

MODERN METHODS OF ART THERAPY IN PRESCHOOL AGE**(GENERAL IDEA OF THEATROTHERAPY)**

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Abstract:

The article examines the use of art therapy (theatre) in preschool age. The author describes the stages of its production and the importance of theatre for the development of preschoolers. The researcher notes that theatre is a healing co-creation of children and adults, which contributes to a bright and interesting life not only in kindergarten, but also in society, developing in pupils their creative potential and harmonious relationships with the world.

Keywords: art therapy, theatre, preschool educational institution, preschool age.

The idea of art therapy as an original and new direction in the socio-cultural activities of the Republic of Uzbekistan testifies to the inexhaustible creative potential inherent in every child and the possibility of using this potential to achieve mental health, inner well-being and harmony with others.

In our country and abroad, interest in the use of art therapy methods in education, the social sphere and other areas of human activity is growing. Even K. G. Jung argued that visual activity is an internal human need. The famous art therapist M. Naumburg notes that the most important thoughts and experiences of a person, first of all, are manifested and transmitted through education.

According to numerous studies by domestic teachers and psychologists, children's drawing is a kind of analogue of speech. In particular, L. S. Vygotsky called children's drawing graphic speech.

Art therapy is literally treatment with art. The name itself appeared not so long ago, somewhere several decades ago. Meanwhile, art therapy itself has been known, apparently, since the earliest stages of human history. Art therapy is unconsciously used by the most ordinary adults who are not involved in artistic activities, but especially by children. A child, returning home from kindergarten, immediately "grabs" markers and draws something black and shapeless. The teacher treated him rudely and unfairly, offended him, not understanding him. He feels bad, and he tries to throw off this resentment, indignation, confusion with his "scribbles and scribbles". This is an active and very vital version of art therapy. Any creative activity heals, and, above all, one's own creativity, no matter how primitive and simplified it may be. Any drawing, fantasizing, designing, even simply inventing and sewing dresses is also treatment,

and effective to the extent that the girl herself comes up with “styles” for the dress. There are also more passive methods of treatment. The child pesters, demands, begs to be told a fairy tale and, immersing himself in the imaginary world of wizards and animals, little by little copes with his troubles and worries. This is also treatment by art, perhaps less effective than active methods, but much more accessible. For some reason, many parents have the opinion that an anxious, excited child should not be read scary stories, and should not be allowed any passions. Meanwhile, this can be disputed. Experience shows that sometimes imaginary fear also heals. The child, as it were, trains his perception of scary situations and already more easily copes with difficult situations in reality. All types of creativity are effective, but most often, drawing has such healing properties to the greatest extent. There are many reasons for this - both the greater accessibility of this type of activity, and, let's say, its greater proximity to reality (in comparison, for example, with poetry and music). Regular, daily drawing, with elements of fantasy, is necessary for all children without exception. And, by the way, if a child does not want to draw, this in itself is already a symptom of not entirely favorable development of his personality, requiring immediate consultation with an experienced psychologist.

In this aspect, reading is very important as a passive version of art therapy and writing, inventing stories as its active version. In this sense, the so-called lie of a child can sometimes act as a moment of active self-psychotherapy.

Art therapy is necessary for everyone: both gifted and the most ordinary. It removes in any child and, by the way, in the adult himself, polar manifestations of instability in mood, situational anxiety, any other natural manifestations of the difficulties of being.

In principle, everyone should engage in art therapy: parents, teachers, educators, and, of course, psychotherapists. But to the greatest extent - parents. They are the ones who can introduce art into therapy in the process of daily communication with the child, make it part of his life. However, there are several conditions that must be observed.

Creativity, any and in any form, should be a joy for a child, no coercion is possible here. Let the child want to read, draw, sculpt, listen to music or a book, play theater, and not do it at your insistence because of your desire. For creativity to become a joy, it must be a joy for you. You must be in a good mood when you suggest drawing, reading, or inventing together - this is a joyful moment of your communication with your child. Forget about all the problems and your irritation. Know how to end this creative process in time when you see that the child is tired of doing it, or be able to captivate him again. If the child is bored during the activity, if he does it by force - this does not give anything good, but rather harms. For creativity to be useful, it must be, as we noted, a joy.

