

# THE POSSIBILITIES OF ART THERAPY AS ONE OF INTEGRATIVE METHODS IN THERAPEUTIC PEDAGOGY

## AUTHORSHIP

Svetlana Vitalievna Shmachilina-Tsybenko 

Associate Professor, Doctor of Education, Professor of the department of pedagogy, psychology and social work. Private Educational Organization Institution of Higher Education "Omsk Humanitarian Academy", Omsk, Russia.

**ORCID:** <https://orcid.org/0000-0003-1450-5571>

**E-mail:** [shmachilinacibenko@mail.ru](mailto:shmachilinacibenko@mail.ru)

Oksana Mikhailovna Ivanova 

PhD (Philosophy) Professor, Associate Professor of philosophy, sociology and political science, Bashkir State Medical University, head of philosophy department, Ufa, Russia.

**ORCID:** <https://orcid.org/0000-0002-8782-6942>

**E-mail:** [iom77@autorambler.ru](mailto:iom77@autorambler.ru)

Gulnara Rafisovna Davletshina 

Associate Professor, Candidate of Philosophy, Department of philosophy Bashkir State Medical University, Ufa, Russia.

**ORCID:** <https://orcid.org/0000-0002-4114-6087>

**E-mail:** [goulnara.davletshina@yandex.ru](mailto:goulnara.davletshina@yandex.ru)

Ksenia Viacheslavovna Khramova 

Professor, Faculty of Dentistry, Department of Philosophy, Bashkir State Medical University, Ufa, Russia.

**ORCID:** <https://orcid.org/0000-0002-2618-7411>

**E-mail:** [Khramkv@mail.ru](mailto:Khramkv@mail.ru)

Irina Albertovna Chemerilova 

Associate Professor, PhD in Pedagogy, I.N. Ulyanov Chuvash State University, Department of philosophy, sociology and pedagogy, Chuvash, Russia.

**ORCID:** <https://orcid.org/0000-0002-1680-5298>

**E-mail:** [irina737983@mail.ru](mailto:irina737983@mail.ru)

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## INTRODUCTION

The humanist mission of the therapeutic pedagogy covers problems related to recovery, prevention, prevention, correction, and rehabilitation of borderline mental states in children, depending on their state of health, using the possibilities of pedagogical integration and methods that activate internal forces and reserves of pupils. In this connection, Russian education, based on its humanistic orientation, is interested in creating favorable conditions for its development.

One of the difficulties in the productive functioning of therapeutic pedagogy is the development, systematization, selection and use of its methods. They must be consistent with the state of children with borderline mental conditions and special needs, have a non-clinical focus, and be optimal for use by the teacher, given that the processes of borderline mental conditions act as a large number of different types of disorders.

Teachers, doctors, psychologists of the past L.S. Vygotsky, I.V. Malyarevsky, P.F. Lesgaft, S.T. Shatsky and others paid close attention to the development and effective use of methods of therapeutic pedagogy from the very beginning of its formation and development. KASHENKO (2020) developed a typology of its

methods and their productive combination.

## METHODOLOGY AND METHODS

In the conditions of modern demand for therapeutic pedagogy, its integrating links with various sciences and educational practices, there is a need to reveal the content potential of its methods and means, introducing modern interpretations into their content characteristics, highlighting specific ways of organizing the activities of students, through the activation of which is carried out prevention, recovery, rehabilitation or correction of certain violations in the development of the child.

In the context of the above arguments, considering the moral and value aspect of the therapeutic pedagogy, its educational and axiological meaning, which initially appears in the pedagogical ideas of prominent Russian and European scientists, we consider it necessary, we will dwell on the methods of influence by means of art, which were singled out by A.A. Dubrovsky and Lavrova into a separate group. Lavrova (2016). In particular, the methods of art therapy or art therapy. They include a complex of psychotherapeutic methods, which have their differences and peculiarities depending on the genre of belonging to a particular art form, as well as orientation on their therapeutic and pedagogical use. Determining the relevance of the study provides an opportunity to consider the essence, content, and possibilities of using art therapy as one of the integrative methods of therapeutic pedagogy, and to focus on their humanistic orientation. About the methods of therapeutic pedagogy in the context of their therapeutic and educational potential, preventive character focused on strengthening of the pupils organism, improvement of their nervous system, upbringing of the

sense of friendly unanimity, dexterity and courage, acquisition of the general hygienic rules useful for improvement and some social-behavior and communicative attitudes wrote L.S. Vygotsky, I.V. Malyarevsky, P.F. Lesgaft, S.T. Shatsky.

