

## ART THERAPY AS A MEANS OF CREATIVE DEVELOPMENT POTENTIAL OF YOUNG SCHOOL CHILDREN

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**Annotation.** The article deals with the problem of the use of psychotherapy in working with children of primary school age that is relevant for modern psychology and the issues of using techniques and exercises of art therapy for the development of creative abilities. Examples of teaching methods aimed at the development of creative abilities are given.

**Key words:** art therapy, primary school age, psychotherapy, art pedagogy, development of creative abilities.

At present, in the school of the future, that is, the school of new standards, there are a number of problems of the past, for example, such as the problem of developing the creative abilities of students of primary school age. This problem has been dealt with for a long time, and it is one of the most important general scientific problems studied at the philosophical, cultural, pedagogical, and psychological levels.

A significant contribution to the study of the problem of creativity was made by both domestic (Epiphany DB, Gnatko N.V., Druzhinin V.N.) and foreign researchers (De Bono, Gilford J., Maslow A., Mednik S.) [ 6, p. 155].

At present, it is becoming apparent that the issue of developing the creative abilities of children concerns not only teachers, but also parents. After all, having the soil in the form of creative abilities, a child can become successful in the modern world, which is developing and does not stand still, reach heights and bring maximum benefit in future professional activities. That is why the task of the teacher to help the child lay this solid foundation for the future life of the child, to help the pupils find their place in life, to develop potential in the process of educational and creative activities.

If we talk about the current situation of modern elementary school in our country, it is worth noting that the main place in its activity is still occupied by the cognitive activity of schoolchildren, and not creative, although it has long been scientifically proven that it is the primary school age that is a sensitive period, that is the most favorable period of time for the development of skills in the life of the child.

It is also known that it is in primary school age that the psychological basis for creative activity is laid. Imagination, imagination, creative thinking develop, curiosity, activity, initiative are fostered, the ability to observe and analyze phenomena is formed, to compare and generalize facts, to draw conclusions.

One of the factors for the successful formation of creative abilities among younger students is the use of effective, pedagogically appropriate teaching technologies. One of these technologies is "art pedagogy" and its related component "art therapy".

Psychotherapeutic work with children of primary school age requires from the teacher not only delicacy and caution, but also the use of special working methods. Not all methods of psychotherapy that are suitable for an adult are equally good for a child. The child has a different type of perception and thinking, children are more emotional in nature and they are controlled not by the mind, but by feelings.

One of the safest methods is art therapy. Psychotherapeutic work of this kind has a positive effect not only on the emotional state of the child, but also contributes to the mental and creative development of the individual.

With regard to children and art - therapeutic effect has its own characteristics and nuances [3, p. 464]. Children are characterized by a flexible and receptive psyche, and although they express their emotions more openly than adults, it is often difficult to establish contact with them, they are embarrassed or begin to lock themselves in [5, p. 288]. Therefore, when practicing art therapy, it is necessary to follow some mandatory principles:

- the teacher needs to create a friendly, cozy atmosphere in which it will be comfortable even for the most closed and shy child;
- when selecting material and exercises, it is necessary to familiarize yourself with the age characteristics and interests of children;
- it is important to remember that the result of children's creativity at a given time reflects his psycho-emotional state, and if a child scribbled a sheet of paper with chaotic lines, this reflects the chaos in the child's soul, and the task of the teacher or psychologist is to help the child figure it out, and not allow a negative assessment of the result of children's creativity [1, p. 244];
- to encourage and praise any manifestation of creativity, trying to support each participant in the art therapy session, trying to find something important, significant, individual in any craft or drawing;
- organize classes in such a way that children have a positive, friendly and respectful attitude to the work of others;
- Prevent malicious criticism and ridicule from the children regarding the works of art therapy participants - children are often cruel.

Art therapy is considered as a combination of techniques based on the use of different types of art, and has the following forms:

- Isotherapy - exposure to the visual arts, or writing technique, calligraphy.
- Bibliotherapy - the impact of reading fiction, or composing poems, fairy tales, stories, plays.
- Imagothrapy - exposure through image, theatricalization.
- Music therapy - impact through the perception of music, its energy and vibration.
- Vocal therapy - exposure to singing.
- Kinesitherapy - exposure to movement [2, p. 45].

