

# Pedagogical approach to the development of art therapy – a review

## Authors' Contribution:

- A Study Design
- B Data Collection
- C Statistical Analysis
- D Manuscript Preparation
- E Funds Collection

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## Abstract

### Background and Study Aim:

Art therapy is seen as a form of psychotherapy and rehabilitation technology with the help of visual art. At the same time, art therapy is developing in the field of education and implements educational, developmental, diagnostic, corrective and socializing functions. The aim is to highlight the pedagogical component of the use of art therapy, to show the forms of non-verbal communication in art therapy.

### Material and Methods:

It was analysed the researches between the years 2000-2019. We used such criteria as where art therapy is considered as a psychological and pedagogical technology; where it was mentioned about metaphor as a means of nonverbal communication.

### Review Results:

The first category discloses the main components of art therapy. It is covered such categories: art – as a means of non-verbal communication, through which emotions and conflict situations of a person are expressed; and metaphorical image of figure of speech, which explain what is drawn. Features of art pedagogy that are directly related to the pedagogical process are presented. The professional-pedagogical component of art therapy and art pedagogy in particular is characterized.

### Conclusions:

The use of pedagogical knowledge, skills and abilities within the art have a strong potential for creative expression of the individual, enrich communication skills, contribute to the preservation of the mental health of the individual, as well as the development of theory and practice of personality-oriented education.

### Keywords:

communication • development • health • metaphor • innovative agonology • non-verbal communication • transference • visual art

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**Communication** is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, semiotic rules [1].

**Expression** is an increasing of expressiveness [3].

**Transference** is a theoretical phenomenon characterized by unconscious projection of person's feelings; concerns feelings from a primary relationship during childhood.

**Counter-transference** is defined as redirection of a psychotherapist's feelings toward a client – or, more generally, as a therapist's emotional entanglement with a client.

**Metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

**Non-verbal communication** is the process of sending and receiving messages without using words, either spoken or written.

## INTRODUCTION

Today, society is faced with the task of forming a person as a unique holistic creative personality, capable of making responsible choices in different situations in life, seeking the maximum realization of his /her abilities, realizing the responsibility for his /her own health and the health of others. That is why it makes sense to turn to the best experience of using art therapy as a special technology that provides an individual approach to each person, corrects and forms a valuable attitude to himself /herself and the world around, helps not only the sick, but also a healthy person to deal with his /her own problems, restore emotional balance.

The evolution of the concept of “art therapy” reflects the processes of implementation of such areas of science as medicine, sociology and pedagogy. The basis is the fine (visual) art, the use of elements of which allows a person to show his /her inner world (to manifest the deep unconscious). Artistic activities are related to the effect of factors of expression, communication and socialization [1, 2]. These concepts underlie the modern definition of art therapy [3].

There is currently no single accepted definition of “art therapy”. If we consider this concept from the standpoint of the genesis of its word-formation, “art therapy” consists of two words: “art” and “therapy”. “Art” comes from the Lat. *artista* – an educated, Master of Arts, that is a person who has chosen the profession of publicly performing works of various kinds of art. “Therapy” – from the Greek. *therapeia* – treatment – a section of medicine that studies internal diseases, examines methods of their treatment and prevention. Translating literally from English the term “art therapy” (from English *art therapy* letters. – therapy with art) explains the ways and technologies of human rehabilitation by means of art and visual activity [4]; the use of the means of art for the transmission of feelings and other manifestations of the human psyche in order to change the structure of his /her worldview [5]. That is, the emphasis is placed on the use of the visual arts above all: painting, graphics, sculpture, design or such forms of creativity in which visual communication plays a leading role (cinematography, video art, performance).

Today, the development of art therapy is mainly practiced by psychiatrists, psychotherapists and practicing psychologists who use the elements of art therapy in preventive and correctional work.

It is the symbolism of the objects of artistic creativity, as Kiseliova thinks, that facilitates the manifestation of transference, counter-transfer and communication between the client and the art therapist [6]. Kozigora [7] shares this opinion too. The author says that art therapy helps to cope with their psychological problems as well, to train their cognitive skills; express a wide range of experiences, restore emotional equilibrium.

