

UDC: 159.9:316.6-054.7(477)

DOI: <https://doi.org/10.24195/2414-4665-2017-9-9>**Nadiia Skotna,***Doctor of Philosophy, professor, rector of
Drohobych Ivan Franko State Pedagogical University,
I. Franko St., 24, Drohobych, Ukraine,***Mykola Pantiuk,***Doctor of Pedagogy, professor, Department of General Pedagogy and
Preschool Education, vice-rector for research,
Drohobych Ivan Franko State Pedagogical University,
I. Franko St., 24, Drohobych, Ukraine,***Iryna Sadova,***Candidate of Psychology Sciences, Assistant Professor of the Department of
Pedagogy and Methods of Preschool Education
Drohobych Ivan Franko State Pedagogical University,
I. Franko St., 24, Drohobych, Ukraine*

THE USE OF ART THERAPY IN PSYCHO-PEDAGOGICAL SUPPORT OF CHILDREN AFFECTED BY INTERNAL MIGRATION PROCESSES IN UKRAINE

The article presents information about the state of internal migration in Ukraine, considers the methods and forms of providing psychological and pedagogical assistance to children who have become its victims. The criteria for a successful psychological and pedagogical adaptation to the conditions of life in the new socio-economic environment are systematized. The aim of the study is to explore the use of art therapy in correctional work with children affected by internal migration processes in Ukraine; on the basis of psychodiagnostic results to develop a program for psychocorrective, pedagogical, psychological and rehabilitative support. The following research methods were used: interviewing, R. Tamml, M. Dorky and V. Amen's Anxiety Test, H. Lavrentieva and T. Titarenko's Questionnaire "The Level of a Child's Anxiety", S. Veliieva's methods "House. Tree. Man". The analysis of the obtained results has shown that after art therapy classes a high index of anxiety among diagnosed children has normalized, their emotional and psychological status has stabilized, their self-esteem, self-belief and self-confidence have increased.

Keywords: adaptation, art therapy, internal migration, rehabilitation, socialization, correction, anxiety, art therapy technologies.

Introduction

In recent decades, migration has become one of the world's major problems. The signing of the Association Agreement and the path to a visa-free entry between Ukraine and the EU led to the holding of a number of cardinal reforms in the sphere of migration management. The annexation of Crimea and the conflict in Donbass have caused large-scale forced population movements, a deep economic crisis and the intensification of labor migration. Starting from 2014, many internal resettlements in Ukraine have acquired their forced manner. According to the Interagency coordinating headquarters on social security of internally displaced persons, as of 20 July 2016 from outside Government control areas to other regions of Ukraine 1 million 29 thousand 571 people were displaced, including Donetsk and Luhansk areas – 1 million 7 thousand 112 people and the Autonomous Republic of Crimea and Sevastopol – 22 459 thousand people with 170 thousand 581 children among them [7].

According to the Ministry of social policy of Ukraine, which carries out the registration of internally displaced people, which is a prerequisite for them to obtain social support, the number of forced migrants is larg-

er and has made 1 774 627 people from Donbass and Crimea as of July 2016 [8].

Such large-scale relocation of citizens, combined with the unsettled problems of a significant part of Ukrainians life support has significantly aggravated the socio-economic and political situation in the country.

Among the problems our compatriots are facing in a new place of residence there are not only the traditional social and legal aspects of legal status regulation, employment, housing and social development, but also difficulties of socio-psychological adaptation.

In this regard, we should develop scientific and practical bases for the organization of psychological recovery activities; psycho-pedagogical support of the adaptation process, social assistance to the victims of internal migration processes. Herewith we should use the accumulated national experience and international practice in making various programs for social and psychological support and care to children as a particularly vulnerable group that first and foremost requires overcoming of alienation in a new sociocultural environment.