V.A. Sukhomlinsky's therapeutic and pedagogical methods, Sukhomlinsky (2019) brought humanistic originality, as they promoted moral and emotional evolution of children, their self-affirmation and were aimed at health promotion, beauty treatment, development of emotional and spiritual sphere, personal educational activity, moral attitude to living nature, disposition to people.

R. Steiner (2017) includes in the arsenal of methods of healing pedagogy, in addition to medicines, also methods of influence by means of arts, such as music, painting, molding, therapeuticeurythmy. M. Montessori (2014) focuses on the specifics of using methods aimed at sensory and physical education of children.

A kind of breakthrough in terms of systematization of methods of medical pedagogy was the activity of V.P. Kashchenko who at the beginning of the twentieth century managed to present its classification, combining into a single whole humane world research in medicine, correction and general pedagogy, psychology, Kashenko (2020). He designed an integrative system of methods of medical pedagogy, which includes a set of therapeutic and pedagogical, rehabilitation, psychoanalytic and art therapy methods.

At the end of twentieth century, Russian scientists A.A. Dubrovsky and S. N. Lavrova proposed a classification of methods of therapeutic pedagogy identical to the real needs of students, Lavrova (2016), the specificity of their general development and health, with a pronounced art-therapeutic orientation. Its development was based on L.S. Vygotsky's conviction about the complimentary effect of new (real) conditions on a difficult child. Vygotsky (2020). Researchers at the Tyumen Scientific School under the leadership of Academician V.I. Zagvyazinsky, V.K. Volkova and N.V. Golubeva showed the effectiveness of art therapy methods in children's rehabilitation institutions, proved their therapeutic, educational and restorative effectiveness for children of preschool age with poor health.

A significant contribution to the justification of the theoretical provisions of pedagogical art therapy, to the understanding of its methods, their environmental friendliness, innovativeness, creativity, technology use at the level of individual art therapy techniques, techniques, methods in the activities of the teacher, as well as in the system of group thematic art therapy was made by A.I. Kopytin, L.D. Lebedeva, B.V. Asafyev, L.G. Grebenschikova, V.S. Mukhina and others.

The anthropological approach is the methodological basis of our work. It asserts the introduction of anthropological values such as life meanings and guidelines, moral initiatives, emotional feelings, predestinations into the terminological apparatus of therapeutic pedagogy, enriching the human thesaurus of therapeutic pedagogy with the ideas of passivity and human depth in culture. It allows considering any person, including, and often sick children, children with borderline mental states and didactogenic diseases, in their multifaceted relations with the universe and the variety of manifestations in different areas of the life process. From the anthropological point of view, people with various health problems, limitations, contraindications act as an essential part of human society, prompting them to analyze moral values and common sense, and adequate behavioral responses. Moreover, today's psychological and pedagogical anthropology orients researchers not only on a person's adaptive abilities, as it was suggested in traditional remedial pedagogy, but on his reserves, which allow him to act on his talents. Thus, the principle of anthropological approach makes it possible to consider a child with borderline mental states as a full-fledged person who is characterized by activity, sensibility to the requirements of others, living conditions, interaction with adults, cognition, play, and creativity. This makes it possible to include such anthropological phenomena as quality of life, social activity, openness of therapeutic and pedagogical space in the content of the study of therapeutic pedagogy.

The principle of humanism is one of the priority principles of medical pedagogy, as it reflects not only the humanistic nature of medical pedagogy, but also education in general. It emphasizes the prevailing importance of human activity, health, universal values, free development, recognition of independence and privileges, provides equal access to

education, considering the variety of special educational needs and individual capabilities of students, emphasizes the education of humanity, diligence, love for the country, family and the surrounding life, etc. From the point of view of this principle, one of the tasks of therapeutic pedagogy is to provide children with indispensable, active support; create conditions for them to generate aspirations for successful education and opportunities for recovery; develop a teacher's responsibility for a child's health, caring attitude towards him/her, recognizing him/her as a full-fledged human being, a socially-valuable person; respect his/her virtues and identity.

Thus, the principle of humanism in our study will be to recognize the value of a child with various health problems as a person, to unconditionally accept his or her constitutional rights and freedoms, to guarantee conditions for the realization of his or her possibilities for the benefit of himself or herself and society, to assist him or her in integration and social adaptation, as well as in full self-realization in society. The integrative approach, which is a priori characteristic of healing pedagogy, is of fundamental importance for our work.

