

## Art Therapy for the Development of Creative Thinking of the Individual

*Fayazova Fazilat Shavkatovna*

Associate Professor of the Department of Social Sciences, Pedagogy and Vocational Education of the Kamoliddin Behzod National Institute of Arts and Design

### Abstract

The article contains information that reveals the essence and history of art therapy. The history of the emergence and features of the art-therapeutic method. The study by scientists of the importance of creative activity in the development of personality. The session and the effect of art therapy sessions are also briefly described.

**Keywords:** art therapy, psychology, personality, creativity, creative activity, art therapy session.

Art therapy is literally "healing through creativity"; psychotherapy, in which creative techniques are used. However, it is different from a simple drawing, music or acting class. The goal of art therapy is not to create an object of art, but to work with your own Self. It focuses not on the result, but on the process. That's why you don't have to have creative skills to go to art therapy.

The problem of creativity has been studied in sufficient detail in foreign psychology by such outstanding researchers as F. Galton, Z. Freud, A. Assagioli, K. Jung, A. Adler.

Art therapy is an interdisciplinary approach that combines various fields of knowledge - psychology, medicine, pedagogy, cultural studies, etc. It is based on artistic practice, since during art therapy classes children are involved in visual activities [3, p. 56].

The outstanding Russian researcher in the field of pedagogy and psychology Vygotsky L.S. in his work "Imagination and creativity in childhood" noted the importance of children's participation in various types of artistic and creative activity, pointed out the possibilities of art in the correction of mental processes in children, confirming the idea of "education through art", which was widespread at the beginning of the XX century. He said that "the child's cognition of the world occurs throughout the path of his development in the process of learning and upbringing in the cultural and educational space" [1, p. 105].

According to Vygotsky L. S., the child is inclined to creativity. The manifestations of fantasy in a child are more vivid and unexpected than in an adult, due to the fact that the child trusts the result of his imagination more and controls them less [1, p. 84].

Representatives of deep psychology and psychoanalysis determine motivation as the leading sign of a creative personality. Depending on what motivation underlies creative behavior, psychologists define the concept of creativity in different ways. A. Adler considered creativity as a method of filling an inferiority complex. The phenomenon of "Creativity" was developed most deeply and fully by K. Jung. He saw in it the discovery of the archetypes of the collective unconscious. For R. Assagioli, creativity was a process of the ascent of the personality to the "higher self" and a way of its self-disclosure.

J. Guilford suggested focusing on the development of creative opportunities. He developed a concept that was a cube-shaped structure of the intelligence model. He showed the difference between convergent and divergent types of thinking [2].

Basically, art therapy methods are used in combination with another psychotherapeutic direction. This combination contributes to the fullest disclosure of the personality, the study of injuries and the removal of blocks. The term art therapy was coined in 1938 by Adrian Hill. The pioneers of art therapy relied on Freud's idea that a person's inner self manifests itself in visual form whenever he spontaneously draws and sculpts, as well as on Jung's thoughts about personal and universal symbols. The central figure in the art therapy process is a person striving for self-development and expanding the range of his capabilities [4].

Creative activity differs from any educational activity in that schoolchildren do not just directly master certain actions, techniques and operations, but a special climate is created that puts the mind in a state in which non-standard techniques and methods for solving certain tasks are used[5].

Many people do not understand their own emotions and do not know how to express them; it is difficult for them to establish contact with themselves and others. The reason may be internal prohibitions, negative attitudes or injuries that continue to affect the psyche. It is easier to find and express these problems in the creative process. You don't talk about yourself directly — but express yourself metaphorically: with color, sound, movement. Then, together with the therapist, you "decipher" the message and work through it.

Conducting art therapy classes on a regular basis will help:

- increase self-esteem;
- reduce stress levels and get rid of chronic stress;
- get rid of anxiety disorder and depression;
- resolve family and child-parent conflicts;
- develop effective behavioral strategies and improve communication skills;
- better understand yourself, your desires, needs and goals.

