



DIAGNOSTIC-CORRECTIVE METHODS OF WORKING WITH CHILDREN USING METAPHORICAL ASSOCIATION CARDS

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Abstract. The article examines the methodology of using metaphorical associative maps as a tool for diagnosing and correcting psychological problems in children. An overview of modern studies confirming the effectiveness of this method in working with different age groups and categories of children is provided. The authors offer an author's methodology for using cards, an approximate scenario of work in the process of using associative-metaphorical «Wizard» cards, which demonstrate the positive dynamics of the psychological state of children after conducting corrective classes using metaphorical cards, is given.

Key words: children of preschool and primary school age, metaphorical associative maps, children, diagnosis, correction, development, emotions.

Introduction.

The relevance of the study is considered in terms of changes in the educational space and the needs of specialists in the latest innovative methods of working with the emotional, interpersonal and cognitive spheres of children with special educational needs. The analysis of practice proved that metaphorical associative cards are a unique projective method for working with various problems in children with special educational needs with the widest range of applications. Cards make it possible to bypass rational thinking, remove protection and internal resistance, create conditions for dialogue between the external and internal world of the child; help reconstruct the traumatic event, formulate and express it verbally.

Psychologists have been persistently interested in projective diagnostics for more than half a century. Various projective methods are widely used in the practice of personality research in all areas of modern psychology. Researchers are unanimous in the fact that the basis of projective methods is the eternal desire of the individual to interpret the phenomena and objects of the surrounding reality in relation to his desires, needs, feelings, intimate world. The first projective technique, that is, the one based on the corresponding theoretical concept – the psychological concept of projection, appeared in 1938. and belonged to the American psychologist G. Murray, the author of the well-known thematic apperception test (TAT). He considers projection as a natural tendency of people to act under the influence of their needs, interests, and the entire mental organization.

The origins of the projective technique should be sought in the studies of F. Galton, who studied the associative process. Later K. G. Jung turned to associations, which make it possible to actualize experiences – personality complexes. At the end of the 19th and the beginning of the 20th centuries, seeking to explore the imagination, A. Binet experimented with amorphous colored and monochrome ink spots that resembled people and various life events. The concept of projection (from the Latin *projectio* – throwing out) as a psychological concept appears for the first time in



psychoanalysis and belongs to Z. Freud (1894). The interpretation of this concept in psychoanalysis is related to the protective mechanisms of the «I». Projection (along with displacement, rationalization, sublimation and other defense mechanisms) was considered as one of the defense mechanisms. The existence of projection in its classical sense causes discussions in the scientific world and cannot be considered definitively proven.

Overview of the external environment.

The task of the research: to analyze the specifics of diagnosing children of preschool and primary school age, to demonstrate one of the methods that allows diagnosing, directing and leveling the development of a child at the early stages of its development with the help of associative-metaphorical cards.

Input data and methods.

Theoretical analysis of scientific works and their generalization are defined as research methods. In the process of analyzing the prerequisites for successful diagnosis of children, the works of Nelson J. M., Canivez G. L., Watkins M. W. Shkrebet N. were determined for our study. The «Magician» method is proposed in the study. The method can be used when working with children of senior preschool and junior school age, in particular, with special educational needs in determining personal characteristics, in the process of working with the self-image, during the analysis of needs and motives, research of the emotional and interpersonal sphere. for children senior preschool and junior school age.

Results of the research.

The formation of each personality begins in childhood. That is why, aware of the basic rights of every child to the free development of the personality, the right to education and equality, enshrined in the Constitution of Ukraine, we must understand that there is a need for new methods of influencing the modern child in order to meet the individual needs of each individual, taking into account everything the variety of its manifestations. The current legislation of Ukraine on preschool and primary education determines the legal, organizational and financial foundations of its functioning and development, which should ensure the unity of development, upbringing and education of the child, perform other socially significant functions in the modern conditions of the development of society, to be based on a combination of family and community education, achievements of domestic science, acquisitions of world pedagogical experience, to contribute to the formation of values, of a democratic legal society in Ukraine. Preschool education is a holistic process aimed at ensuring the versatile development of a preschool child in accordance with his aptitudes, inclinations, abilities, individual, mental and physical characteristics, cultural needs; the formation of moral standards in a child of preschool age, his acquisition of life social experience. Experience convincingly proves that for those specialists who already work in educational institutions, methodological readiness is an effective means of preparation for correctional work with children, in particular, with special educational needs. The content of such education should be the basics of correctional pedagogy and psychology, with certain methodological aspects. In particular, educators must be competent in the following matters:

- approaches of the state and society to the organization of education of children,



- in particular, with special educational needs;
- basic concepts of correctional pedagogy and special psychology;
- peculiarities and patterns of development of various categories of persons with psychophysical disabilities;
- complex psychological and pedagogical study of children;
- differentiated and individual mechanisms and methods of pre-school and junior high school remedial education and upbringing of each category of children;
- content and methods of working with families of pupils.

