

TRANSPERSONAL MODEL IN ART THERAPY - AS HUMANITY PRINCIPLES

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Annotation: This article examines the formation of art therapy as a discipline, as well as its emergence in the fields of creative art therapy, art and psychotherapy, including many other approaches such as family, creativity, personal growth and self. The issues of raising self-awareness and the therapeutic use of products of artistic activity are highlighted.

Key words: art, art therapy, conflict, personality, behavior, Adlerian, family, creativity, personal growth.

INTRODUCTION

Like other models of the well-known humanistic approach, it is a transpersonal model that believes that what is outside the person is also important for his well-being. The transpersonal model seeks to influence the body, mind, and spirit through a combination of humanistic principles, artistic expression, spiritual practices such as meditation, and mind-body concepts. Similar to the user-centered model, the transpersonal model seeks to preserve the individual's innate capacity for growth and healthy development. The therapist in this model identifies personal needs to improve other areas of life, such as relationships, and also tries to identify emotional crises, serious illnesses, or similar conditions.

A cognitive-behavioral approach to art therapy. Cognitive-behavioral therapy includes several different approaches: cognitive-behavioral modification, rational-emotive behavior therapy, and cognitive therapy. Common to all approaches is the obligation to identify personal assumptions, assumptions, and interpretations of events that are responsible for creating negative emotions in the child, which in turn lead to anxiety, depression, and various other emotional disorders. The main goal of cognitive-behavioral therapy is to help the child identify incorrect and negative rules or premises that shape behavior and activities and replace or reorganize them with more positive and realistic rules and assumptions.



The basis of this approach is the formation of a cooperative relationship between the therapist and the child. This model is directive and structured, with the therapist taking an educational and active role in the therapeutic process. In most cases, the main goal is to eliminate or significantly reduce the child's symptoms within 6 to 20 sessions, as well as to create systems in the user to prevent recurrence of symptoms. The cognitive-behavioral model is also action-oriented, and the child must be willing to invest effort and time in treatment, both during training and in free time outside of training, that is, the child himself should behave.

The initial session begins with a presentation of the model, an explanation of the objectives, and then proceeds to an artistic representation of the problem. Instead of asking the child verbally why he or she is depressed, the child is instructed to draw a picture that represents a problem or something that makes him or her depressed and upset. In order to later interpret the drawing, the therapist prepares questions in advance: what is the problem, what can the picture say about the problem, what feelings and thoughts arose when you drew the picture, what are your thoughts now? In this approach, it is important to use simple instructions, instructions and materials so that the child can use them without any problems.



Imagery can also be used to reframe an experience or behavior and develop visual strategies for positive change. Example exercises: "draw a picture of a stressful situation", draw a picture of "how to prepare for a stressful situation", draw a picture of "solving a problem step by step". In addition to drawing, collage techniques, modeling, etc. can be used. Developmental approach to art therapy Many therapists combine different developmental frameworks in their work, such as psychosocial and psychosexual approaches and object relations, but are usually guided by the developmental stages of the general development principles of Lowenfield, Gardner, Kellogg, Golomb and Piaget. The developmental model is primarily designed to work with children, but its application to other ages is not excluded, especially for individuals with physical disabilities, cognitive problems, or developmental delays. Also often applied to adults who have experienced trauma or emotional stress, artistic expression evokes early intuition.

Experiences and their symbolic expression. By using the developmental model of art therapy, the therapist can assess the child's mental, emotional, creative state, as well as motor, cognitive and social skills (for example, whether a child with a motor disorder or autism is using a ruler or a pencil holder is appropriate or No. The development model of art therapy has several positive effects, but the most important are:

- sensory stimulation: using art and materials to stimulate and develop the user's sensory, visual, motor and interactive abilities.
- skill acquisition: learning and mastering a specific activity through successive successive steps in the direction of adapting difficult motor skills.



For example, the therapist divides the activity into several stages:

- learning to sit properly at the desk;
- with a therapist eye contact;
- learning how to hold a brush;
- learning to dip the brush into the brush;
- learning to paint with a brush, etc.

For some users, skills develop in a few sessions, while for others it may take longer. Expressive model of art therapy The idea of "expressive art therapy" dates back to the second half of the 20th century, although its beginnings can be found much earlier in ancient societies. Some authors describe expressive art therapy as a multimodal process, describing it as including several directions, art-painting, music, dance-movement, drama and poetry. Expressive therapy is carried out individually. Although there is no pre-set scene, sometimes a particular art form can be used to stimulate further expression. For some, the activity may begin with drawing, for others with reciting a poem or performing certain movements or dances. A typical session begins with warm-up exercises, the therapist usually chooses the pattern that makes the child feel the safest and most comfortable. The most popular therapeutic approaches in expressive art therapy: finger painting, game with twisted line drawing, making masks, wet paper technique, kinetic family painting therapy (Dilawari, K., & Tripathi, N. (2014).

