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POSSIBILITIES OF ART THERAPY IN WORKING WITH A CHILD WITH ATTENTION DEFICIT AND HYPERACTIVITY DISORDER

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ABSTRACT

Art therapy offers promising avenues for therapeutic intervention in children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). This paper explores the potentials and benefits of utilizing art therapy techniques as part of a holistic treatment approach for children with ADHD. Through a review of existing literature and case studies, the effectiveness of art therapy in improving attention span, emotional regulation, and social skills is examined. Practical considerations for implementing art therapy in clinical and educational settings are discussed, including the role of the therapist, suitable techniques, and potential challenges. The paper concludes with recommendations for future research directions and underscores the importance of integrating art therapy into multidisciplinary ADHD treatment plans.

KEYWORDS

Art therapy, ADHD, children, attention deficit hyperactivity disorder, therapeutic interventions.

INTRODUCTION

Currently, the use of various art therapy technologies in the field of rehabilitation and correctional work with children with developmental disabilities is becoming

more and more important. This is primarily due to the fact that these technologies provide the child with great opportunities for self-expression and self-

awareness in creative products - drawings, applications, compositions, game processes. The child's affective attitude to the world and to the people around him facilitates the process of establishing adequate relationships. L.S. According to Vygotsky, artistic activity plays a special role in the development of mental functions and in the activation of creative abilities. In the process of engaging in art, thinking is formed, purposeful activity, stability of attention, and communication are activated. In addition, creative activity is a source of positive experiences, and as a means of correction, it is suitable for hyperactive children and overly restrained, anxious children.

Art therapy" (art - art, therapy - treatment) literally means treatment with art. It is a method based on the therapeutic effect of communication combined with creativity. Art therapy is a relatively new method of psychotherapy. Art therapy was originally used to work with stressed children in Nazi concentration camps. The term "art therapy" was first used in 1938 by Adrian Hill in his work with tuberculosis patients and soon became widespread. One of the advantages of the art therapy method is that it is easy to establish contact with the child even when there is strong resistance. When a child comes to a psychologist, he does not always want to talk about his problem, but he never resists when it comes to drawing something. When a

child is strongly excited, he does not want to talk, but also draw his problems. In this case, you can use a figurative picture that allows you to express your problems in another language. Diagnostic and therapeutic processes occur simultaneously in art therapy. Art therapy products are valuable diagnostic material. This brings art therapy closer to projective tests. Some authors include it in expressive projective methods. Art therapeutic analysis is not the main thing, but it is important to know how the author of the painting feels. In the process of describing and discussing the products of his creation, the client realizes his inner feelings. A gradual presentation of problems and conflicts leads to their elimination and resolution.

Art therapy is a method of psychotherapy that uses artistic techniques and creativity for healing and psychocorrection, such as painting, modeling, music, photography, films, books, acting, creating stories, etc. Art therapy is present in almost all areas of psychotherapy. Also, art therapy methods are used in pedagogy, social work and business. Advantages of art therapy compared to other forms of psychotherapeutic work:

1. There are no contraindications. Almost anyone can participate in art therapy, it does not require any artistic skills.



2. Art therapy is primarily a non-verbal communication tool. Symbolic speech often allows a person to express his experience more clearly, to look at the situation and everyday problems in a new way, and thus find a way to solve them.

3. Visual activity is a powerful tool for bringing people together, which is especially useful in situations of mutual alienation, where communication is difficult.

4. Visual activity allows bypassing the "censorship of consciousness", therefore it provides a unique opportunity to study unconscious processes, express and actualize hidden ideas and situations, "repressed" social roles and forms of behavior. or is weak in everyday life.

5. Art therapy is a means of self-expression and self-knowledge. It has an "understanding-oriented" character and implies an atmosphere of trust, high tolerance and attention to the inner world of a person.

6. Products of visual creativity are objective evidence of human mood and thoughts, which allows them to be used for retrospective, dynamic assessment of the state.

7. Art therapeutic work evokes positive emotions in people, helps to overcome apathy and lack of initiative, forms a more active life position.

8. Art therapy is based on mobilization of human creative potential, self-regulation and internal mechanisms of healing. It satisfies the basic need for self-realization - to reveal the wide range of human possibilities and to confirm the way in which he is unique in the world.

The range of problems for which art therapy methods can be used is very wide: internal and interpersonal conflicts, crisis situations; existential and age-related crises; injuries; losses; neurotic diseases; psychosomatic diseases; development of creativity;

development of personality integrity. Art therapy sessions allow solving the following important pedagogical tasks: Education. Interactions are structured so that children learn proper communication, empathy, and caring relationships with peers and adults. It helps the moral development of a person, provides orientation to the system of moral standards and mastery of moral behavior. There is a deeper understanding of yourself, your inner world (thoughts, feelings, desires). An open, reliable, friendly relationship develops with the teacher. Corrector. The image of "I", which could be deformed before, is very successfully corrected, self-esteem improves, wrong behaviors disappear, and ways of communicating with other people improve. Good results were achieved in working with some deviations in the development of the emotional-volitional sphere of the individual. Psychotherapeutic. In the process of creative activity, a "healing" effect is achieved due to the creation of an environment of emotional warmth, goodwill, empathic communication, recognition of the value of another person, care for him, his feelings and experiences. A sense of psychological comfort, security, joy and success appears. As a result, the healing potential of emotions is mobilized.

Diagnostics. Art therapy allows you to learn about the child's development and individual characteristics. This is the right way to observe him in his independent activities, to get to know his interests, values better, to

see his inner world, uniqueness, personal identity, as well as to identify problems that need to be corrected separately. During the training, the nature of interpersonal relationships and the real position of each person in the team, as well as the characteristics of the family situation, are easily revealed. Art therapy also reveals the inner, deep problems of a person. Having versatile diagnostic capabilities, it can be classified as a projective test.

Developer. Thanks to the use of various forms of artistic expression, conditions are created in which each child succeeds in one or another activity and overcomes a difficult situation independently. Children learn to verbalize emotional experiences, openness and spontaneity in communication. In general, a person's personal growth occurs, experience of new forms of activity is gained, creativity, self-control of emotions and behavior develops.

Types of art therapy: When we talk about classical art therapy, it includes only visual types of creativity such as painting, graphics, photography, drawing and sculpture. It is also called isotherapy, which includes the use of materials for fine arts and crafts: drawing, sculpture, burning, crafts made of fabric, fur, natural materials. At the same time, special training, the talent of the performers and the artistic qualities of the work are not so important. Both the creative process itself and the characteristics of a person's inner world are important.

The use of art therapy gives positive results in correctional work with children with developmental disabilities, because the important thing here is not only the result, but the activity itself - a creative process that reveals the child's inner world. In this case, the quality or completeness of the results of artistic activity does not play a special role. The use of art therapy in working with children with ADHD opens wide opportunities for expression of emotions, communication, thinking, creativity, play and has a beneficial effect on the development of the child's personality. The ability to use art therapy is determined by providing the child with problems related to self-expression and opportunities for self-development, affirmation and self-knowledge.

The most important factor in the successful use of art therapy in special education is the correct choice of the type of artistic activity. The type and degree of disability should be taken into account when determining the subject, technique, materials and tools. It is impossible to overestimate the role of art therapy in shaping the personality of a mentally depressed, poorly developed speech, impaired communication with others, distracted and hyperactive child. It is possible to open the individual inclinations of such children and develop their abilities by creating favorable conditions for activity in an atmosphere of creative communication, sympathy and empathy.

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