Considering our previous studies, it should be noted that in today's environment it is necessary to emphasize the integrity of integration and the internal desire for its sustainability. Integration in the therapeutic pedagogy means overcoming the incompleteness and one-sidedness of knowledge, performing the functions of various system-forming links, creating conditions for the subjects of therapeutic and pedagogical activity to master the holistic knowledge and complex of humanistic values. In addition, the principle of integration approach warns specialists involved in therapeutic and pedagogical activities and embodying different branches of knowledge (medicine, pedagogy, valeology, medical psychology, correction pedagogy, sociology, etc.) from an automatic, total approach to the application of ready knowledge about individual qualities of the object. As we can see, the principle of integration is reduced to the integrity of the therapeutic and pedagogical knowledge, its integration in a new sustainable value, the possibility of identifying and preserving its specificity, creates the conditions for concerted action of various specialists and provides a solution to the therapeutic and pedagogical problems of varying levels of complexity».

## RESULTS

The complex of art therapeutic methods occupies a special place in therapeutic pedagogy, as it allows unobtrusively touch the soul of a child with various problems. Referring to the term «therapy» in its educational reality corresponds to the basic idea of humanistic pedagogy because it promotes the development of personality and its creative potential. (ISENINA, 2020). For modern therapeutic pedagogy are relevant the conclusions of scientists about the scientific and pedagogical interpretation of «art therapy» as a caring attention to the emotional and psychological health of a person, group or collective by means of spontaneous artistic activity» (LEBEDEVA, 2020), «as well as its correspondence to the increasing need of modern man in an ecological approach to his failures, problems, or incomplete self-realization». (KOPYTIN, 2019). Having the quality of internal support and restoration of human integrity, the mission of art therapy is to reveal the strengths of the personality, not to reveal mental deficiencies or violations. (BECKER- GLOSS, 1999)

In terms of therapeutic pedagogy, the fundamental goal of art therapy is to harmonize a child's personal development with health problems through the development of all kinds of abilities. In addition, the productive nature of art allows the child, through the aesthetic products created by him, to represent his sensual attitude towards the world. It also makes it easier for the child to communicate with peers and other important people. At the same time, it should be noted that the complex of art therapy classes allows solving important pedagogical tasks. In the process of solving the educational problem, skills for delicate communication, empathy, complementarity with peers and older generation are formed. This is conducive to the spiritual growth of the personality of a child with borderline mental states, ordering the understanding of moral principles, and learning the ethics of behavior. There is a deep feeling of oneself and one's inner world, and trustful relations with the teacher are developed. Correctional tasks and the process of their solution make it possible to focus efforts on «correcting» the image of the child's «ego», which could have been deformed earlier, to level out self-esteem, to smooth out inadequate forms of behavior, to achieve positive results in working with some deviations in

the development of emotional and volitional spheres of personality. Therapeutic and pedagogical effectiveness of psychotherapeutic tasks is achieved because in the process of creative work a microclimate of emotional closeness, cordiality, empathy, and recognition of the value of another person's personality is constructed. Apperception of spiritual comfort, safety, joy, success is born.

Ultimately, the healing potential of emotions is activated. Diagnostic tasks of art therapy provide more in-depth information about individual development and features of the child. It is a humane way to observe the child in the process of activity, gives an opportunity to find out the range of his or her hobbies, see the spiritual world and personal identity, as well as identify problems to be corrected and rehabilitated. During such activities, the originality of interpersonal relationships in the group, the true situation and peculiarities of the family situation are drawn up. Having multi-faceted diagnostic capabilities, art therapy also reveals the internal, underlying problems of the personality. The developing tasks are realized in the atmosphere of different forms of artistic expression, in which children either personally or personally experience success in one or another activity, or individually overcome a difficult situation. At the same time, they develop a sense of self-esteem and self-respect for their achievements. « Children» learn to verbalize emotional experiences, openness in communication, and spontaneity. In general, a person's personal growth takes place, experience of new forms of activity is gained, and abilities for creativity, self-regulation of feelings and behavior are developed. This contributes to the formation of a favorable psychological climate in the team and its moral development» (KOPYTIN, 2019, p. 15).

Thus, Amonashvili (2010) attaching fundamental importance to the influence of art on a child's development, is convinced that in artistic and creative conditions it will be best to open and operate all kinds of channels of perception, which does not contradict the features of progressive movement of children with weakened health. In this regard, the importance for therapeutic pedagogy is the correction and development opportunities of art, in particular music, fine arts, theater, literature, dance. In distinguishing the types of art therapy, scientists were based on their originality. In this case, the artistic activity of the subject is the foundation for all types of art therapy, through activation, which is carried out prevention, rehabilitation or correction of various violations in human upbringing.