In order to implement inclusive education, educators must be able to:

- ✓ monitor the development of children who have difficulties in acquiring knowledge, various types of activities and competently assess the reasons for these difficulties;
- ✓ timely identify disorders in the child's development and participate in the implementation of the correct psychological and pedagogical support of children who need correction of psychophysical development;
- ✓ implement an individual and differentiated approach to pupils, in particular, with special educational needs;
- ✓ to form the child's readiness for positive joint interaction with peers who need correction of psychophysical development;
- ✓ work with parents to provide them with reliable information about the child.

The child's diagnostic procedure should be built as a situation of open cooperation, where the position of classic testing is inappropriate. After all, the test is a means of testing that separates the child and the psychologist/correctional teacher. At the same time, when the testing procedure is mandatory, the choice of tests should serve, first of all, as a reason for organizing cooperation with the child. In other words, the attitude to the test not as self-worth, but as one of the means of unfolding this or that typical situation of interaction with the child will determine the selection of methods used during the examination. At the same time, the tests themselves should be interesting, compact, portable and not rigid.

The last, most important requirement means that, at least at the beginning of the examination, such tests and methods are used, which, on the one hand, make it possible to immediately highlight the most diverse features of the child, and on the other hand, precisely because of their projective uncertainty, they do not allow the immediate formulation of narrow diagnoses, but at the same time, they provide grounds for hypotheses that should be further clarified. Under such a fundamentally non-rigid examination procedure, the specialist gradually develops a sufficiently multidimensional and vivid individual image of the child, not too abstracted from the specific features of his (the child's) personal experience and not too constrained by the conceptual schemes of professional diagnosis.

In addition, the qualitative picture of the inner world of the child, revealed during the examination, does not always require strict quantitative assessments, although it is based on knowledge (more precisely, on feeling) of the age norm in its individualized versions. The indicators observed during the examination of certain age and individual characteristics of the child's inner world are extremely diverse, and therefore, they cannot have an exhaustive description. At the same time, the individual fragments



observed in the motley mosaic of the inner world of the child at the next stage must be assembled into a single whole, describe this picture as adequately as possible, and then - in a general form, outline the steps that allow overcoming the recorded difficulties or disturbances in the child's development, in that including self-awareness.

During the organization of the diagnostic procedure, it is necessary to remember that:

– firstly, it is quite difficult for preschoolers and younger schoolchildren to perceive tasks of an abstract nature, taking into account the age-specific thinking;

– secondly, children demonstrate their abilities, personal qualities and other developmental features only if their participation in testing is stimulated in attractive ways (for example, receiving an incentive or reward). Therefore, in most cases, diagnosis of the structural components of self-awareness should be offered to children in an individual form (including playful methods of interaction) and with the use of visual stimulus material;

– thirdly, the tasks offered to children should be such as to maintain the child's interest in their content throughout the diagnosis period. It should be taken into account that the inconsistency of involuntary attention and increased fatigue of children can be caused by psychogenic factors, which means that test tasks should not be long and very time-consuming. If the child is prone to quick fatigue, his attention is often distracted, then it is necessary to distract him from the task, switch to another type of (less active) activity and only after some time return to the completion of unfinished tasks.

The main feature and specificity of projective methods are the individuality, ambiguity, and uncertainty of the stimuli used. This feature of the stimulus is considered a necessary condition for the implementation of the projection process. Recognizing the importance of the degree of structuring of the stimulating material, it is necessary to dwell on the debatable issues that arise in connection with the study of the role of the stimulus in projective methods.

Perception cannot be solely related to the stimulus. In the development and use of projective methods, especially in the early stages, it was considered that unstructured stimuli contribute to the greatest degree of manifestation of the individual in perception. The less structured the stimulus, the brighter the personality is revealed in the process of its interpretation. This understanding of the designed process can be seen even today. Thus, certain stimuli cause specific accompanying reactions in the individual. However, we cannot assert which properties of the stimulus determine certain reactions in the individual: there is a dependence between the responses and the properties of the stimulus, which cannot be ignored.