It should be noted that art therapy is also rapidly developing in the field of education, in particular it has become a part of the pedagogical process in educational institutions, rehabilitation centers, special educational institutions. Realizing educational, developmental, diagnostic, correction and socializing functions, art therapy exerts therapeutic and corrective influence on the psychophysical state of the individual, creates a dynamic and harmonious interaction of the subjects and objects of the educational process [8]. In addition, it is necessary to mention that some attention is paid to art pedagogy as a new pedagogical area of art therapy. Some scholars (Voznesenska [9], Derkach [10], Kolupaeva and Savchuk 11]) define art pedagogy as an innovative health-saving technology of personally-oriented learning and upbringing. Kurliand [12] – the technology of creating personally-oriented situations and the concept of pedagogy of freedom and pedagogical support. Kopytin [13] and Firasova [14] is called the pedagogical area (direction) of art therapy “emotional upbringing”, “emotional education”.

The aim of this article is to highlight the pedagogical component of the use of art therapy, to show the forms of non-verbal communication in art therapy.

## MATERIAL AND METHODS

Analyzed scientific articles (80) from journals included in the database of Google Scholar, official websites of Ukrainian Universities with open access, full-text, published from 2000 to 2019, Ukrainian or English language. These articles were classified according to the following groups: which deals with the usage of art symbolism and metaphor in art-therapy (Category 1); pedagogical component of art therapy (Category 2).

### Research design

To find information we used a quantitative approach. *Search criteria*. For online articles were used such keywords as ‘art therapy’, ‘art

symbolism', 'metaphor art', 'art psychology', 'universal design', 'pedagogical education', 'principles of art therapy', 'future teachers' education'. The initial, exploratory searches were conducted and yielded thousands of results. But for search we use the following criteria: (i) where term "art therapy" is in the title and in the keywords; (ii) articles in which art therapy is considered as a psychological and pedagogical technology; (iii) articles that mention metaphor as a means of nonverbal communication between art-therapist and a client. *Data analysis.* Journals were selected that cover issues of art therapy development and the problems of education in general and peculiarities of future teachers' education at high pedagogical universities. The total number of analyzed articles is 80, 42 of which are included in our study.

## REVIEW RESULTS

### Category 1. Art symbolism and metaphor as a basis of art-therapy.

Art is a means of symbolic communication. Such understanding of art is helpful in communicating issues, conflicts and emotions. Art emphasizes such products as drawings, paintings, sketches, spontaneous pictures and other art expressions. The process of artistic creativity, regardless of the creative abilities of the individual, has a hidden opportunity to project a person's internal conflicts in the form of pictorial art, encourages spiritual growth, positive internal transformation, rid of fears and anxieties. Art is combining four main activities – cognitive, value-oriented, communicative and creative.

In the United States the founders of art therapy Naumburg and Kramer (the 40's of the XX century) have identified the healing properties of artistic creativity. They have shown that the creative process of changing the inner experience of the individual leads to sublimation, integration and synthesis. The aim of their technique was as following: patients (they called them artist) not only talked about their dreams but also portrayed them. Scientists regarded the images created by patients as symbolic language [15]. Thus, artistic expression does not lead directly to the resolution of internal conflict, it reveals the psychological space, the potential of the individual and the achievement of a sense of satisfaction with their lives.

The British doctor and artist Hill, who introduced the term "art therapy" into the European scientific space in the 1940's, began to develop the

idea of art therapy as a method of treating people with physical and emotional disorders through artistic expression. He concluded that practicing art therapy helps relieve the monotony of being in a hospital and gives rise to feelings of hope in people facing serious illness.

Adamson [16, 17], an English art therapist who worked as an artist in a clinical art studio (the 40-50's of the XX century), collected a unique collection of drawings made by his mentally ill patients. The artworks depicted sixty thousand objects (known as The Adamson Collection). He believed that engaging people in artistic activities contributes to treating people on their own.