Consider the types of art therapy and their therapeutic and pedagogical purpose. One of the original methods of prevention, recovery and medication-free therapy is music therapy that penetrates almost all elements of therapeutic pedagogy. In therapeutic pedagogy it is possible to use different types of music therapy, both receptive (passive) and active and integrative. Our analysis provides an opportunity to make a number of generalizations about their therapeutic and pedagogical purpose. Thus, receptive music therapy is used for a corrective purpose, and the child is not actively involved in this process. Based on the two main directions of receptive music therapy, its main objectives are: the standardization of psycho-emotional state (music psychotherapy) and the contact-therapy effect directly on the human body (musicosomatotherapy). Thus, for example, the of psycho-emotional state presupposes the child's way out of unfavorable experiences, by including him/her in positive emotions, transformation of emotional state, cognitive sphere. At the same time, the perception of music is possible in the form of so-called «musical dreams», music-like meditation; it can be both zonal and application-dotted. For example, in the treatment of a number of somatic diseases, listening to specially designed audio-music programs is used.

Theoretical analysis of various sources shows that receptive music therapy was born on the border of science and art. It integrates achievements in pedagogy, psychology, music art, culturology, and sociology. This direction can be considered as a means of healing pedagogy, focused on the development of mental health resources and the formation of creative personality, highlighting two aspects of the impact. Psychosomatic, as a therapeutic effect on the functions of the body, and psychotherapeutic, which is aimed at correcting deviations in a psycho-emotional state. (UMAROV, 2005). Unlike receptive music therapy, active music therapy is integral in nature, interacting with kinesitherapy and instrumental music therapy. It involves the active participation of the child in this process through singing, movement or playing musical instruments. In this case, the child has a chance to prove himself or herself, to demonstrate his or her affective state, which in turn contributes to the resolution of internal

collisions, the normalization of psycho-emotional state, and the ordering of body functions. All variants of active music therapy help not only to form an optimistic world view in a child, but also provide an opportunity to build a «self-concept», to develop creatively, based on the best examples of cultures of world civilization. In musical creative activity, a variety of communication skills are successfully mastered, shyness and a number of other complexes are eliminated, and self-discipline is formed (KOPITYN, 2019).

Thus, Amonashvili (2010) is convinced that music is one of the foundations of the humane soul of man, his emotional world. He draws an analogy between melodies, variations and supposed questions and answers of pupils. Using classical music by Russian and Georgian composers as one of the options for relaxation between classes, he suggests that children listen to the melody, understand what state of mind it reflects, and then convey it in their movements. Integrative music therapy, as its name suggests, combines receptive and active music therapy. Its leading tasks are to strengthen the reserve capacity of the whole child's body, as well as rehabilitation and correction of psychophysiological and psycho-emotional disorders, which is based on the unity of musical and visual perception, such as music in combination with color, musical sketches, natural pictures. (KARVASARSKY (2000)

In this respect, the concept of elementary musicality by K. Orff is of some importance. Orff (1978). He succeeded in expanding the boundaries of musical suggestion, applying it to sick and weak children. By means of rhythm, he integrated typical musical activity with movement, speech, and dramatic action. Such a conceptual idea gives an impetus to a child's creative potential through activities close to his needs and temperament, regardless of musical development, is valuable for its humanism and correlates with the principles of healing pedagogy. Based on his ideas, the Tyumen scientists managed to substantiate and prove in practice the effectiveness of using the technique of elementary music playing through children's folklore and musical activities for the harmonious development and comprehensive recovery of children with poor health in the conditions of the Children's Rehabilitation Center «Krepysh».

Therefore, music therapy classes, family holidays, entertainment, leisure activities are one of the productive therapeutic and pedagogical methods. They are characterized by educational, health-improving and corrective influence on the weakened child's body, with his direct participation in creative activities, which is a real indicator of recovery. Kinesitherapy, as one of the art therapy, which based on the harmony of music and motor activity of the child. Probably, this is why most authors consider it a component of music therapy, emphasizing its integrative character. Its field of application is disease prevention, health maintenance, and the acquisition of psychophysical comfort. It includes such areas as dance therapy, correction rhythmic, psychogymnastics (KOPYTIN (2019).

