

ART THERAPY METHODS IN SOCIAL SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN UBEKISTAN

Alexandra Yadgarova

Master's student of the branch of the RSPU named after A. Herzen in Tashkent

Abstract

The article pays special attention to the relevance of the problem of preserving, developing and strengthening the mental health of children with disabilities. The method of isotherapy is revealed – therapy by means of art, this method is aimed at the effective socialization of children with disabilities, as it enables children to solve their inner experiences, difficulties, allows them to feel full, in demand for society.

Keywords: art therapy, method, art therapy techniques, socialization, children with special educational needs.

The inner world of a child with special needs is complex. How can we help such children see, hear, feel all the diversity of the environment? How can we help them know their Self, reveal it and enter the world of adults, fully exist and interact in it?

Art is a means that can solve all these problems.

Research in the field of art pedagogy shows that art develops personality, expands general and artistic horizons, and realizes children's cognitive interests. Art, being a unique form of aesthetic cognition of reality and its reflection in artistic images, allows a child to feel the world in all its richness and learn to transform it through artistic activities.

The corrective possibilities of art in relation to a child with special educational needs are associated, first of all, with the fact that this type of activity is a source of new positive experiences, gives rise to new creative needs and ways to satisfy them.

Increasing the aesthetic needs of children, activating the child's potential in practical artistic activity and creativity - this is the implementation of the social and pedagogical function of art. The social and pedagogical direction of correctional work with children with special needs through art is carried out in two ways:

- developing the ability to aesthetically perceive reality both directly in life and through works of art;
- activities related to art (artistic and speech, music, visual, theatrical and play).

Art, being an important factor in artistic development, has a great psychotherapeutic effect, influence on the emotional sphere of the child, while performing communicative, regulatory functions. Participation of a child with special needs in artistic activities with peers and adults expands his social experience, teaches adequate interaction and communication, ensures the correction of violations of the communicative sphere.

A child in a group shows individual characteristics, which contributes to the formation of his inner world, the affirmation of a sense of social significance.

Identifying problems in the socialization of children in society, their correction and prevention contribute to the harmonious development of boys and girls. The use of art therapy methods is suitable for these purposes: expressive arts classes combined with positive influence can help children successfully adapt to society, relieve emotional stress, and develop creativity in a safe environment of peers and adults.

This was pointed out by representatives of foreign special pedagogy of the past E. Seguin [4], J. Demore [7], O. Decroly [2], as well as Russian psychologists and doctors - L.S. Vygotsky [1] and others. Scientists increasingly note the possibilities of art in the correction of mental processes in children. This confirms the idea of "education through art", which became widespread at the beginning of the 20th century. E. Surno [3], known for his work in the field of aesthetic education, emphasizes that art influences the morality of the child, and also forms his thinking, imagination, emotions and feelings. Russian (T.S. Komarova [3] and others) and domestic (T.L. Chabrova [5], Sh.T. Khasanova [6], and others) experts in the field of art pedagogy claim that the process of children's perception of art is a complex mental activity that combines cognitive and emotional aspects. Children's artistic activity ensures their sensory development, the ability to distinguish colors, shapes, sounds, leads them to a deeper perception of the richness of colors, lines and ensures an understanding of the language of various types of art. Let's consider art therapy as the most common and widely used type of art therapy. This is an effective and efficient method that helps a child cope with negative emotions and relieve nervous and mental stress. A wide range of art materials is used for visual activities: paints (gouache, watercolors, etc.), pencils, charcoal, pastels, wax crayons, plasticine, clay, colored paper, etc. Art therapy classes are held both individually and in groups. Depending on the goal, the psychologist gives special exercises and tasks from the field of art therapy. When all the tasks are completed, they move on to the second important stage - analysis and comprehension of the material and information that were obtained during the lesson. Involving children with special needs in artistic activities with great efficiency allows solving problems of strengthening physical and mental health, improves the psycho-emotional state of the child.

Main stages of art therapy:

1 Preliminary orientation stage. The child explores the environment, art materials, studies the limitations of their use. Free activity before the actual creative process - direct experience. 2 The process of creative work - creating a phenomenon, a visual representation. Choosing a drawing theme, creating a collage or sculpture, emotional involvement in the creative process. 3 Distancing, the process of

examining aimed at achieving a vision of objects and their characteristics. Searching for an adequate form of expression. 4 Verbalization of feelings and thoughts that arose as a result of examining a creative work. Development of the form in the direction of an increasingly complete, deep self-expression, its concretization. 5 Resolving a conflict-traumatic situation in a symbolic form.

When analyzing a creative product, the level of visual skills is not taken into account. We are talking about how the emotional experiences of the child are conveyed with the help of artistic means (color, shape, size, etc.).

When drawing, the following happens:

- 1) parting with negative emotions and drawing a difficult day or event. Then you can avoid punishment, offensive words and actions. It is better to give everything to paper, lines, paints, figures and objects; 2) joint activity and a unique opportunity to find out what worries the child and how to help him/her by asking leading questions about the drawing;
- 3) observation from the side and early detection of the problem.

Among the advantages of this technology, noted by foreign and domestic specialists, the following most significant ones can be highlighted:

- 1) creation of a positive emotional mood;
- 2) addressing those real problems or fantasies that for some reason are difficult to discuss verbally;
- 3) the opportunity to experiment with a wide variety of feelings, which allows you to work through thoughts and emotions that a person is used to suppressing;
- 4) development of a sense of internal control (stimulates the development of the right hemisphere of the brain, responsible for intuition and orientation in space);
- 5) the ability for creative self-expression, development of imagination, aesthetic experience, practical skills of visual activity, artistic abilities in general;
- 6) increasing the child's adaptive abilities to everyday life.

References:

1. Выготский Л.С. Психология развития ребенка. – М., 2005.
2. Декроли О. Школа и воспитание. // История дошкольной зарубежной педагогики. / Сост. Н.Б. Мchedlidze, А.А. Лебеденко, Е.А. Гребенщикова. – М.: Просвещение, 1974. – С. 411–417.
3. Комарова Т.С. Изобразительная деятельность в детском саду. Программа и методические рекомендации. // Для занятий с детьми 2–7 лет / Серия «Библиотека программы воспитания и обучения в детском саду». – Москва, 2010.
<https://iknigi.net/avtor-mihail-epshteyn/193501>

4. Сеген Э. Воспитание, гигиена и нравственное лечение умственно-ненормальных детей. /Пер. с фр. М.П. Лебедевой. / Под ред. В.А. Енько. – СПб.: М.Л. Лихтенштадт, 1903.
5. Чаброва Т.А. Изословарь в картинках. – Т.: Укитувчи, 1993.– 80 с.
6. Xasanova Sh.T. Maktabgacha yoshdagi bolalarni tarixiy obidalar bilan tanishtirish.TDPU. 2022 yil. – 58 b.