

## ART THERAPY AS AN EFFECTIVE TREATMENT FOR INJURED CHILDREN (During war, violence, natural disasters)

Raxmatova Ikbolxon Inomjonovna
Teacher of Termiz State Pedagogical Institute
Rashidova Zuhra G'ani qizi
Student of Termez State Pedagogical Institute

Annotation: In this article, the formation of art therapy as a special discipline, which includes imaginative methods of interpretation through the means of art, is also a profession that has emerged in the fields of creative art therapy, art and psychotherapy, which resolves conflicts. and reduce distress, current art therapy incorporates many other approaches such as personality, gestalt, cognitive, behavioral, Adlerian, narrative, and family to promote creativity, personal growth, and self-actualization. - the issues of raising self-awareness and the therapeutic use of the products of artistic activity are highlighted.

**Key words**: art therapy, grief, conflict, personality, gestalt, cognitive, behavior, Adlerian, story, family, creativity, personal growth, ability, art.

## INTRODUCTION

Art therapy is a special science that includes imaginative methods of interpretation through visual arts. Art therapy is also a profession that has emerged from the fields of creative art therapy, art, and psychotherapy, which may vary in definition. There are three ways to use art therapy.

The first is analytical art therapy. Analytical art therapy is loaded with theories derived from analytical psychology and, in many cases, psychoanalysis. Analytical art therapy empowers the child, the ideas, and the therapist, as the art communicates between the two.

Another way to use art therapy is art psychotherapy. This perspective is more focused on the psychotherapist and their verbal analysis of the child's artwork.

A final way of looking at art therapy is using the prism of art as therapy. Some art therapists who practice art as therapy believe that verbal analysis of a child's artwork is not important and instead emphasize the process of creating art. In all of the different approaches to art therapy, the art therapist takes the child on a journey to explore their inner thoughts and feelings using paint, paper and pencil, or even clay. Art therapy can be used to improve emotional and cognitive motor function, self-awareness, self-esteem, and emotional stability. It also helps resolve conflicts and reduce grief. Current art therapy includes many other approaches such as personality, gestalt, cognitive, behavioral, Adlerian, narrative and family. The principles of art therapy include nurturing humanity, reconciliation of emotional conflicts, creativity, personal growth









and self-awareness. In recent years, art therapy, one of the directions of expressive therapy, involves the therapeutic use of artistic tools, creative tools, and products of artistic activity to resolve emotional conflicts, reduce anxiety, and develop self-awareness. In addition, self-confidence, development of social skills, improvement of orientation to reality and control of behavior and addictions, etc. (American Art Therapy Association, 2022).





Through the use of various art tools, the patient can express and process the questions and problems that brought him to therapy. The therapist and the child become partners and try to understand the artistic process together. In other words, art therapy combines the fields of visual arts (painting, sculpture, and other forms of artistic expression), knowledge of the creative process, and human development with psychotherapy models. Art therapy is not only intended for gifted individuals with a great talent for art, but is an activity whose purpose is to heal and communicate through aesthetics.

The goal of art therapy is not to evaluate the aesthetic appeal of the final products and to develop certain techniques and artistic abilities, but the products created by the child during art therapy reflect his development, abilities, personality, interests, concerns and conflicts. The art activities used in art therapy involve physical movement and provide a rich sensory experience. The creative process can relieve stress by changing mood and inducing relaxation. Although many see art therapy as a form of play and therefore best suited for treating children, this form of therapy is also used by couples, adults, families, and groups of all ages.







Art therapy is an effective treatment for children who have been injured (during war, violence, natural disasters), children and people with poor health (for example, due to tumors, asthma). An example of this is people suffering from depression and similar conditions. Art therapy uses art as a primary means of communication and combines many creative techniques from music, art, movement therapy, drama therapy, family therapy, and more. The arts enable learning through activities that promote and facilitate education and social development. Art therapy allows children with special educational needs to develop more creativity and self-awareness. Art therapy is often referred to as special education and includes the original modifier for special education services to enable a child to cope and succeed in a given setting. Disabilities suitable for art therapy often include: learning disabilities, autism, behavioral problems, other disorders on the autism spectrum, ADHD, emotional disturbance.







Another model is the Gestalt art therapy model. The term "gestalt" refers to a whole form or configuration, rather than a simple sum of individual parts. The purpose of this model is to encourage honest, responsible, authentic and direct communication between the user and the therapist in order to explore the child's feelings and thoughts. Full sensorimotor activation is required from the child. He thought that this would lead to the identification and clarification of 10 problems. It is designed for children who are active, talented and dedicated to realizing their potential. Training is usually organized on the basis of self-management and self-motivation. The therapist facilitates implementation and is responsible for achieving treatment goals and self-evaluation. According to Gestalt therapists, people can be agents of their own personal development process and health. They use their knowledge not to interpret the user's art, but to facilitate and encourage the user-initiated process, sometimes providing examples or experiments to explore internal dynamics. Also, proponents of gestalt therapy believe that creativity in people is innately related to the life process.