In therapeutic pedagogy, dance therapy can be used as a rehabilitation and correction effect on children with communication disorders, interpersonal interaction, and emotional disorders. Its main purpose is to stimulate the child to spontaneous movement, conscious development of their own body and the creation of a positive image of the child, which in turn contributes to the development of mobility and expressiveness of movement, strengthening both mental and physical well-being, as movements reflect the features of the personality. All this is achieved through special exercises related to the respiratory cycle. They include movements that require a certain concentration over the body, the alternation of relaxation and concentration, as well as movement in a strictly defined way (VEREMEENKO, 2006).

At present, scientists and practitioners attach a decisive importance to the use of corrective rhythmic in the process of therapeutic and pedagogical activities, which is a unity of music and rhythmic-motor influence. Researchers have proved the positive impact of rhythmic activities on the children's group, characterized by increased excitability, as corrective rhythmic activates the activity of the limbic complex, affects the overall tone of the child, his motor skills, general psycho-emotional state, etc. The specificity of corrective rhythmic therapy is the presence of music, which can be considered as a therapeutic factor, without connection with movement. Considering the possibilities of rhythmic in developing attention and memory, it is used not only in rehabilitation centers, but also in general education institutions (BASKAKOVA, 2008).



One of the current methods, which also applies to kinesitherapy, is psychogymnastics. It allows children to learn different emotions at the same time to control them. Psychogymnastics borders on psycho-corrective methods, which aim is to support mental health and prevent emotional disorders in children. It includes a number of specific training exercises, sketches, games that are aimed at improving expressive movements, learning body language, and, in general, to improve the development of all kinds of aspects of the child's mental health. In therapeutic and pedagogical activities, it helps to overcome communication barriers, promotes understanding of oneself and others, relieves mental tension, and creates favorable conditions for self-expression. (YAGODINA, 2011).

Thus, various forms and means of kinesitherapy make it possible to break down the pathological stereotypes of a child that arise during an ailment, creating new ones providing him with the necessary adaptation. Analysis of research shows that isotherapy is considered one of the most developed types of art therapy. It includes in its arsenal: drawing, collage, molding and a number of other plastic materials.

According to Mukhina (1981, p. 56), «drawing for children plays a role not only as an object of mastering art, but also as a speech, because it acts as a kind of experiment with artistic symbols, as a specific way of replacing genuine objects. By drawing, as the author claims, the need for individual expression is realized». Sand, clay, plasticine, dough and other various plastic materials have significant opportunities to express the emotions of a child. For example, the use of collage technique often helps to overcome the complex, situational anxiety in a child, which is associated with the lack of, in his opinion, artistic talent. Working together to create a collage brings clarity to the relationship in the group and has a positive impact on the activity of the collective creative process. (LEBEDEVA, 2020).

In the logic of our study, the pedagogical direction of isotherapy is of interest. Researchers focus on the so-called «social healing» of the personality, the transformation of stereotypes of its behavior by the possibilities of artistic creativity. It follows that the therapeutic and pedagogical direction is characterized by more palliative than therapeutic character, because it is associated with the support and stabilization of the child's mental health and the implementation of preventive, rehabilitation and correction functions (LEBEDEVA, 2020).

The use of isotherapy in therapeutic pedagogy will be effective in working with children with difficulties in verbal contact, namely, those with autism, speech difficulties, and hearing impairment. In order to overcome a child's psychological problems, drawing therapy, in some cases, performs a psychotherapeutic function aimed at helping the child. In this variant, it is interpreted as a personal projection of the child as a symbolic reconstruction of his or her relationship to the universe. Sometimes, «thematic drawing therapy is used to correct pronounced fears, as harbingers of neurosis in children. Drawing reduces internal resistance to the child's personality, promotes concentration on the difficulties experienced, and improves their understanding and response» (KOVALENKO, 2006, p. 308-314). Characterizing the corrective and rehabilitative, preventive orientation of drawing therapy, the researchers note its difference from drawing lessons. Isotherapy classes are preferred for psychotherapeutic corrective purposes in combination with indirect diagnostics; lack of marked and judgmental judgments; sincerity, openness, spontaneity in expressing feelings and experiences of participants in this process; individual style of self-expression; a higher level of freedom and independence, both in choosing work materials and in terms of interaction; democratic style of educational interaction between a child and a teacher.