Approaches to the "interpretation" of fine arts have changed over the years. The shape, color and other characteristics of the products of creativity can not only reveal the true, deep desires, fears, attitude towards someone or something, mood at the moment, but also affect their psychologically emotional and physical state. Thus, Calisch has been found that images express thoughts and feelings that are difficult to explain by words and contribute to abstraction. In turn, the perception and processing of figurative information are of equal value and complement each other [18]. Waller is of the same opinion. According to the scientist, fine art in art therapy has such positive aspects as: opens the subconscious and helps people to express hidden conflicts; act as a metaphor for conflicts, emotions, situations that are described; helps people in presenting themselves or their situations in a specific active manner, etc. [19]. At the same time, there is an opinion that art therapy classes can be counterproductive if the client is a professional artist. The reason for this is that artists, first, follow clear rules in the image, and secondly, supporting themselves through creative expression, such tasks cause the feeling that the person works.

Art, as a means of non-verbal communication, requires the use of metaphorical thinking. Metaphors are understood as figures of speech. The metaphorical image is created not only by the artist, but also to a greater extent by the ordinary person, the "reader" of the work of art. The perception of the metaphor is active and quite free. It depends on our ability to see the world vividly and imaginatively and to comprehend various phenomena, from our life experiences to our imagination. Metaphors contain visually loaded images, which impart symbolic meaning.

Thus, the metaphor has its advantages, such as: allows to bring the figurative world of stories (their content) closer to the inner "Self" of the individual, reflects the conflict situations and possible ways to solve them, is the mediator between the art therapist and the client, uses the stories as "assistants" in returning to earlier stages of individual development [20]. Using the metaphor, it is easier for the client to express feelings, emotional experience, mood that is difficult to verbalize. The images chosen by the client determined by his /her conscious and unconscious motives; gives the therapist grounds for certain diagnostic conclusions; is a means of materializing the problem; allows the client literally to see from the side his /her problem and to find ways to solve it; adorns the language of the therapist and at the expense of it makes it more expressive and memorable for the client [21-23]. The work of an art therapist with a metaphor may not be limited to its reading, interpretation and comprehension. It is also closely related to color science. In particular, using a Luscher color test, where interpretation of each color allows the art therapist to recognize the deep sides of the human psyche.

A striking example of the use of metaphor is such a form of art therapy as bibliotherapy, in particular fairytale therapy as its kind. It has its advantages: metaphor depth (most accessible to perception), non-resistance, contains collective unconscious experience of humanity, diversity, maximum psychological protection, relativity of good and evil, variability, tests make the hero stronger, wiser, uncertainty of place and time, uncertainty of mental restrictions [24].

Therefore, art therapy is a process by which individuals can gain a clearer understanding of themselves by exploring difficult thoughts and feelings through the use of art materials. Art and images in it can be a good way to express thoughts and feelings that are not quite clear enough to be dealt with in words alone.

### **Category 2. Pedagogical component of art-therapy.**

Today there is a formation of a new direction of development of art therapy – pedagogical. At the same time, it was the impetus for the development of such a direction as art pedagogy.

Art pedagogy is based on a synthesis of art and pedagogy. The pedagogical possibilities of art and its importance in personality formation were

written by the famous classics of pedagogy: J.A. Comenius, J. Pestalozzi, R. Steiner, K. Ushinsky, V. Sukhomlynsky, J. Korczak and others. [25-27]. Art pedagogy combines theoretical, methodological and technological tools of art, pedagogy, psychology, sociology, philosophy. It examines the pedagogical resources of the arts in various aspects. In art pedagogy the image becomes a tool of non-verbal communication, and engaging in fine arts activates the creative possibilities of the individual, promotes interpersonal interaction, enriches communication skills, promotes metaphorical thinking, reflection and general cultural development; provides the development of theory and practice of personality-oriented aesthetic education, and promotes the preservation of the mental health of the individual.

According to Derkach, the use of art as a therapeutic and psycho-corrective factor is becoming more accessible to the teacher, especially since no special medical knowledge is required [28].

