

Возможным продолжением данной работы является составление программы тренингов для мам с низкими результатами по шкале управления эмоциями, с целью развития их навыков и просветительская деятельность по вопросам родительской компетентности среди всех участниц исследования.

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КОРРЕКЦИЯ ТРЕВОЖНОСТИ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО  
ВОЗРАСТА СРЕДСТВАМИ АРТ-ТЕРАПИИ**

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CORRECTION OF ANXIETY IN OLDER PRESCHOOL CHILDREN BY  
MEANS OF ART THERAPY**

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**Аннотация.** В данной работе рассмотрены особенности тревожности детей старшего дошкольного возраста, дается теоретическое обоснование арт-

терапии как метода коррекции тревожности, описаны основные принципы создания арт-терапевтических коррекционных программ.

**Annotation.** The article examines the features of anxiety in older preschool children, provides a theoretical justification for art therapy as a method of correcting anxiety, and describes the basic principles of creating art therapy correction programs.

**Ключевые слова:** тревожность, психологическая коррекция, старший дошкольник, арт-терапия.

**Key words:** anxiety, psychological correction, senior preschooler, art therapy.

### **Introduction**

The main factor that provokes the development of child anxiety in older preschoolers is the situation at home, child-parent relations. It is the well-being of the family that "protects" the child from the impact of other factors of anxiety development: problems in relationships with peers, anxiety before starting school, childhood fears, and many others. If parents choose an authoritarian type of upbringing, demand complete obedience from the child and do not create a trusting relationship with him, then the child becomes extremely vulnerable to anxiety.

During the lockdown, the number of reported cases of domestic violence increased by 2.5 times: during the pandemic, families were forced to spend all their time together. Family conflicts that escalated during the pandemic, and violence that escalated even more, led to an increase in anxiety among preschoolers.

It is a mistake to believe that only authoritarian parents instill a sense of anxiety in the child: parents who are in an anxious state themselves provoke the development of anxiety in their children. During the period of self-isolation, the number of visits to a psychologist increased by 50%, and a significant proportion of the visits were due to anxiety disorders. Parents began to ask children not to touch anything, wear masks, etc., which again led to an increase in children's anxiety.

Thus, the problem of childhood anxiety is now extremely relevant and needs to be studied in detail.

**The aim of the work** – to consider the main features of children's anxiety and the possibilities of art therapy in its correction.

### **Materials and methods of research**

Materials and methods of research include study and analysis of the scientific literature on the topic.

### **Results of research and Discussion**

Children's anxiety is actively studied by teachers and psychologists. The essence of the problem is that the child constantly feels an indefinite threat; he is worried of everything new and is internally worried. The child's psyche is very sensitive to external influences, which makes the problem acute and widespread. At the same time, in each of the periods of the child's development, anxiety has its own characteristics, but the older preschool age is especially distinguished by psychologists. Anxiety in 5-7 years occurs, first of all, due to a sense of insecurity, unreliability of the close environment. In addition, it is at this age that children's fears reach their peak, as

children begin to realize all sorts of dangers, but the fear of them is irrational and constant. The fear of death is the most acute fear experienced by children [2].

The consequences of childhood anxiety are as follows: reduced cognitive functions, undeveloped creative thinking, the development of neurotic traits, and acute experience of failures and violations of social adaptation. Children with anxiety tend to be very docile, withdrawn, and unsociable, and they try their best to avoid any activity that may end in failure. [3]

Childhood anxiety needs to be diagnosed and corrected at its first manifestations. But since it is still difficult for an older preschooler to express his feelings verbally, especially if the child has speech problems, common therapy methods are not always suitable. Art therapy has proven to be effective in this case. This therapy has many subtypes: story therapy, dance and movement therapy, music therapy and so on. But the most widespread method is pictorial art therapy. The reason for this is that all of children's drawings are projective, i.e. according to them; it is possible to draw conclusions about the child's specific perceptions, his or her inner feelings and desires. Children do not yet activate psychological defense mechanisms, and they draw what they really feel. Besides, the process gives the child pleasure and does not demand any special skills [2].

Art therapy can be directive and non-directive. Directive art therapy includes classes, the topics of which are offered by the psychologist himself (for example, draw your fear in gouache; model your mood with clay, etc.). Non-directive therapy involves the complete freedom of the client; he can draw anything, depending on his condition at the time of the lesson. As practice shows, directive art therapy is more effective in correcting children's anxiety. There are also individual and group forms of art therapy. For children, the group form is preferred, because they learn from each other in the process of dialogue and feel like a team. The exceptions are children who feel panic when being in a group and cannot relax, and children who are too aggressive – with such children, classes should be started individually, and only then invite them to the group [1].

