

The use of art therapy methods in the mental development of preschool children and in overcoming negative mental states.

Ochilova Farida Bakhridinovna
Samarkand branch of the Institute for
Retraining and Advanced Training
of Physical Education and Sports Specialists

ANNOTATION.

This article describes the use of art therapy methods in the mental development of preschool children and the elimination of negative mental states and the correction of negative mental states through art therapy. A description of exercises that provide mental peace is presented.

Keywords: art therapy, correction, creativity, stress, emotion, mental state, therapy, exercises.

Introduction: Currently, eliminating various negative changes that occur in the development of children as individuals has become one of the most important tasks. Great work is being done in our country in this regard.

The words of our President Sh. Mirziyoyev, “We will mobilize all the forces and capabilities of our state and society so that our youth can mature and be happy, independent-thinking people with high intellectual and spiritual potential, who are not inferior to their peers in any field in the world,” are a key task for us, because the development of youth is the foundation of the future of our state. The role of parents as role models in raising children to be knowledgeable, creative, and thoughtful is invaluable.

Unfortunately, a thousand different problematic situations can arise in the development of children. Eliminating such problems is a process that requires great responsibility from modern specialists.

Of course, the relationships of each child in the family are unique and unrepeatable. However, there are also psychological aspects of parent-child relationships. Parenting styles are often divided into “democratic” and “authoritarian” depending on the methods parents use to control their children’s behavior. It is important to properly organize the communication between parents and their children, because it has a huge impact on the child’s nervous system.

Although people have used art to express themselves and communicate for centuries, art therapy only began to be used in the 1920s.

At that time, health care professionals realized that patients with mental illnesses tended to express themselves through painting or other artistic forms, which led to the study of the use of art as a therapeutic strategy.

The term "art therapy" was introduced in the 40s of the last century by the English doctor and artist Adrian Hill... He noticed that creativity helps tuberculosis patients (with whom he worked in the hospital) recover faster. It is worth noting that since art appeared in ancient times, its therapeutic effect was noted earlier, but only in our time has there been a special interest in this function of creativity.

Art therapy (art therapy) is a method of psychocorrection, first used in psychotherapy by A. Hill in 1938. Art therapy helps 3-4-year-old children learn the world, study the properties of objects and substances, develop fine motor skills. Art therapy works with patients with mental illnesses, rehabilitates prisoners, educates young people, improves the well-being of healthy people, etc. It is used in people with post-traumatic stress resulting from post-war conflicts, sexual violence or natural disasters; with individuals suffering from physical illnesses such as cancer; also with individuals with autism, dementia or Alzheimer's, depression and other psychological characteristics, it gives a great positive result.

Currently, the direction of play therapy, as an art therapy, is actively developing. The main goal of art therapy is to harmonize the development of the individual through the development of self-expression and self-knowledge. The history of art therapy shows that the first attempts to use it in working with children as a psychotherapeutic and psychocorrectional tool, as well as a factor in their development, occurred in the first half of the 19th century, the practice was comprehensively substantiated in the works of N. Reed, E. Kramir

and others. With the diversity of various forms of art therapeutic work and significant differences between individual groups of children, it has some common features that should be taken into account. One of these features is that children in many cases have difficulty expressing their problems and experiences verbally. For them, non-verbal expression, including visual expression, is more natural. This is even more important in cases where the child has one or another learning disorder. It is also necessary to take into account that children are more spontaneous and unable to reflect their own feelings and actions.

Their experiences are directly "sounded out" in images, without passing through the "censorship" of consciousness. Therefore, their experiences, pictorial production are accessible, convenient for perception and analysis. Another feature is that the child's thinking is more figurative and concrete than the thinking of most adults, therefore he uses visual activity as a way to understand reality and his relationship with it.

Based on the child's drawing, it is possible to assess the degree of damage to his intellectual development and level of mental maturity. It is necessary to take into account the liveliness and richness of children's imagination, to offer the child fantastic, fantastic plots for their "processing" in visual activity. Also important is the child's "role plasticity", his natural inclination to play activities. An important circumstance is that visual materials and objects of play activities often become more important "partners" for the child than the therapist. other emotional reactions in which transference phenomena are obvious (M. Klein. E. Miner, D. Kallf, etc.).

It should also be taken into account that the play space, visual material and image are a means of psychological protection for the child, to which he turns in difficult situations.

The "protective" function of the play space, material and visual image also implies that they provide the possibility of regression of the psyche and thereby the child's level of "openness" necessary for the psychotherapeutic process. The regression and reflection of regressive material (experience, role, situations) in the visual process leads to interaction with this material and its gradual reintegration. This dynamic is well illustrated, for example, in the publication of T. Boronska. It describes long-term individual art therapy work with a teenager in a special boarding school using a non-directive approach.