## **CONCLUSION**

Unlike other approaches based on the past, the unconscious, and conflicts, the humanistic approach is based on the individual in the present. One of the models in the humanistic approach is the child-centered model, which is based on unconditional positive support of the child by the therapist. The focus of the centering model is to help people become more autonomous, self-reliant, and confident. People are helped to find the root causes of their problems and to solve and overcome them.

## REFERENCES

1.AMERICAN ART THERAPY ASSOCIATION (2022, June 10). ABOUT ART THERAPY.

HTTPS://ARTTHERAPY.ORG/ABOUT-ART-THERAPY/ aACH-fELDMAN, S., & KUNKLE-MILLER, C. (2016). Developmental art therapy.

- 2.IN J.A. Rubin (Ed.), APPROACHES TO ART THERAPY (PP. 435-451). ROUTLEDGE.
- 3. Inomjonovna, R. I. (2022). INTERACTIVE GAMES IN THE PROCESS OF TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS.
- 4. Inomjonovna, R. I. (2022). CHARACTERISTICS OF UZBEK FOLK APPLIED ARTS AND THEIR PLACE IN SOCIETY. World scientific research journal, 2(1), 29-32.
- 5. Inomjonovna, R. I. (2022). FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. *World scientific research journal*, 2(1), 25-28.
- 6. Inomjonovna, R. I. (2022). METHODS OF FORMATION OF IMAGINATION, THINKING AND CREATIVE THINKING IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *World scientific research journal*, 2(1), 58-62.



- 7. Inomjonovna, R. I. (2022). FINE ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATION AS A DEPARTMENT OF INTEGRATIVE CONTENT. *World scientific research journal*, 2(1), 63-66.
- 8. Мурадов, Ш. К., Ташимов, Н. Э., & Рахматова, И. И. (2017). Сечение поверхностей 2-го порядка общего вида по эллипсу заданной площади. *Молодой ученый*, (50), 99-102.
- 9. MURADOV, S. K., TASHIMOV, N., RAXMATOVA, I., & KUKIEV, B. (2017). SECHENIE POVERXNOSTEY 2-GO PORYADKA OBshchEGO VIDA PO ELLIPSU ZADANNOY PLOshchADI. *Young Three*, *50*(184), 99-101.
- 10. Inomjanovna, R. I., & Rozibaevna, H. N. (2021). THE GREAT SILK ROAD CULTURAL LIFE. *ResearchJet Journal of Analysis and Inventions*, 2(01), 1-4.
- 11. Inomjanovna, R. I. (2021). CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. *Journal of Ethics and Diversity in International Communication*, *1*(1), 19-22.
- 12. Рахматова, И. И. (2016). Причины, повышающие творческие способности студентов на занятиях по созданию портрета. Учёный XXI века, (7 (20)), 26-28.
- 13. Рахматова, И. И. (2016). Место и значение игры в процессе художественного воспитания. Ученый XXI века, 23.
- 14. Inomjonovna, R. I. (2022). TEACHING SCULPTURE AND ITS CHARACTERISTICS TO CHILDREN IN PRESCHOOL EDUCATION PEDAGOGICAL FUNDAMENTALS. *Journal of new century innovations*, 11(7), 73-78.
- 15. Рахматова, И. И. (2022). ПРОБЛЕМА СТРЕССА В ФОРМИРОВАНИИ ЛИЧНОСТИ РЕБЕНКА. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, *1*(4), 108-111.
- 16. Рахматова, И. И. (2022). ФАКТОРЫ ФОРМИРОВАНИЯ ЛИЧНОСТИ ПЕДАГОГА В СФЕРЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, *1*(4), 104-107.
- 17. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, *12*(2), 29-34.
- 18. Inomjonovna, R. I. (2022). CHARACTERISTICS OF UZBEK FOLK APPLIED ARTS AND THEIR PLACE IN SOCIETY. World scientific research journal, 2(1), 29-32.
- 19. Inomjonovna, R. I. (2022). THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN. *Journal of new century innovations*, 11(2), 104-108.
- 20. Inomjonovna, R. I. (2022). CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, 11(7), 43-46.
- 21. Inomjonovna, R. I. (2022). INTERACTIVE GAMES IN THE PROCESS OF TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS.