The relevance of this research is stipulated for the urgent necessity of applying correctional methods of systemic nature in working with children affected by

internal migration. We emphasize that it affects not only the individual mental processes, but also on the overall holistic personality structures. Understanding mental health as the preservation of ability to develop and enrich one's personality contributes to the growing interest of scientists to various areas of therapy work, in particular art therapy. First of all, it is explained by the orientation of this kind of psychological development optimization and harmonizing on every individual's inner potential for health and strength, natural expression of thoughts, feelings and moods in art. In recent years, they have been actively developing new original concepts of art therapy, which complement traditional psychodynamic and humanistic ideas about the nature and mechanisms of specific arts classes.

Analysis of modern scientific literature confirms the existence of numerous studies in various aspects of individual's socio-psychological adaptation to a new sociocultural environment.

Researchers highlight the impact of migration and other factors on the process of individual's socialization [6]. They analyze the specificity and main areas of psychotherapeutic work with mentally traumatized and anxious children [2], [3], [5].

Theoretical and methodological basis of this article is represented by the ideas of art therapists, representatives of humanistic art therapy area [1], [4], [9].

The analysis of literary sources gives grounds to assert that despite the growing popularity of art therapy as an independent area in correctional activities, there are no practical developments of its application to migrant children.

The purpose of this article is to explore the possibilities of using art therapy in correctional work with children affected by internal migration processes in Ukraine.

Tasks:

1) to determine the nature and role of art therapy in the psychorehabilitation of children with psychotraumas, as well as the specific features of this technology; 2) to investigate the influence of these forms of correction on the emotional state and anxiety level of children, who were affected by internal migration processes.

Art Therapy Exercises

Migration processes lead to the emergence of a whole complex of children's problems, which are characterized by certain specific character and require detailed and immediate settlement.

The most important among them are as follows: 1) psychological stresses associated with the forced change of residence (children, because of their dependence on adults, are always forced migrants) and the structural damage of usual naturally territorial, cultural and communicative, kinship and family bonds; 2) a crisis of identity, misalignment in the system of values and social norms; 3) general dissatisfaction with various aspects of life and oneself; 4) adaptation of children to new educational

environment; 5) lack of necessary conditions and quality of education.

A high stress level after the experienced events undermines children's state of mind, manifesting itself in increased irritability, aggressiveness, insomnia. The aggravation of crisis situation leads to the increase of the inadequacy of their apprehension of the surrounding world and self-perception. This is directly related to the devastating feelings and frustrations, which cause neurotic and depressive disorders.

According to N. Demydiuk, working with these problems, and cohorts of children's age group demands from professionals not only widespread awareness in means of promoting, but also special delicacy, thoughtfulness, and yet have the appropriate determination so as not to remain in the stage of comfort and support constantly that provides temporary relief, but does not relieve from the consequences of traumatic experience. These are the features inherent in art therapy, with its ability to transform child's painful memories through a creative catharsis and updating resource states to integrate the existing experience in a gently way [6, 101].

Art therapy opens the way to sublimation – the transformation of unconscious aggressive, destructive instincts and impulses into works of art, the orientation of the individual to be creative.

This kind of therapy is used in social, pedagogical and psychological work as an effective means of harmonizing and development of human state of mind through artwork and refers to the psychological impact through art. In the traditional system of education, the art has been considered as a factor in children's aesthetic development and personality formation for a long time. In the ontogenesis the aesthetic education plays a crucial and responsible role, because it lays the foundation for attitude by positive emotions as the foundation of the ideology in child's worldview formation. Based on this paradigm, we consider art therapy as a specific technology of children's socialization affected by internal migration, as a specific pedagogical "treatment" by means of art with the aim of forming their active operational and active life position.

Art therapy as a psychotherapeutic method has become widely used in our country since the 60s of the 20th century and means "treatment, which is based on art education" although as a soul treatment plastic art was known long before the emergence of the concept of therapeutic methods [1, 104].

