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ART THERAPY AS A MEANS OF SPEECH COMPETENCE FORMATION

Therapy and art have a lot in common: each person has the opportunity to create something according to their own interests or needs and, in fact, the process of creation brings them pleasure. In the creative process, the possibilities of expressing thoughts, expressing emotions and feelings are realized.

Art therapy is one of the ways of self-expression and self-disclosure of the individual, the way to inner harmony. As an independent scientific field, art therapy began to form at the junction of art and science of the last century.

At the current stage of scientific development, art therapy ("art therapy" literally means treatment with fine art) is a direction of psychotherapy that is constantly being modernized and expanding its scope of application. For example, the means, techniques and methods of art therapy are used in the pedagogical activities of general or special educational institutions, medicine and social work.

The goal of art therapy is the harmonization of the internal state of the individual, the restoration of a person's ability to find an optimal state, which contributes to the normalization of the lifestyle, the acquisition of balance. B. Karvasarsky in the "Psychotherapeutic Encyclopedia" defines art therapy as "the use of art as a therapeutic factor." It is art therapy that is a simple and effective method of psychological help based on creativity and play, which has a wide age range of application (from children to the elderly). [1]

The main task of art therapy is to find and work out the problem encoded on the unconscious level of the human psyche, through the mediation of images, symbols, metaphors and other information; to project the identified problem on a conscious level and to process the experiences and emotional state that have arisen or are related to it; release old or repressed emotions.

It is worth paying special attention to the means of art therapy. By creating images and silhouettes during art therapy, the personality demonstrates its own vision of the surrounding world, its role in it and its own influence on the course of routine things. Actually, any creative process is a therapeutic activity aimed at helping a person to change the emotional background, relieve tension and reduce the level of stress.

In the products of creative activity, both publicly available information and deep personal experiences are reflected. Long before the emergence of the verbal method of communication, people communicated through drawings, which highlighted feelings and emotions. In the process of ontogenesis, a person briefly repeats the history of phylogenetic development: without learning to write, and sometimes to speak, a child can draw.

Art therapy classes give the child the opportunity to reproduce the process of species development through his own personal development, i.e. they give the opportunity to realize physical, emotional and cognitive experience in a safe and comfortable interpretation for himself within the limits of the age characteristics of the individual, as well as with a projection on constructive functioning in society in the future. Thanks to the means of art therapy and, in particular, manifestations of artistic abilities, a person of any age category learns to recognize his own problems, observe them from the outside, thereby finding possible solutions.

Extensive theoretical and practical experience has been accumulated in the field of using various types of creativity for therapeutic, corrective and developmental purposes (Burkovskiy, Haykin, 1979; Kopytin, 1999; Kaloshina, 2002; Kokorenko, 2005; Lebedeva, 2000; Nazloyan, 2001; Purnis, 2008).

Currently, art therapy, in a broad sense, is understood as the use of all types of arts with a therapeutic, corrective and developmental purpose (Valdes Odrisola, 2005; Kiselyova, 2014). Private forms of art therapy are described in the works of such scientists:

- bibliotherapy – the therapeutic effect of reading (Drescher, 2002; Miller, 1971; Hovhanesyan, 2002);
- vocal therapy – treatment with singing (Shusharjan, 1998);
- drama therapy, as a therapeutic factor uses the means of theatrical art and role play (Kipnis, 2002);
- isotherapy - picture therapy (Burkovskiy, Haikin, 1979; Burno, 1999; Zorin, 2006; Haikin, 1992);
- image therapy – therapeutic effect through an image, theatricalization (Hovorov, 2001);
- music therapy – therapeutic effect through the perception of music (Brusilovskiy, 1973; 1979; Hrynyova, 1981; Dogel, 1988; Solovyova, Vdovina, 2008; Chemeneva, 2008));
- expressive therapy (Rogers, 1997; MacNiff, 2003; Rogers, 1993) and others [2].

Oleksandr Kopytin, Doctor of Medical Sciences, Professor of the Department of Psychology of the Academy of Postgraduate Education, considers art therapy to be radical in nature, because it is connected with the disclosure of a person's internal resources and provides an opportunity for:

- development of spontaneity and improvement of cognitive skills of the individual (attention, thinking and memory);
- consideration of one's life experience from different angles;
- development of communication skills through visual, sound and movement means;
- self-expression with satisfaction for oneself and others;
- mastering new social skills, in particular, in group work;
- revealing hidden personal qualities and their impact on society;
- increasing self-esteem and, as a result, strengthening personal identity;
- development of the necessary decision-making skills;
- distraction and splashing of accumulated negativity;

- realization of own creative possibilities.

At foreign language lessons, elementary school students can demonstrate their speaking skills through art therapy. In particular, for adjustment and self-help before speaking, children can reproduce the main idea on paper using non-aggressive colors. To reduce stress during public speaking, children can draw information that is difficult to describe in a foreign language without help.

Also, for better assimilation of new vocabulary and making new associations, the teacher can use various sounds as one of the means of art therapy. It is important that the melody is pleasant for students, otherwise the effect can be the opposite. For example, when familiarizing, learning and reproducing the names of various animals, it is appropriate to turn on their characteristic sounds. During familiarization, the teacher needs to speak new words to the sound accompaniment, during learning - students repeat the words according to the teacher to the sounds, during reproduction - students say words associated with a certain sound. It is also worth using calm melodies during diagnostic work. This calms the children and allows them to adjust to work without stress.

It is worth noting that singing as a form of art therapy helps to overcome the fear of speaking in a foreign language and sets up a friendly atmosphere in the classroom. It is appropriate to use vocals when learning new grammatical structures. Students have the opportunity to hear how a native speaker pronounces and try to reproduce it to music, as well as better remember new material with the help of rhyme. It is important for the teacher to join in the singing and monitor that all students are involved.

An integral part of the art therapy process manifests itself as a personality aimed at self-development and manifestation of one's own capabilities. So, art therapy fulfills the need of a modernized society for an ecological approach to the failure of its individual participants, partial self-realization, and a tolerant attitude to existing problems.

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