In this regard, the experience of the teacher of the artist E.L. Petrova-Skipina (2000) during the lessons, at which the student himself is allowed to choose the rhythm of work, pose for each other, during the work is allowed to move, sing, change the theme of the work, help another. Musical and physical moments, running on the spot, warm-up of fingers, body and head are used in the lessons. Consequently, the therapeutic drawing technology is characterized by specific conditions that differ from conventional lessons. To a greater extent, they reveal the child's identity, gain experience of complimentary interaction and decision-making, acquire the ability to listen to and feel the interlocutor, support each other, choosing effective ways to overcome contradictions. The material for the therapeutic sessions is selected based on the child's problem. For example, «in work with hyperactive children, it is recommended to use materials that require activity structuring, fine sensomotor coordination, and self-discipline,

while with anxious children materials that require wide and free movement will be more useful» (LEBEDEVA, 2020).

Accordingly, art therapy has real advantages over other types of methods in solving problems of medical pedagogy. It has no limitations in its use; it is an effective means of bringing children together and a kind of interaction between a teacher and children. The design of this technology involves an atmosphere of trust and tolerance for the child's inner world. It awakens favorable emotions in children, helps them cope with apathy and lack of initiative, and promotes an active life position (KUPRINA, 2012)

The imagotherapy method is in the focus of attention in relation to other types of art therapy, because this method is based on theoretical provisions about the image and its identity with the individual (GLOTOCHKIN, 2005). For therapeutic pedagogy, a number of tasks of imagotherapy aimed at regulating and concentrating a child's affective and communication potentials are significant; the development of creativity to reproduce a «therapeutic» image as evidence of a personal mission in recovery; the development of skills to reconstruct actual experience, perseverance and abilities for self-regulation; and the projection of actual creative interest that fills reality with renewed meaning (SAMUSENKO, 2014). Imagotherapy has versatile techniques and forms of work. Its arsenal uses a paraphrase of a non-working work; planned or improvised dialogue on the proposed situation, theatricalization of the story and all sorts of fairy tales, staging fragments of classical or modern drama, etc.

Let's dwell on the characteristics of the following subtypes of imagotherapy: puppet therapy, figurative-role drama therapy, psychodrama. The process of puppet therapy is built on the identification of the child with the image of his favorite fairytale and cartoon characters or toy characters. Its use in the context of therapeutic pedagogy is aimed at correcting the child's behavior, prevention and rehabilitation of various types of fear, difficulties in developing the communicative sphere, etc. Therefore, the puppet therapy process is aimed at losing to the child, in a community with a significant character, the situation that traumatized him or her. The play should be so interesting to the child that he or she, by showing his or her experiences or feelings, identifies with the character and at the end of the «performance» breathes a sigh of relief in the conditions of its positive completion. It follows that in the process of puppet therapy there are circumstances that increase the child's emotional tension to the point where it goes into relaxation (GREBENSHIKOVA, 2007).

The procedure for making dolls, which are grouped according to the formation of different areas of the child, is of great importance for medical pedagogy. By getting involved in this process, children become more calm and conflict-free, they develop concentration skills, improve their imagination, etc. The next type of imaging therapy includes a psychodrama. Its specificity is that «actors» - patients under the guidance of a medical teacher perform not ready-made, but improvised roles, the leitmotif of which is a difficult, traumatic situation. In addition, in the process of repetition of the impromptu, «actors» and «spectators» may change roles, resulting in emotional shock and internal cleansing of both. The most effective method of psychodrama is to correct deviant behavior in children and eliminate inadequate emotional reactions. The essence of figurative-role drama therapy, as a method, is to play roles in which the role, as a «therapeutic image» is aimed at destroying negative communicative and behavioral stereotypes of a child, taking into account his individual forms of communication. At the same time, the harmonious selection of images is preceded by psychological and pedagogical diagnostics. In therapeutic pedagogy, the role-playing drama therapy helps to solve various problem situations, such as correcting reduced learning motivation in children (MILAN VALENTA, 2013)

Bibliotherapy is a type of art therapy, based on therapeutic and corrective effects through a book, was proposed by V. N. Myasishev (1995) in order to treat neurotic disorders, its use in Russia is associated with the creation of the Association of Hospital Libraries in the 20s of twentieth century. Library therapy is considered to be an auxiliary and, in some cases, an equal part of the treatment and pedagogical process for neurotic disorders, somatic diseases, and re-education. It is based on purposefully selected literary material used to solve personal problems by identifying the child with the image of a literary work through targeted reading. As a material for book reading can be used works of all kinds of literary genres. Bibliotherapy,

as well as previous methods can be used both individually and in groups. For example, in the treatment of stuttering, at all stages of rehabilitation, family group bibliotherapy is used (TKACH, 2008)