Interesting, in our opinion, is the research of Tsymbala, who defines the key concepts of art pedagogy, among them art pedagogical means, art pedagogical interaction, art pedagogical process, etc. Art pedagogical activity, in the sense of Tsymbala, is an independent kind of professional-pedagogical activity, which is an ordered set of pedagogical actions for the realization of professional intentions and goals by means of art [29]. The scientist considers art pedagogy as a separate scientific direction, studying the nature, laws, principles and mechanisms of involvement of art in solving various pedagogical problems. Shamlin and Klimanska holding of the view that art pedagogy is a means of exploring oneself in the process of reflecting the characteristics of one's character in the adaptive socialization of personality [30]. Thus, in art therapy the art pedagogical approach allows to consider all components of the correction and development process – education, upbringing, development and correction (for example, correction of anxiety, aggressive behavior, frustration, educational fears, etc.) by means of art. Fairytales, games, music and more can be used as aids for art.

Lebedeva [31] noted that the use of art-therapeutic techniques in the pedagogical practice of the modern educational process is an innovative technology, the use of which requires a number of psychological and pedagogical tasks. Namely, diagnostic, psychotherapeutic, educational,

developmental, corrective. This will help to create a psychologically comfortable pedagogical environment, which, in turn, promotes the harmonization of personality development through the ability of self-expression and self-knowledge.

All this makes it possible to state that pedagogical knowledge, skills and abilities are the most favorable for conducting art therapy sessions. Among this, functions of art pedagogy directly indicate on the relation to the pedagogical process. Cultural function – the connection of personality with culture as a system of values; educational function – the development of the individual and the development of reality with the help of art; upbringing function – forms the moral-aesthetic, communicative-reflexive foundations of personality, promotes socio-cultural adaptation through art; corrective function – prevention, correction and compensation of lack in personality development.

Modern pedagogical education involves the study of a variety of subjects (“Cultural Studies”, “Age Physiology”, “General Psychology”, “Age and Pedagogical Psychology”, “Social Psychology”, “Social Pedagogy”, “Pedagogy”, “World Literature”, “Country Studies” etc.). Due to this set of programs, a holistic system of the student’s spiritual values is formed, his /her role and place in the cultural environment are determined, psychological and pedagogical features of human development at a certain age are studied, the cultural sphere of life of society and country in particular is studied.

For example, students study extensively domestic and foreign literature. They are not only read and discuss a particular work, but they also do a thorough analysis of a literary work:

- consider the artistic image of heroes: it is revealed in concessions, attitudes to others, reflection of social environment and environment in general, which helps to know the character better, the presence or absence of the prototype;
- techniques for character creation: psychological analysis, description of character details;
- specify the author’s attitude to the hero of the work;
- determine the peculiarities of functioning in this work of visual and expressive means of speech, provide an emotional and evaluative attitude to the read work, determine the degree of

closeness of the poetic language (metaphor, comparison, personification, symbolic meaning, epithets) thereby giving the characterization of a particular character.

In the course of age and pedagogical psychology, students acquire knowledge of age-specific features of human development, formed knowledge about the peculiarities of human thinking, the development of human mental functions (thinking, language, imagination), restored “rules” of communication with a person in a particular situation. In the course of pedagogy students are taught to create a friendly, positive environment in which everyone feels comfortable, to take into account age-specific features in the selection of one or another exercise (the same applies to art therapy classes), to help deal with the results of their activities, even negative ones.

Art-therapeutic technologies are applied in unity with traditional methods and techniques of professional training of students. It should be noted that the main forms of professional training of students are lectures and practical classes. At the same time, a variety of tasks helps to broaden their horizons (reports, abstracts, debates, conferences, writing scenarios and lesson plans, games, modeling tasks, case studies, creating their own educational projects, developing training courses, etc.).