- 22. Inomjonovna, R. I., & Mahmadaliyevna, D. C. (2022). DEVELOPMENT OF PEDAGOGICAL TECHNOLOGY OF USE OF ART THERAPY IN PRESCHOOL CHILDREN. *Journal of new century innovations*, *11*(2), 125-130.
- 23. Inomjonovna, R. I. (2022). EFFECTIVENESS OF BUILDING-MAKING AND WORKING WITH CLAY TECHNOLOGY IN PRE-SCHOOL EDUCATIONAL ORGANIZATION. *Journal of new century innovations*, 11(2), 118-124.
- 24. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, *12*(2), 29-34.
- 25. Inomjonovna, R. I. (2022). FACTORS OF FORMATION OF IMAGINATION IN PRESCHOOL CHILDREN. *Journal of new century innovations*, 11(7), 69-72.
- 26. Inomjonovna, R. I. (2022). FORMING AESTHETIC IDEAS OF PRE-SCHOOL CHILDREN BY TEACHING THEM TO DRAW. *Journal of new century innovations*, 11(2), 109-112.
- 27. Inomjonovna, R. I. (2022). IMAGINATION OF CHILDREN THROUGH GIVING UNDERSTANDINGS OF ART TYPES TO CHILDREN AND SHAPING THINKING. *Journal of new century innovations*, 11(7), 79-84.
- 28. Inomjonovna, R. I. (2022). INDICATORS OF ARTISTIC CREATIVE GROWTH AND DEVELOPMENT OF AESTHETIC SENSE OF CHILDREN. *Journal of new century innovations*, 11(7), 62-68.
- 29. Tagaynazarova, R., & Raxmatova, I. (2020, December). LANGUAGE AND EDUCATION INTEGRATION. In Конференции.
- 30. Inomjonovna, R. I. (2022). SENSORY FUNDAMENTALS OF CLAY AND PLASTICINE TOY MAKING IN CHILDREN'S CREATION. *Journal of new century innovations*, 11(7), 52-56.
- 31. Inomjonovna, R. I. (2022). SOCIAL SIGNIFICANCE OF THEORETICAL AND PRACTICAL BASIS OF PICTURE ACTIVITY IN PRE-SCHOOL EDUCATION. *Journal of new century innovations*, *11*(7), 85-90.
- 32. Inomjonovna, R. I. (2022). SPECIFIC CHARACTERISTICS OF MAKING TOYS FROM CLAY AND PLASTICLINE IN PRESCHOOL EDUCATIONAL ORGANIZATION. *Journal of new century innovations*, 11(7), 47-51.
- 33. Inomjonovna, R. I., & Yuzboyevna, T. M. (2022). TEACHING CHILDREN TO MAKE CREATIVE MODELS FROM DIFFERENT PLANTS. *Journal of new century innovations*, 11(7), 57-61.
- 34. Inomjonovna, R. I. (2022). TEACHING SCULPTURE AND ITS CHARACTERISTICS TO CHILDREN IN PRESCHOOL EDUCATION PEDAGOGICAL FUNDAMENTALS. *Journal of new century innovations*, *11*(7), 73-78.
- 35. Inomjonovna, R. I. (2022). THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN. *Journal of new century innovations*, 11(2), 104-108.
- 36. Inomjonovna, R. I. (2022). THE IMPORTANCE OF THE TECHNOLOGY OF WORKING WITH CLAY, PAPER AND MATERIALS IN INVOLVING



- CHILDREN IN WORK ACTIVITIES IN THE PRESCHOOL EDUCATIONAL ORGANIZATION. *Journal of new century innovations*, 11(2), 113-117.
- 37. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE COMPETENCE OF EDUCATORS IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *Journal of new century innovations*, 22(1), 125-129.
- 38. Рахматова, И. И. (2016). МЕСТО И ЗНАЧЕНИЕ ИГРЫ В ПРОЦЕССЕ ХУДОЖЕСТВЕННОГО ВОСПИТАНИЯ. Учёный XXI века, (7 (20)), 23-25.
- 39. Inomjonovna, R. I. (2023). STEAM EDUCATION IS ONE OF THE MAIN TRENDS IN THE WORLD. *Journal of new century innovations*, *21*(2), 27-32.
- 40. Inomjonovna, R. I., & Xolmirzayevna, X. N. (2023). TYPES, METHODS AND METHODS OF TEACHING VISUAL ACTIVITY KNOWLEDGE AND APPLICATION. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *14*(3), 92-97.
- 41 .Inomjonovna, R. I. (2023). PSYCHOLOGICAL CHARACTERISTICS OF PICTURE ACTIVITY IN EDUCATIONAL PERSONALITY. *Journal of new century innovations*, 22(1), 113-118.
- 42. Inomjonovna, R. I. (2023). HUMAN CAPABILITIES-SOCIAL DEVELOPMENT IS A PRODUCT. *Journal of new century innovations*, 22(1), 119-124.
- 43. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE ABILITY AND IMAGINATION IN CHILDREN. *Journal of new century innovations*, 22(1), 108-112.
- 44. Inomjonovna, R. I. (2023). ART AS A COGNITIVE ACTIVITY IN THE LIFE OF CHILDREN. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *14*(4), 132-137.
- 45. Inomjonovna, R. I. (2023). INFLUENCE OF INNOVATIVE IDEAS ON HUMAN PSYCHOLOGY IN TEACHING PAINTING TECHNIQUE THROUGH ART THERAPY. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 126-134.
- 46. Inomjonovna, R. I. (2023). FACTORS FOR THE DEVELOPMENT OF IMAGING SKILLS OF PRESCHOOL CHILDREN. THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY, 1(5), 74-79.
- 47. Valiyev, A. N. (2018). Rahmatova II O'quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. *T.:" Xalq ta'limi" jurnali*.
- 48. Inomjonovna, R. I. (2023). FACTORS OF WORKING WITH VIOLENT CHILDREN AND ADULTS USING ART THERAPY TECHNOLOGIES. THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY, 1(5), 80-88.