Art therapy provides the child with many opportunities to respond emotionally in a socially acceptable way. In the case of difficulties in communication, the child's loneliness, low interest in peers, or excessive shyness of the child, art therapy allows you to unite children in a group, facilitate their communication process, mediate, while maintaining the individual nature of their activities. The art therapy method allows the psychologist to optimally combine an individual approach to the child and a group form of work.

According to a number of researchers, the use of art therapy methods in rehabilitation work allows you to achieve the following results:

- provides an effective response, giving it socially acceptable forms;
 - provides a communication process for closed, shy or vulnerable peers. children;
 - creates favorable conditions for the development of self-regulation skills, has an additional effect on the child's understanding of his feelings, experiences and emotional states;
 - creates the necessary conditions for the regulation of emotional states and reactions;
- significantly increases personal dignity, contributes to the formation of a positive "self-concept" and increases self-confidence due to social recognition of the value of the product created by the child.

As noted, the main neurotic manifestations in children are: increased mental fatigue, low mood quality, increased or decreased reaction intensity, lack of self-confidence, low adaptability of the child, anxiety and fear, impaired self-esteem, impaired voluntary self-esteem. -regulation, vegetative disorders, psychosomatic disorders, speech and sleep disorders, intrusive actions and fears, impaired attention, emotional and volitional disorders.

Therefore, the purpose of the correctional stage of our study was to develop and approve a correctional program for working with neurotic manifestations in preschool children aged 5-6 years. When developing such a program, we rely on a number of principles for compiling a correctional program, described by O. A. Karabanova, O. S. Vasilova, V. R. Filatova and others, i.e. determining the goals and objectives of correction, methods of psychological impact on the child. Leading principles for designing correctional programs

1. The principle of systematic corrective, preventive and developmental tasks.
2. The principle of unity of diagnostics and correction.
3. The priority of correction of the type of cause.
4. The principle of activity.

5. The principle of taking into account age and individual abilities.
 6. The complexity of the methods of influence.
 7. The principle of active participation of the immediate environment.
- O.S. Vasilsva, F. R. Filatova distinguish the following general principles of psycho-correction;
- ensuring a sense of security; .
 - establishing and maintaining effective communication;
 - empathy;
 - access to personal resources;
 - compliance of the applied psychocorrection methods with the age characteristics of the client.

Taking into account these principles and rules, in our opinion, allows us to build correctional work with children in the most optimal and effective way.

The development of a correctional program using art therapy methods is carried out based on a number of studies by V. Oklender, D. Brett, D. M. Sokolova, E. S. Stepanova and others. Work with children is built and carried out both individually and in a group.

At about 3 years old, a child begins to perceive himself as a separate person. At this age, you can try to analyze his emotional state using a self-portrait.

Below we offer you several exercises:

Exercise 1: "I am me" Ask the child to draw himself as he sees himself. The child pays attention to what he is drawing. To further develop the topic, ask the child to depict his family members. You can learn a lot from such a drawing about what place relatives occupy in the child's life and how he relates to each of them. The exercise helps the child to feel his own self, to understand his strengths.

Exercise 2: "Cave" Imagine a hero of yours (this hero can be a fairy tale, a cartoon, an ideal person in your life, or yourself). The hero you imagine sets out to find treasure, this is a long journey, it leads to a cave where the treasure is hidden. In what state will your hero go to get the treasure, what will he take with him, and you are invited to draw this situation. After the child has described the picture, they are invited to draw the character they created and discuss the picture. This activity is great for developing children's internal resources.

Conclusion: Art therapy classes are a convenient method for eliminating various nervous disorders in children. This direction of psychology is currently being widely used and positive results have been obtained, the above classes have also been used in children and have an effective indicator, these classes were conducted with more than 30-25 children in the Samarkand Azizam Psychological Center in Samarkand, 60% of children showed an increase in self-confidence, increased activity in communication, elimination of enuresis and better sleep.

REFERENCES

1. Sh.Mirziyoev "Erkin va Farovon demokratik O'zbekiston Davlatini birgalikda barpo etamiz" "O'zbekiston" NMIU, 2016
2. Ilhomjonova S. T., Ochilova F. B. BURNOUT SYNDROME AS A PSYCHOLOGICAL PROBLEM //E Conference Zone. – 2022. – C. 41-42.
3. Ochilova F. B. Ways to correct the effect of mental and emotional disorders on the child's personality in family relations //Mental Enlightenment Scientific-Methodological Journal. – 2022. – T. 2022. – №. 3. – C. 202-212
4. Bakhridinovna, O. F. (2022). The role of ethnic and national values in the formation of intergenerational relations in social psychology.
5. Bakhridinovna, O. F. (2022). The importance of using art therapy methods in overcoming negative behavior in children.
6. Bakhridinovna, O. F. (2022). THE IMPORTANCE OF PSYCHOLOGICAL KNOWLEDGE IN THE HEALTH OF THE CHILD'S SPIRITUAL WORLD. Spectrum Journal of Innovation, Reforms and Development, 4, 30-33.
7. Bakhridinovna, O. F. (2022). Methods of Studying Individual Characteristics and Abilities of Children. Texas Journal of Multidisciplinary Studies, 9, 58-61.
8. Sagdullayevich M. S., Bakhridinovna O. F. Use of innovative pedagogical technologies based on modern rhythmic gymnastics for child. – 2022.