## DISCUSSION

Today, artistic activity is recognized as one of the effective ways of ensuring harmony of the educational environment with the whole world of the individual, his /her psychological comfort, sense of security and uniqueness. Also, visual activity is a means of visual communication that provides interaction at the personal level. These positions can form the basis of art therapy. The main task of art therapy is to activate the educational function. This function is aimed at the moral-ethical, communicative-reflexive foundations of the individual. It promotes: socio-cultural adaptation of a man by means of art; fatigue relief; reduction of negative emotional states and manifestations; organizing thoughts and emotions for the depressed person and transforming them into a positive direction; facilitating the process of communication with other people; building relationships of mutual acceptance and empathy; addressing those real problems that are difficult to discuss; forming a healthy potential of the individual.

The pedagogical value of visual activity is that it implements cultural, creative, educational, upbringing, corrective, developmental, therapeutic, diagnostic, health-preserving functions. Therefore, studies of the mechanisms of influence of art on personality and the interaction of pedagogy and art are of particular interest.

In pedagogical science, art therapy is most often associated with social and pedagogical activities with populations of different risk groups and is divided into the following types:

- passive art therapy, which involves the analysis and interpretation of paintings (reproductions);
- active art therapy, which involves independent creative activity (illustration of internal subconscious problems), training in creative activity and creating a trusting relationship between the client and the art therapist, combination of passive and active forms of art therapy.

In the definition of art pedagogy, attention is paid to the artistic nature of the method of solving problems. Art pedagogy synthesizes knowledge of art, psychology, psychotherapy and pedagogy. The complex of such knowledge is necessary for theoretical understanding of the process of personal, cultural, artistic and aesthetic development of a person. This approach is aimed at the formation of a fully developed personality through art and artistic and creative activities (visual, musical, theatrical). It provides a formative influence on the processes of development, education, training and correction of human states. It should be noted that art pedagogy studies the processes of education only within its inherent limits. It is considering building a person-centered educational process in terms of pedagogy. It also specifies the necessary educational and artistic tools.

Art pedagogy has the ability to solve the problem of forming professional and pedagogical skills and abilities in the individual, such as following:

- gives the opportunity to apply interactive technologies of training of art direction specialists;
- develops students' reflective culture and self-control;
- promotes the development of all sensory organs, which is important for specialists in this field;

- establishes a communicative space during the class;
- facilitates thought processes;
- gives rise to negative feelings, aggression.

Art pedagogy is inherently humanistic, creative, and integrative. The humanistic nature of art pedagogy is determined by the fact that it implies the identification of the individual as the highest value, which has its own individuality. This personality does not often depend on the creative ability of the individual.

Let's consider the indicators of teacher's readiness for education in accordance with the person-oriented model of education of modern man by means of art pedagogy.

*Firstly:* the profession of teacher requires the ability to navigate in unexpected situations, to design options for possible consequences of actions of different risk categories people (especially young people). There are a number of common pre-term tasks for educators. These include the following: developing pupils' and /or students' problem-solving skills and ability to cope with stress (for example, adaptation to a classroom or academic group, emotional and behavioral disorders); enhancing their interpersonal competence and improving their communication skills; unlocking creativity and shaping healthy needs [32, 33].

*Secondly:* the system of professional skills of the teacher is formed from: the ability to make non-standard decisions; search-problematic style of thinking; ability to create problematic, non-standard educational and upbringing situations; originality in all spheres of his /her activity; creative imaginations and developed imagination; specific personality traits (courage, willingness to risk, ingenuity, purposefulness, optimism, enthusiasm, persistence, confidence, ingenuity, intuitive feeling of the new and original) [34].

*Thirdly:* in the system of acquired pedagogical knowledge an important place is given to the practical training of the future teacher: the ability to develop their professional and pedagogical qualities; ability to realize acquired competences; gaining some experience with children (student pedagogical practice) of different age categories in different educational institutions (school, boarding school, orphanage). The professional

skills of the teacher include the following: the ability to find out the impact of educational influence; to provide regulation, control and evaluation of own activity; implementation of reflexive processes (self-understanding and understanding of another person; self-evaluation and evaluation of another person; self-interpretation and interpretation of another person) [35].