Metaphorical associative cards are a unique projective technique for working with various issues both individually and in a group setting with the widest range of applications from psychotherapy to family play, psychodiagnostics and psychocorrection. The main advantage of metaphorical association cards is ease of use and safety for the individual, which reduce his internal resistance. The playful form of work also encourages the reduction of internal tension. The card serves as a push into the world of imagination, allows you to create a safe ecological field for dialogue between the external and internal world of the individual. From the inner field of this fantastic reality, a person can see the external from a different angle and rethink it.



Verbalizing the event is therapy, the cards provide an opportunity to safely talk about what is hidden. Reaching the metaphorical level of understanding events allows you to «immerse» them in other words. New words make it possible to see these events in a different way. A «new» look leads to a different decision. The reconstruction of psychotraumatic events on the cards allows you to avoid additional retraumatization of the personality, starts its internal self-healing processes, creates a safe context for finding and modeling a solution, finding your own unique way out of the crisis.

Metaphorical associative cards have the advantages of projective methods and significantly expand the therapeutic arsenal of a psychologist or psychotherapist. The cards make it possible to get a complete picture of one's own «I» personality, to realize current experiences and needs. The range of use of metaphorical associative cards as a projective stimulus material in both group and individual work with children with special educational needs is huge.

In our work, during the diagnostic and corrective work of children of preschool and primary school age, we use the projective method «Magician».

The method can be used when working with children of senior preschool and junior school age, in particular, with special educational needs. The goal is: determination of personal characteristics, work with the image of «I», analysis of needs and motives, research of the emotional and interpersonal sphere.

As mentioned in the previous descriptions of projective methods, there is no list of standard questions, the child himself and his answers are the guide for the conversation. The proposed techniques are indicative, the techniques can be changed, supplemented, varied both at the beginning of work (depending on the goal) and during work with them.

We offer several variants of the method. In the first option, an illustration of the Wizard is required for the test (we offer an illustration of the character in the appendix). In the second option, you can also use the Wizard's house to conduct the test (the appendix offers an approximate image of the Wizard's pantry). The proposed illustration can be supplemented, or you can draw your own together with the child.

Instructions (approximate): «I have prepared for you an unusual journey-story to a magical fairy-tale city. We will get to know the main Magician of the fairy-tale city and his pantry, with all the residents who associate with him. So, let's start.

...Beyond a clean-clean field, behind a sleepy-sleepy forest, behind a distant road, behind a sugar mountain, there is a fairy-tale city...Oh, if you could, by my wish and your command, suddenly find yourself in it. You would even open your mouth in surprise! The houses here are all chocolate. Roofs are made of lollipops. Every house has pretzel windows. And sugar cocks are spinning on the pointed city towers made of cookies. All the wonders of the Fairy Tale City cannot be enumerated! First of all, here in a high, very high tower, under a talking clock, in a small room behind a multi-colored window lives the most educated Wizard in the whole white world. He graduated from the Academy of All Magical Sciences with a chocolate medal. Secondly, in the fairy-tale city lives the most cheerful in the whole white world, the Hare-Piper. A joker and a laugher. He knows how to laugh so joyfully and cheerfully that everyone-everyone-everyone around suddenly starts laughing too! Cat-Green-Glasses lives here and many, many other inhabitants of the Fairytale City...»



The instruction may vary depending on the purpose being studied. The proposed questions are indicative. For example, it can be a description of the qualities of the Magician, his activities, characteristics (Tell me, please, what kind of Magician is he? Is he kind or vice versa? Where does he live and what does he do? Who are his friends? Are there enemies? Who does the Magician love and with whom does he live What does he like to do and why? What does he want to do and what does he not want to do? It is important to conduct a dialogue, taking into account the answers of the child himself, clarifying the comments of the child himself. Note that during the implementation of the technique, the child can independently add details to the proposed illustration or, on the contrary, completely change the plot. Thus, it is important to add to the process, in addition to the suggested illustrations, blank sheets of paper and colored or simple pencils (picture 1,2).



Picture 1,2. Approximate image of the Wizard and his pantry

Closing and conclusions.

Without any doubt, the competence of the teacher is one of the conditions for the effectiveness of education. The results of research by scientists prove that the mental, emotional and social development of children, in particular, with special educational needs, primarily depends on a positive attitude towards them, their understanding and acceptance by teachers, parents and children.

A favorable social and developmental environment is one of the initial conditions for solving the problems of inclusive education. However, it should be remembered that its effectiveness depends on many conditions, the main one of which is the methodical support of the teacher.



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