Try to support any, even the weakest expressed desire for creativity in the child and if it appears, present it as a very important and joyful thing ("now we have an important and such

a fun, ... or interesting ... or some very good thing ..."). You need to strive to ensure that the initiative for creativity comes from the child himself.

Modesty is undoubtedly a positive trait, but not when it comes to art therapy. Not only be happy with your child's "production", even if it is not very intricate, but tell your relatives about the creative success, hang the most successful drawings in a prominent place and be sure to show them to guests. And lovingly reprint the stories, and even bind them, if possible. And also show them with pride. And if you also stage it in a theatrical performance with costumes and scenery! Theater not only in kindergarten, but also at home - these can be performances for holidays, birthdays not only of your children, but also yours, where the actors are the whole family. How many joyful and happy minutes such joint creativity brings to the whole family, where your children themselves are the director. Let the child rejoice, love his creativity. And let him be proud of it sometimes. Let him see how people value this activity. Only then will it become part of his daily activities and will greatly help him in his future, perhaps not very easy life. Theatre therapy is a recently developed form of art therapy that incorporates elements of music, visual arts and dance. Theatre therapy uses the form of theatre art and makes it accessible to children.

All components of theatre art - voice, movement, role improvisation, work with text and the performance itself, along with the use of masks, costumes, lighting and staging - are integral parts of theatre therapy.

Why is theatre art so important in this context? Why can't it be used only to externalize children's problems? Any form of art is something that cannot be conveyed in any other form. Through theatre we can express and experience something that is often called "the mysteries of life". The ancient Greeks claimed that with the help of the theater one can meet the gods (the word "theater" comes from the word theatron, which is connected both with the word theoria, i.e. we understand everything better by seeing it in a theatrical performance, and with the word theos, which means "god"). We can experience such feelings and emotions, perform such actions that are impossible in ordinary life. Attempts to use this method of art therapy by theater with preschool children are being made in Bekabad. A group of activist researchers - teachers are establishing the work of art therapy by theater. Teachers-educators have defined the opportunities that art therapy provides for children:

- the possibility of self-expression through art;
- development of imaginative and creative thinking, imagination;
- relief of chronic muscle tension, increased flexibility, plasticity of the body, improvement of flexibility of thinking;
- improvement of physical and emotional health;
- improvement of motor skills, facial expressions and gestures;

- improvement of mastery of successful communication skills;
- development of a positive body image and expansion of the sphere of its awareness;
- development of intuition;
- increase in stress resistance;
- mastery of self-regulation skills, learning techniques of mental and muscular relaxation;
- increase in adaptability to changes in the external environment;
- rest and relaxation of the mind and body.

In the departmental kindergartens of Bekabad, through theatrical productions, tabletop, finger, shadow and other types of theatrical activities, children create their own dolls and act out performances with them, and their parents often join in this work. In free activities under the guidance of competent educators, they portray themselves in a theatrical costume and act out a group improvisation based on images in appropriate costumes, use different types of individual or group activities to develop artistry: playing with a sandbox, paper figures, masks, dolls, etc. By comprehending the creative foundations, the child expresses his imagination, opens the most secret corners of the soul, gets rid of the overwhelming negativity, and acquires an incentive for new achievements. Creativity gives freedom of self-expression, allows you to break away from reality and soar on the wings of fantasy. With the help of fantasy, the child not only has fun, but also reveals the secret motives of his behavior. Events in the imaginary world are usually associated with real ones. This allows you to penetrate what the child is hiding, to see the world through his eyes. It is important that the child engages in the kind of creativity that he likes, and not the one that is suitable for him, according to his parents. In the process of art therapy with theater, the child can separate himself from the problem that worries him, shift it to another - a doll, a drawn image or to someone whose role he plays in the theater. In the theater, important situations from the child's life appear, he bares his feelings without fear. His feelings, desires, needs are transferred to an imaginary theatrical image. So the child can see himself from the outside, see the problem and get rid of it. In art therapy, the act of creation itself is important, and not its fruits.

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