The teacher (educator) has a unique ability to “reach” into the inner state of a person, to put himself /herself in his /her place, to analyze and anticipate his /her possible reactions to various pedagogical influences. It is known that the teacher is a type of profession “person–person” [36]. Therefore, where another person is next to the person, there is a problem of correlation of their interests and different inner worlds. The essential prerequisite for cooperation between the teacher and the pupil or student is the art of capturing all the complex and very subtle nuances of his /her psyche, the ability to see the world through his /her eyes.

Among the professional and pedagogical qualities of the teacher are the following: the development of pedagogical empathy, communicative abilities, tact, psychological preparedness (endurance, tolerance, self-control); the willingness and ability to analyze the motives of actions and actions of children (not only their results); to nurture – sympathy for each other, humane feelings, collective relationships, justice. Among the main competences are the cognitive-technological, communicative-situational, linguistic-communicative, psychological-facilitative, health-saving.

*Fourthly:* teachers can create a safe psychological and pedagogical environment, provide emotionally comfortable conditions for unlocking creativity, and form a personal value relationship with each other [37-42]. After all, in the process of preparing future teachers for professional activity, the necessary conditions have been created for the use of traditional and new forms and methods of teaching and upbringing. This provides the opportunity for full creative expression to all participants in the process.

Thus, the results of own previous research and the publication of other authors indicate that there is a system of theoretical knowledge about pedagogical approaches to the development of art therapy. This system is formed on: universal, national postulates; the essence of humanistic ideas, principles

of personally-oriented model of education; awareness of psychological and pedagogical mechanisms of personality development; information on age and pedagogical psychology, psychology of creativity, pedagogy, methods of organization of educational work. Particular importance is attached to such pedagogical competencies as the ability to: transform the acquired knowledge, skills and abilities into practice; determine directions of personal development of pupils or students; anticipate the development of different social situations; choose effective forms of dialogue interpersonal communication; perceive and recognize the inmates. At the same time, the level of development of teacher’s individual style of thinking is of great importance. The existing system of theoretical knowledge about pedagogical approaches to the development of art therapy requires further search for its improvement. The basis of such approaches can be a combination of acquired competencies by specialists in pedagogical, artistic and spiritual direction.

In the discussion of this review, we merely signaled the issue that art pedagogy “(...) gives rise to negative feelings, aggression. This issue is important primarily because violence and aggression are used especially by modern media for marketing purposes – they are an attractive commodity in the entertainment industry. Therefore, in our opinion, the theoretical foundations of art therapy presented in very general terms can be used in cognitive behavioral prophylaxis and therapy of innovative agonology [43-45]. This is a very ambitious, but also difficult challenge in the theoretical sense and practice addressed from the youngest to the oldest generations of recipients, especially mass art. The expansion of violence and aggression covers almost every area of social life: politics, business, sport, education, unfortunately intellectual violence also in science [46] and art. Thus, art therapy, like the recommended martial arts bibliotherapy [47, 48], or in the real perspective, sacred art and programs in creative arts (such as art therapy or music etc.) will also take over the role of preventive arts.

## CONCLUSIONS

Art therapy is the most ancient and natural form of emotional state correction that can be used to relieve the accumulated mental stress, to calm down or just focus. The creativity of both the child and the adult, realized in the process of art therapy, gives the opportunity to express and reproduce the inner feelings, emotional experience, doubts, conflicts and

hopes, in a symbolic form experiencing once again important events, because spontaneous visual activity is capable of expressing a subconscious life. It is accepted that all kinds of subconscious processes, including fears, dreams, internal conflicts, early childhood memories, are reflected in fine arts with spontaneous creativity. Moreover, visual arts activities help to uncover the inner forces of a man. Thus, in a non-verbal language a person communicates his /her problems and feelings, learns to understand and analyze own emotions.

Summarizing the above, it is worth noting that at the present stage of the development of pedagogical science and practice, the use of pedagogical technologies and means of art have a strong potential for creative expression of personality. The use of a wide range of artistic techniques of visual expression (also musical, dramatic-role, artistic-poetic) allow to maximize the expression of personality of his /her personality in socially accepted forms.

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