Art technology is the training of intellectual activity by means of artistic creativity. After practicing art therapy, it becomes easier for children to understand and perceive different types of art (music, theater, painting, literature). The main objective of the application of art therapy techniques is to help in the development of complex educational material, that is, art therapy and art acts here as a means of cognition, and not the ultimate goal. Solving the cognitive task, the student fully or partially chooses how to fulfill his role in accordance with certain rules of the game. At the same time, he still has enough degrees of freedom to improvise, invent, choose, guess, predict, that is, he can fully realize his creative potential.

At the moment, three options for art lessons have been clearly identified:

- built on one form of art;
- the inclusion of elements of art as a means of teacher activity;
- the inclusion of elements of art as a way of children's activity. [2, p. 48]. The choice of option determines the structure of the art lesson. Examples of art lessons: a theatrical lesson, a lesson in simulation modeling, a lesson in the dialogue of cultures, correspondence travels, lessons in subject drawing, educational games, a lesson in a play, a lesson in concert, a lesson in carnival.

The organization's theatrical lesson can become a performance lesson, fairy tale, carnival, excursion, concert, and requires students to make serious efforts to work with educational literature (to learn a poem, song, role), additional sources of information (search for musical accompaniment, scenery), which promotes the development of interest in learning, creative independence.

Lessons for the use of isotherapy become favorite for younger students. Children are happy to draw, sculpt, design, create collective panels, paintings, maps. For art-therapeutic work, it is necessary to have a wide selection of various visual materials (pencils, paints, crayons, felt-tip pens, plasticine, etc.) and scenarios (that is, tasks set before starting work, for example, you can draw a route from home to school). You can also invite children to come up with a game with this type of art, for example, you can draw a "treasure map", at the same time, at each stage, performing an action associated with this type of art therapy. The student should be given the opportunity to choose one or another material and means for fine work [4, p. 115]. It is worth noting that in working with art therapy, not only classical materials can be used, but also various cones, branches, stones, leaves, flowers, tree bark, coals, chalk (for example, for drawing), etc. Children especially like drawing in non-traditional ways (fingers, palms, sponge, splashes), this helps the child to better understand the world around him, because with the help of such drawings children express their emotions, personality,

creativity and creativity. Clay, dough, sand and other plastic materials have significant potential for expressing creativity.

Classes of this kind allow you to develop a sense of beauty in your child, form a taste for art and creative activity, cultivate industriousness, develop fine motor skills of hands, attention, memory [3, p. 467].

The most important thing, in my opinion, is that every little artist creates his own unique masterpiece, enjoys it. Giving the child to feel and try everything himself, we are expanding the boundaries of his knowledge, creative horizons. After all, a child stained with paint is easy to wash with soap and water, and a suppressed desire to create may never return.

Classes on fairy-tale therapy give a positive effect; it consists in the fact that the child himself can come up with the plot of a fairy tale and the development of events, the fate of his beloved hero. In addition to the positive creative impact, fairy tale therapy has a positive effect on the emotional state of students.

Kinesitherapy is based on the connection of music and movement. The ability of music to capture its rhythm, stimulate and regulate the movements of the human body makes it an indispensable component of different types of kinesitherapy. Children willingly master this type of art therapeutic practice, show interest and initiative in staging dance and various numbers, thereby showing their creative potential.

The most important thing is to let the child feel the situation of success [7, p. 456]. If a child receives encouragement and approval from peers and a teacher when performing a particular art therapy technique, namely when expressing their emotions, fears, feelings, presenting their unique drawings, crafts, dance or fairy tales, then success will come to him in communication, and interaction with the world will become more constructive and enjoyable, as the child will learn not only to express his feelings, but also to understand the feelings of the people around him.

Conducting lessons using art technology is a powerful incentive in training and education. The use of art technologies makes it possible to expand and deepen the level of cognitive activity, to awaken in students a desire for in-depth study of educational material, to develop students' creative abilities. It is one of the technologies that improves the quality of the educational and educational process. A proof of this is the high activity of students in participating in various competitions, projects, intellectual games and subject Olympiads. To maintain interest, you can arrange various creative competitions for children and hold events dedicated to any events and holidays.

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