The meaning of colors. In children's drawings, blue is the color of dreams, but the coldest color. Light blue is the color of meditation and calmness, the color of truth, loyalty, creativity, eternity. It also means the spiritual side of a person, it can also mean sadness, depression, despair. Dark blue indicates space. Orange is located between yellow and red in the color spectrum. Represents something between spirituality and

libido and is a symbol of devotion, passion, fertility. On the other hand, orange can also be a symbol of inappropriate sexual relations, sexual violence. Red is the color of love, fire and hell, it represents anger, danger, power, passion, aggression, strength, courage, violence, blood, sometimes sexual impulses. Black is the color of danger, death, mystery, fear. Gray can be a sign of depression, illness, confusion, loneliness, sadness, melancholy. Green is hope, nature, creativity, strength, immortality, freedom, the color of knowledge, jealousy, independence, change. Like others, yellow has positive and negative meanings. It can mean energy, activity, happiness, freedom, intelligence, agility, eternal life. But it can also mean deception, betrayal, adultery, cruelty, old age.

House-tree-man drawing technique. This drawing technique was proposed by J. Buck in 1948 called "House. Tree. Person". The interpretation of these drawings is used to create a picture of a person's emotional, social and cognitive functioning. Any specific emotional meaning, everything that the child expresses in these drawings and everything that he relates to these objects are specific emotional reactions expressed in a concrete or symbolic form. Each of these objects should be considered as a self-portrait, because the child gives it certain characteristics that are meaningful for him. The methodology consists of two stages: in the first - the child creates drawings, in the second - a conversation takes place, the child describes and explains what he drew. After all the drawings are completed, the special teacher continues the conversation. There are many questions that can help clear up any confusion and provide important information about a child with special needs, such as: Who lives at home?, Do people visit the home?, Is it a happy home?, What is home? made?, What happens inside the house? What kind of tree is this?, How old is the tree?, What season is it?, Is the tree alive?, Who waters the tree? Who is this person?, How old is he?, How does he feel?, Is the person happy?, What does the person like to do?

Lines also represent the ego, thick lines are a sign of a strong ego, thin lines are a sign of a weaker ego. The lines can also show how the child defines his boundaries with the outside world. Does he have access: shows how the child communicates, interacts with the environment. The presence of windows and doors shows how open and attached the child is to others. A lack of windows and doors indicates an introverted, closed type, an abundance of windows and doors can also mean too much dependence on others. Your house is the symbol of piety, intelligence and imagination. A chimney can be a symbol of openness, but also a father's role. Smoke shows warmth and care in the father. Too much smoke can mean too much masculine energy. The lack of a chimney can mean a lack of warmth and safety for a child.

Tree: The body of the tree is the child's ego. Branches are a way to interact with the environment. If the branches are short, it can be an introverted person. Very long

branches can be a sign of dependence on others, and bare branches are a sign of depression and despair.

Person: Where is the face in the picture, and what is its size? Personality size is related to self-esteem and self-concept (self-image). A small person means low self-esteem, depression, lack of energy. Average size means a healthy person, a person who is bigger than a house means overestimation, delusion, unrealistic expectations. Whether the person is close to the house or far away, his hands are tied (this can be a sign of fear and anxiety) or he waves and points with his fingers.

Feet: Shows awareness and grounding. Small feet can be a sign of insecurity.

Expressiveness of lines: thickness, color intensity and remaining trace should be analyzed. Strong lines (traces) can be a sign of aggression, impulsiveness, passion, while weak lines are a sign of withdrawal, shyness, feelings of inadequacy

CONCLUSION

Art can represent thousands of individual thoughts. It can be in the form of dance, music, drama, creative arts. Most children say that art helps them express their feelings and thoughts. It is a way for them to release stress or express their feelings and emotions. Some may use hand signs to communicate, some may use technology to communicate their messages, and some children with communication problems may use art to communicate. Works of art speak about feelings and emotions that children cannot share with us directly. It's also a way for parents and special education teachers to know if a child is feeling good or struggling. Painting, coloring, drawing - all this requires the use of art tools such as paint brushes, pencils, crayons, scissors. Most importantly, it increases their self-confidence and self-esteem, not only in the field of art, but also in relation to others. All types of art can be beneficial for children with special educational needs. That is why art should be included in the curriculum in special schools.

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