An indicator of the library's therapeutic impact is the creative activation of the child. It allows the child to become not only the creator of his or her own work, but also to indirectly convey his or her feelings, thus solving the personal problem. One of the independent modern methods, which refers to bibliotherapy, is fairy tale therapy. It is addressed to help children of preschool and primary school age who suffer from all kinds of psychosomatic diseases, are prone to aggression, are insecure, and are shy. The effectiveness of its use during this period is explained by the specifics of the child's activities, as well as the specifics of this literary genre. This form gives the child the opportunity to dream and realize his or her fantasies, thus pushing the boundaries of habitual life activities, getting acquainted with difficult events, and in a form acceptable to him or her to identify with a kindred character, understanding that his or her problems are the same as those of a fairytale hero. Through actions with fairytale images, the child has the opportunity to seek solutions to various difficult situations, while mastering moral norms and values. In medical pedagogy, the fairy tale allows integrating the activities of doctors, psychologists and teachers. Each of them finds in the fairy tale an opportunity to solve their professional tasks.

An important role for therapeutic teachers is played by the structuring of fairy tales by the criterion of individuality of children's problems developed by R.M. Tkach (2008). The proposed classification includes fairy tales for hyperactive and aggressive children; fairy tales for children who experience different types of fears and suffer from various physical manifestations, such as cystitis; fairy tales for children who faced problems in family relationships, loss of significant people or favorite animals. Both traditional and modern genres of fairy tales can be used in the treatment and pedagogical process. Their selection is based on the problems and interests of the child to the appropriate genre.

## DISCUSSION

The research devoted to the possibilities of art therapy as one of the integrative methods of therapeutic pedagogy indicated the urgency and prospects of solving this problem in this branch of knowledge. It is undeniable that these methods should be used in therapeutic and pedagogical activities based on their ability to integrate, transform, «softness», environmental friendliness, humanistic orientation, reflecting the peculiarities of therapeutic and pedagogical process of its health-improving, preventive, rehabilitative and corrective effect on children with border mental states and didactogenic problems. Unlike known psychotherapeutic technologies, art therapy methods are non-clinical and have no contraindications. Any subject, regardless of general cultural practices and creative abilities, can take part in the art therapy process. Behind the external attractiveness of the complex of art therapeutic methods, their game orientation and seeming simplicity, should stand a deep scientific preparedness of the teacher, his pedagogical culture and professional competence.

It follows that the teacher requires not only knowledge of art methods and techniques, significant location and recognition of the child, friendliness, the ability to build an empathy relationship with him, that is, everything that heals the soul of the child, gives him the will, determination and sense of joy of life. In spite of the fact that art therapy reflects the processes of isolation of three independent directions: medical, psychological, social, pedagogical in medical pedagogy their integration takes place due to application of art creative activity directed on health-improving, preventive, rehabilitation effect of its subjects.

Thus, the effectiveness of music therapy in therapeutic pedagogy lies in the direct impact on the emotional world of the child, correction of communication, changing his mood, reducing anxiety and tension. With the help of music, a safe, unobtrusive, individualized interaction between a child and the society around him or her is created. Dance therapy, correction rhythmic, psychogymnastics as a kind of kinesiotherapy help to relieve emotional tension in dance or in special rhythmic exercises, create conditions for the manifestation of feelings and reflections of the child. In turn, isotherapy allows to carry out initial diagnosis of the child's emotional sphere and to balance the inner state of his qualities; to develop tactile sensitivity, spatial thinking, visual and motor coordination and the eye; fills the child's condition with



positive emotions through the awareness of the uniqueness of his author's work. Imagotherapy possibilities allow with the help of images and ideals reflected in folk songs, fairy tales and works of Russian classical music to restrain the «spurt» of negative energy of the child on others or «inside» themselves, forming and transforming the system of its spiritual and moral values and ideals. This is its therapeutic and pedagogical significance in addressing acute social problems and educational challenges faced by modern society in relation to children with health problems. A productive indicator of the bibliotherapeutic influence, given the sharp decline in the overall culture of reading paper sources, is the ability to work with the book, to reflect that contributes to the development of self-awareness and self-understanding, indirectly transfer their feelings, thus solving the personal problem, the revival of the lost tradition of family reading. Expanding the boundaries of bibliotherapy, fairytale therapy is exactly what provides such opportunities for the child. Having analyzed a variety of art therapy methods: music therapy, kinesitherapy, imagotherapy, bibliotherapy, fairytale therapy and the possibilities of their application in therapeutic pedagogy, we will draw the following conclusions. All these methods have an innovative potential that gives therapeutic pedagogy a humanistic and integrative orientation, while having its own specifics.