Art therapy helps to develop communication and cognitive abilities, understand others and feel more confident. Art therapy gives adults a more complete understanding of themselves and their feelings. Art therapy helps people who are faced with a serious illness to accept what has happened and go through treatment. It shows how not to accumulate feelings in yourself, continue to enjoy life, and prevents deep depression. An art therapy session begins the same way as in any other direction: with a request. You will discuss problems and goals with the therapist. During the creative process, the therapist may ask how you feel or direct your activities. At the end of the work, you will interpret the result of creativity, discussing what thoughts and memories arose in the process. The effect may be felt after the first session, or maybe only after a while. It depends on the individual characteristics of the client and the complexity of the request. There is an atmosphere of safety and acceptance at the art therapy session. The therapist will not criticize or evaluate you. He will only guide and help — in order to find answers together and come to the goal.

The peculiarity of art therapy technology is that it uses non-verbal ways of self-expression and communication. In the process of creativity, the right hemisphere of the brain is actively involved. In everyday life, a person mainly uses the left hemisphere. At the same time, the harmonious development of a person presupposes the same development of both hemispheres.

Art therapy classes will positively influence the development of creative abilities, provided that the pedagogical process is built in an interesting way and then art therapy will take its rightful place in the educational process not only of circles and sections.

The study of the problem of creativity and creative abilities is currently becoming complex and is an important area of research. Creative abilities are individual characteristics, qualities of a person that determine the success of performing creative activities of various kinds. Since the creative abilities of a person are based on the processes of thinking and imagination, the main vectors of the development of creative abilities of a person will be:

- The development of productive creative imagination, which is characterized by such qualities as the richness of the images produced and orientation.
- Development of the qualities of thinking that form creativity; such qualities are associativity, dialectic and systematic thinking.

One of the features of the art therapy process is that the relationship between the client and the art therapist is mediated by the product of the client's creative activity and reflects the process of creative expression. Creative potencies in different people are at different levels of the subconscious, and it is possible to "pull" them into consciousness only taking into account human individuality. The main concepts of the art therapy process are as follows:

1. Psychotherapeutic relationships are an open "living" system, which includes the client and the

psychologist as the main elements, as well as visual material /products;

2. This system has a number of characteristics (openness; availability of information channels connecting its elements with each other and with the external environment; ability to set goals);
3. Being an open system, psychotherapeutic relationships in art therapy have certain structural and functional characteristics. Structural and functional characteristics.

For psychological health and stable functioning of the mind, it is necessary that the subconscious and consciousness are inextricably linked and act in a coordinated manner. If the connection breaks or "dissociates", a psychological disorder occurs. In this case, the symbolism of dreams plays the role of a "courier", transmitting messages from the instinctive parts of the mind to the rational ones. That is why art therapy attaches great importance to the independent creative work of clients.

### Literature:

1. Golubeva Ye.N. Sposobnosti i sklonnosti [Tekst] / Ye.N. Golubeva // ucheb. posobiye, M. Prosveshcheniye, 1998.-165s.
2. Nikitina L.V. Povysheniye effektivnosti urokov chteniya putem organizatsii gruppovoy raboty [Tekst] / L.V. Nikitina // Nachalnaya shkola 2001.- № 5.- S. 99-100.
3. Itelson L. B. Leksii po obshchey psxologii: Uchebnoye posobiye. M.: OOO «Izdatelstvo ACT», Mm.: Xarvest, 2014, 896 s.
4. Lebedeva, L.D. Art-terapevticheskiye zanyatiya / L. D. Lebedeva// Nachalnaya shkola. - 2001. – № 5. - S. 29-34. yazyka [Tekst] / M.R. Lvov // Nachalnaya shkola - 1993.- № 1.- S. 21-26.
5. Kodjaspirov G.M. Pedagogicheskiy slovar [Tekst] /G.M. Kodjaspirov // M.: Akademiya, 2000.- 176s.
6. Vigotskiy, L.S. Psixologiya iskusstva. 3-e izd. M.: – Iskusstvo, 1986. – 573 s.