9. Bakhridinovna O. F. WAYS TO CORRECT CHILDREN WITH PSYCHOLOGY IN THE FAMILY //Spectrum Journal of Innovation, Reforms and Development. – 2022. – T. 4. – C. 18-23.
10. Sagdullayevich M. S., Bakhridinovna O. F. Modern innovative-fitness methods in physical education classes in general secondary educational institutions. – 2022.
11. Bakhridinovna O. F. THE CONCEPT OF INTERGENERATIONAL RELATIONS //American Journal Of Social Sciences And Humanity Research. – 2024. – T. 4. – №. 05. – C. 242-247.
12. Sagdullayevich M. S., Bakhridinovna O. F. INNOVATIVE TECHNOLOGIES OF PHYSICAL DEVELOPMENT OF SCHOOL-AGED CHILDREN //European International Journal of Multidisciplinary Research and Management Studies. – 2024. – T. 4. – №. 05. – C. 184-188.
13. Bakhridinovna O. F. THE INFLUENCE OF SITUATIONS OF MANIPULATION IN FAMILY RELATIONSHIPS ON THE CHILD'S PERSONALITY //European International Journal of Multidisciplinary Research and Management Studies. – 2024. – T. 4. – №. 05. – C. 178-183.
14. Bakhridinovna O. F. THE EFFECT OF THE PRACTICE OF INSTILLING A SENSE OF GRATITUDE IN THE STRENGTHENING OF MUTUAL RELATIONS IN THE FAMILY ON THE PERSONALITY OF THE CHILD //American Journal Of Social Sciences And Humanity Research. – 2024. – T. 4. – №. 05. – C. 230-234.
15. Bakhridinovna O. F. THE ROLE OF THE ENVIRONMENT IN THE FAMILY IN THE FORMATION OF THE CHILD'S PERSONALITY //International Journal of Pedagogics. – 2024. – T. 4. – №. 05. – C. 70-74.
16. Bakhridinovna O. F. STUDY OF INTERGENERATIONAL RELATIONS AS A SUBJECT OF EMPIRICAL RESEARCH OF FOREIGN AND DOMESTIC PSYCHOLOGISTS //American Journal Of Social Sciences And Humanity Research. – 2024. – T. 4. – №. 05. – C. 235-241.
17. Bakhridinovna O. F. A CHILD IS A MIRROR OF INTERGENERATIONAL RELATIONS //American Journal Of Social Sciences And Humanity Research. – 2024. – T. 4. – №. 03. – C. 200-205.
18. Baxridinovna O. F. AVLODLARARO MUNOSABATLARNING IJTIMOIIY-PSIXOLOGIK XUSUSIYATLARI //Journal of Integrated Education and Research. – 2023. – T. 7. – №. 1. – C. 34-35.
19. Baxridinovna O. F. THE PROBLEM OF INTERGENERATIONAL RELATIONS //International Journal of Advance Scientific Research. – 2023. – T. 3. – №. 06. – C. 187-191.
20. Baxridinovna O. F., Furqatovich B. S. TA'LIMDA INNOVASION TEXNOLOGIK VA PEGAGOGIK YONDASHUVLAR //JOURNAL OF INNOVATIONS IN SCIENTIFIC AND EDUCATIONAL RESEARCH. – 2023. – T. 6. – №. 2. – C. 150-151.
21. Baxridinovna O. F. THE PROBLEM OF INTERGENERATIONAL RELATIONS //International Journal of Advance Scientific Research. – 2023. – T. 3. – №. 06. – C. 187-191.
22. Oltibayevna K. O. THE ROLE OF READING IN RAISING THE MORALE OF STUDENTS AND GIRLS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – T. 4. – C. 55-59.
23. Oltibayevna K. O. THE ROLE OF READING IN RAISING THE MORALE OF STUDENTS AND GIRLS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – T. 4. – C. 55-59.
24. Oltinboyevna K. O. FORMING A CULTURE OF READING //Spectrum Journal of Innovation, Reforms and Development. – 2022. – T. 4. – C. 60-66.
25. Altiboevna K. Y., Oltibaevna K. O. Psychological characteristics of literature culture in teenagers and girls. – 2022.
26. Oltinboyevna K. O. The role of mothers in shaping reading. – 2022.
27. Кучкарова О. Talaba-qizlar ma'naviyatini yuksaltirishda kitobxonlikning o'rni va o'ziga xos xususiyatlari //Общество и инновации. – 2022. – Т. 3. – №. 4/5. – С. 434-437.
28. Кучкарова О. Роль и специфика чтения в повышении духовности девушек-студенток //Общество и инновации. – 2022. – Т. 3. – №. 4/5. – С. 434-437.
29. Sayfullayevich T. E. The role of pedagogical methods in the formation of the concept of ethno-cultural tolerance in students //Spectrum Journal of Innovation, Reforms and Development. – 2022. – T. 4. – C. 233-237.