The advantage of art therapy is the relative ease of preparation and high efficiency. The child has an opportunity to unload his or her nervous system and discharge his or her emotions in a socially acceptable way – finely tearing up or crossing out his or her drawing, breaking a figurine out of clay, etc. Such activities help the child understand his or her own experiences and work through his or her fears with the aid of a psychologist. The adult sets the child up for introspection with a series of simple questions, for example: "What mood do you have when you look at this drawing?", "Why did you choose these particular colors?", etc. The huge number of techniques of art therapy allows creating a program for the solution of a specific problem [2, 4].

Psychologists have developed and tested many training programs for leveling children's anxiety. The lesson itself should consist of three blocks: greeting, the main part and reflection. The purpose of the greeting is to set a positive tone in the group and set the children up for further work. It is recommended to send a greeting to each

child, to address each by name, so that the child feels the importance of his presence and belonging to the group. The main part of the lesson is art therapy itself. Reflection-discussion of what was done in the lesson, what emotions the children experienced. It is reflection that teaches children to analyze their own emotions and internal states and verbally express them. After reflection, the psychologist should praise the children for their work and say goodbye [5].

The program of classes should also be well-designed. The purpose of the first classes is to create a pleasant atmosphere in the group: children should get to know each other, relieve tension due to the new environment and establish a trusting relationship with a psychologist. The effectiveness of all further activities depends on whether the child trusts the psychologist. It is important to explain to the children that everything that happens in the classroom remains in the group, the child's work will not be shown to outsiders without his consent. During the introductory classes, a psychologist can diagnose children if he does not have information about their psychological state. The most effective methods for these purposes, which can be carried out in a group form are the method "Cactus" by M. A. Panfilova, the projective methods "Draw yourself" by A. M. Parishioners and Vasilyauskaite, "Draw your family" by L.Korman, "House-Tree-Human" by J. Book [3].

It is best to build classes aimed directly at reducing anxiety, in the following order: a release of negative energy, relaxation, and only then the study of fears. In addition to pictorial art therapy, the correctional program may include fairy-tale therapy, drama therapy, and other techniques – this comprehensive approach is most effective and does not bother children. For example, while the children are drawing, music can play in the background that corresponds to the purpose of the lesson. Thus, activating music is most effective for children with increased anxiety [4].

It is important for a psychologist to remember that in art therapy there are no concepts of "bad", "sloppy", "ugly", etc. work, so any value judgments about the products of creativity are prohibited. It is also important to convey this to children. During classes, the psychologist should be extremely attentive to the behavior of each child: how the mood of the preschooler changes during the lesson, what colors he chooses for work, his verbal and nonverbal reactions during the lesson, and so on. All these data are important to take into account when building further classes; it is possible to adjust the topics of classes depending on the progress of children [2].

To achieve the maximum therapeutic effect, it is necessary to use different materials in the work: gouache, watercolor, clay, finger paints, oil pastels, clay, wax crayons. Paint brushes can be replaced or supplemented with toothbrushes, cotton swabs, wax candles, etc. The therapeutic effect is achieved, in particular, due to the variety of bodily sensations. So, for example, clay can be crushed, plucked, torn, beaten, smeared, which gives a whole range of tactile sensations. In addition, it has a specific smell that can be offered for children to sniff. When mixing it, you can also hear specific sounds, etc. The more sensory organs are involved in the therapy process, the higher the effect [5].

The effectiveness of art therapy has been empirically proven by a number of studies [1].

### **Conclusion**

Thus, art therapy is an effective way to correct the anxiety of older preschoolers. To achieve a therapeutic effect, the psychologist must carefully select the program of classes taking into account the needs of a specific group of children. A wide field of creative possibilities, a large selection of inexpensive tools and materials for classes with high information content and effectiveness of art therapy make it comfortable to conduct for a psychologist and interesting for children. By the end of the course, children, as a rule, are not only less anxious, but also able to understand and correctly express their emotions, establish contact with others, and vent negative energy through creativity. In general, children become more relaxed and quiet, they are active and explore new things with curiosity, easily find common language with peers and behave in a friendly way.

The question of the time frame and frequency of classes remains unexplored: some psychologists say that the lesson should not exceed thirty minutes twice a week, and some, on the contrary, say that the child can study until he wants to finish (1.5-2 hours), but once a week is enough. Educational activities are also an important aspect of the problem, because many parents do not know about the existence of such a problem and how to solve it.

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