## CONCLUSION

Thus, the substantial resources of art therapeutic methods in the context of therapeutic pedagogy, are based on humanistic and integrative approaches and have large-scale opportunities for application in various therapeutic and educational institutions, inclusive education. Meanwhile, not all possibilities of these methods are used in a wide medical and pedagogical practice to prevent and improve the health of children with mental borderline conditions, as, for example, the founders of medical pedagogy productively used them. It is believed that this problem lies in the lack of study of their integrative nature in medical pedagogy, as a young branch of pedagogy, and limited awareness among a wide range of teachers. Perhaps most importantly, there is a lack of a modern classification of these methods, which would allow them to avoid defectology and focus on their consideration through the prism of integrative, health-improving, and educational aspects aimed at emotionally positive interaction between a teacher and a child.

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### The possibilities of art therapy as one of integrative methods in therapeutic pedagogy

As possibilidades da arteterapia como um dos métodos integrativos na pedagogia terapêutica

Las posibilidades de la arteterapia como uno de los métodos integradores en la pedagogía terapéutica

#### Resumo

Tendo em conta a natureza integrativa da pedagogia terapêutica, a questão de utilizar, escolher e sistematizar seus métodos ainda é discutível. O kit de ferramentas metodológicas da pedagogia terapêutica e sua classificação começaram a tomar forma no século XX graças ao sistema integrativo dos métodos de V.P. Kashchenko, que inclui um conjunto de técnicas terapêuticas, de reabilitação, psicanalíticas. Os resultados e a novidade científica da pesquisa são que foram determinadas a significância social e a conveniência de atrair e utilizar variedades de técnicas terapêuticas de arte em pedagogia médica com o objetivo de desenvolvimento harmonioso, recuperação e reabilitação de crianças. A essência e os recursos terapêuticos e pedagógicos da variedade de métodos de arteterapia que visavam integrar e reintegrar a personalidade de uma criança, desenvolver seu potencial emocional e moral, projetar as mudanças esperadas em sua própria identidade e prever padrões comportamentais humanos em relação à autenticidade circundante foram considerados.

**Palavras-chave:** Pedagogia terapêutica. Métodos de arteterapia. Musicoterapia. Correção rítmica. Biblioterapia.

#### Abstract

Taking into account the integrative nature of therapeutic pedagogy, the question of using, choosing and systematizing its methods is still debatable. The methodological toolkit of the therapeutic pedagogy and its classification began to take shape in the twentieth century thanks to the integrative system of V.P. Kashchenko's methods, which includes a set of therapeutic, rehabilitation, psychoanalytical techniques. The results and scientific novelty of the research are that the social significance and expediency of attracting and using varieties of art therapeutic techniques in medical pedagogy for the purpose of harmonious development, recovery and rehabilitation of children were determined. The essence and therapeutic and pedagogical resources of the variety of art therapy methods aimed at integrating and reintegrating a child's personality, developing his or her emotional and moral potential, designing the expected changes in his or her own identity, and predicting humane behavioral patterns with respect to the surrounding authenticity were considered.

**Keywords:** Therapeutic pedagogy. Art therapy methods. Music therapy. Correction rhythmic. Bibliotherapy.

#### Resumen

Teniendo en cuenta el carácter integrador de la pedagogía terapéutica, la cuestión de utilizar, elegir y sistematizar sus métodos sigue siendo discutible. El conjunto de herramientas metodológicas de la pedagogía terapéutica y su clasificación comenzaron a tomar forma en el siglo XX gracias al sistema integrador de los métodos de V.P. Kashchenko, que incluye un conjunto de técnicas terapéuticas, de rehabilitación y psicoanalíticas. Los resultados y la novedad científica de la investigación son que se determinó la importancia social y la conveniencia de atraer y utilizar variedades de técnicas terapéuticas artísticas en la pedagogía médica con el fin de un desarrollo armonioso, la recuperación y la rehabilitación de los niños. Se consideró la esencia y los recursos terapéuticos y pedagógicos de la variedad de métodos de arteterapia dirigidos a integrar y reintegrar la personalidad de un niño, desarrollar su potencial emocional y moral, diseñar los cambios esperados en su propia identidad y predecir patrones de comportamiento humanos con respecto a la autenticidad circundante.

**Palabras-clave:** Pedagogía terapéutica. Métodos de arteterapia. Musicoterapia. Corrección rítmica. Biblioterapia.