of teenagers and helps to form one's attitude to the event or hero and to acquire the skills of finding ways out of a crisis.

The performance of the forum-theatre «Per aspera ad astra» is aimed at a joint search for a solution to the problem associated with reaching a compromise in family communication and business relations. The task of the play is to promote the development of caring, critical and creative thinking of pupils, their social activity, initiative, responsibility, discipline, purposefulness, creativity. With the help of the performance, pupils learn to formulate and present their own position regarding a certain event, phenomenon (for example, a teenager's loss of trust in parents, choosing risky behavior models), optimize relationships with peers and adults, avoid conflicts and resolve them constructively.

Theatrical games are actively used during the preparation and holding of various events. Popularity of events among senior school pupils is related to the positive perception of events that, with their emotionality, disrupt the usual routine course of the educational process, give students the opportunity to draw attention to themselves and have fun. Flash mob «Transmit assertiveness!» popularizes assertiveness as a «fashionable» personal characteristic and behavioral strategy for a modern pupil. The tasks of the flash mob are to develop the social and civic competences of pupils. The performance «Your opinion is important» focuses pupils' attention on the urgency of the problem of overcoming aggressiveness and indifference in relationships, countering and preventing various forms of violence, bullying in particular, in the educational environment.

Painting therapy deserves special attention. «Overall, art painting therapy permits pupils to express themselves in a manner acceptable to the inside and outside culture, thereby diminishing depressed and anxiety symptoms» [2]. The painting studio, created on the basis of an educational institution, unites pupils who may have different



levels of drawing abilities, or none at all, but the most important thing for these pupils is the desire for creative self-expression, emotional relaxation, the release of positive energy, the discovery of hidden talents, freedom from fears and barriers, overcoming insecurity and apathy, increasing self-esteem, getting closer to other people, finding like-minded people and a deeper understanding of one's nature. «Painting therapy can be divided into two forms: free painting and theme painting. Free painting means that pupils can draw the patterns they want at will without any subject restrictions. Theme painting refers to the pupil's painting according to the theme provided by the therapist to achieve a specific therapeutic purpose» [5].

In experimental institutions of general secondary education, thematic painting is devoted to drawings of works of Ukrainian folk art and works of art of Ukrainian classical literature (images of Mavka, Kateryna, Marusa Churai, Cossack Mamai, Taras Bulba, Hetman Bohdan Khmelnytskyi), creation of collages of scenes from favorite works of pupils, as well the so-called spatial pencil – drawing the image of a hero according to his characteristics and the technique of performing a picture – a scene from a famous work by numbers (puzzles) became widespread.

Conclusions.

Therefore, the introduction of art technologies into the practice of forming a successful personality of a senior school pupil not only contributes to the development of the creativity of pupils, the disclosure of their creative potential, the harmonization of their inner world, their awareness of their own needs and contradictions, but also provides pupils with the opportunity to gain experience in life and social successfulness.

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Abstract. Стаття присвячена проблемі арт-технологій, які впроваджуються в освітній процес закладів освіти. Авторкою акцентовано увагу на показаннях до арт-терапевтичної роботи з учнями старших класів, виховному потенціалі театральної технології та зазначено особливості терапії живописом. У дослідженні констатовано беззаперечну ефективність арт-технологій у формуванні успішної особистості учня.

Keywords: арт-терапія, успішність, старшокласник, форум-театр, івент, тематичний живопис.

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