30. 19. Sayfullayevich T. E., Nafisa T. The importance of including the idea of tolerance in students //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 3. – С. 509-512.
31. Sayfullayevich T. E., Nafisa T. Formation of forgiveness thinking of young people in the family-an important direction of educating a perfect person //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 3. – С. 513-517.
32. Sayfullayevich T. E. The role and importance of ethnic culture tolerance in the educational process //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 227-232.
33. Sayfullayevich T. E. Ethnocultural knowledge as a factor for forming international tolerance //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 222-226.
34. Тангиров Э. С. Talaba-yoshlarda etnomadaniy bag'rikengligini tarbiyalashning pedagogik va psixologik usullari: Tangirov Eldor Sayfullayevich, Samarqand davlat tibbiyot instituti Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektor, Pedagogigika va psixologiya kafedrası mudiri //Образование и инновационные исследования международный научно-методический журнал. – 2022. – №. 4. – С. 250-2
35. Sayfullayevich T. E. Talaba-yoshlarda etnomadaniy bag 'rikenglikni tarbiyalashning amaliy-texnologik jihatlari //pedagogs jurnali. – 2023. – Т. 33. – №. 3. – С. 154-160.
36. Sayfullayevich T. E. Mechanisms of educational study of students on the basis of modern pedagogical technologies //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 247-250.
37. Maxsidin o'g'li N. F. UMUMTA'LIM O'QUVCHILARINI IJTIMOYIY KOMPETENTLIGINI RIVOJLANTIRISHDA INTERFAOL TA'LIM METODLARINING AHAMIYATI //Uzbek Scholar Journal. – 2022. – Т. 5. – С. 215-218.
38. Maxsidin o'g'li N. F. МАКТАВ О'QUVCHILARINING IJTIMOYIY-MADYANIY KOMPETENSIYALARINI RIVOJLANTIRISH //Uzbek Scholar Journal. – 2022. – Т. 5. – С. 219-221.
39. Норботаев Ф.М., Шухратовна А.Ф. ПРОЦЕСС ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ВО ВРЕМЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА //Журнал инноваций, реформ и развития «Спектр». – 2022. – Т. 7. – С. 9-17.
40. Norbo'tayev F. M., Shuhratovna A. F. THE PROCESS OF DEVELOPING SOCIAL COMPETENCE OF STUDENTS DURING THE EDUCATIONAL PROCESS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 7. – С. 9-17.
41. Norbo'tayev F. M., Sh A. F. THE ROLE, ESSENCE AND CRITERIA OF SOCIAL COMPENSATION IN STUDENTS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 177-181.
42. Norbo'tayev F. M., Imomova L. Z. THE IMPORTANCE OF THE FORMATION OF SOCIO-PERSONAL KOMPETENT I IN SCHOOLCHILDREN-YOUTH //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 187-191.
43. Norbo'tayev F. M., Fattoyeva M. Y. SCIENTIFIC PEDAGOGICAL BASES OF FORMATION OF SOCIAL COMPENSATION IN STUDENTS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 192-196.
44. Azgarova G. PSIXOTRAVMALAR HAQIDA KO'RSATMA: BOLALIKDAGI NOXUSH HODISALAR KATTA YOSHDAGILARNING HAYOTIDAGI ROLI //FAN, TA'LIM VA AMALIYOTNING INTEGRASIYASI. – 2021. – С. 14-16.
45. Alisherovna A. G. PSIXOLOGIK TRENINGLARNING AHAMIYATI VA UNI O'TKAZISH METODIKASI //PEDAGOG. – 2023. – Т. 6. – №. 6. – С. 39-44.
46. Alisherovna A. G. The consequences of mental injury in school students //Spectrum Journal of Innovation, Reforms and Development. – 2023. – Т. 12. – С. 55-
47. Мамадиярова Д. У., Азгарова Г. А. ТИББИЁТ ОЛИЙГОҲЛАРИ ТАЛАБАЛАРИДА КАСБИЙ КЎНИКМАЛАР ШАКЛЛАНИШИНИНГ ИЖТИМОЙ-ПСИХОЛОГИК ХУСУСИЯТЛАРИ //6-сан. – С. 337.