In the sense of art therapy numerous behavioral and psychoanalytic concepts are implemented. Art therapy provides an opportunity to understand a child, so to say, in general, but not only some separate systems. All the child's feelings without any exception take part in the creative process; herein the developed feelings (psychological, sensory, visual and kinaesthetic) "help" the injured ones. Due to their high energy a positive influence on the child is spread. The use of art therapy is based on the fact that the condition of the child's inner world is reflected in the products of his/her work. While drawing,

the child gets the opportunity not only to get rid of irritability, anxiety, aggressiveness, self-distrust, but also to find self-confidence. Moreover, one of the most significant characteristics of the art-therapeutic interaction of its participants is the positive experience of joint activities, development of communicative activity, actualization of the roles “viewer – artist”, underlining the values of children’s experiences.

As it is known, creative activities stimulate the desire of an individual to communicate, expand interpersonal relationships. This is one of the ways to mitigate the state of detachment from others, to get rid of isolation and become involved in the lives of not only a certain social group, but also the society as a whole.

For preventive and therapeutic help to children affected by internal migration processes it can be quite productive to use the technique “Colors and emotions”. The child is invited to draw up a list of the major emotions (6 positive and 6 negative) and draw a circle of a certain color for each emotion. Using the range of senses, we can understand the mood of a child, if something disturbs him/her.

An interesting technique is “Body Scheme” (to assess the state of one’s body and identify the children’s complaints) which provides an opportunity to influence one’s health and well-being by using one’s state of mind. A child is suggested to draw himself/herself in different colors. Then it is necessary together with the child analyze the things bothering him/her. This technique has a positive ending which is drawing a picture “The kind of person I want to be”. The effect after its implementation usually occurs soon: the technology eliminates light ailments, as well as influences on child’s health deeper through the subconscious [4, 98].

Besides, various themes for drawing can be also suggested for a child (“Loneliness”, “The Island of Happiness”, “I’m Scared”, “I Don’t Want to Think About It”, “The Dream That Woke Me Up,” “I’m Angry”, “My past, present, future”, etc.).

One more effective kind of art, which has a positive impact on children, is modelling from clay and bread. Modelling is a wonderful recovery tool for the correction and development of coordination, motor skills, imagination and thinking. For work with children it is better to use clay, starting with a simple forms of objects.

Music therapy holds a special place in the practical activity of a social pedagogue as one of the excellent methods of increasing social activity, communicative abilities of a personality, his/her adequate socialization in the society. Foreign researchers [9; 10] have identified several powerful mechanisms of therapeutic music action: catharsis, regulation of emotional states and the manifestation of conscious experience of psycho- and socio-dynamic processes.

Today, the simultaneous use of music together with hypnosis, autogenous training and other relaxation techniques is widespread. There are examples of color music,

which gives the opportunity to obtain a sedative and tonic effect.

As forms of work in music therapy they apply physical relaxation and merge with the rhythm of the music; music and movement games and exercises; physical and mental relaxation with the help of music; vocal exercises, singing; playing musical instruments and rhythmic declamation; receptive music perception; musical drawing; pantomime; motor dramatization with music; musical story; playing with the doll and breathing exercises with the music background.

The musical works recommended for children are as follows: “Dance of Little Swans” (P. Tchaikovsky); “Etude in mimajor” (F. Chopin); “Bolero” (M. Ravel); “The Blossom of Spring” (C. Eidning); “Polka – for Our Virgins” (B. Smetana); “Symphony in ci minor” (A. Vivaldi).

For music and movement games and exercises it is advisable to use: “March from the ballet “The Nutcracker” (P. Tchaikovsky); “The Overture to the Opera “Ruslan and Liudmila” (M. Glinka); “Hungarian Rhapsody” (F. List); “The Kids’ Game” (M. Mussorgsky); “The Forest Scenes “Lonely flowers”, “Hunting”, “March from “Album for the Young” (R. Schumann).

A pantomime is also a specific tool in the recovery process of children affected by internal migration. First, pantomime is performed by one participant, and then it is joined by the entire group. The music is heard, and the participants come up with the story, reflecting it in pantomime. A psychologist talks about any occasion, and the participants “show” it using pantomime. We use certain pantomimic images: happy or sad case, the thing of which the participant is most afraid of, etc.

The breathing exercises accompanied with music are also useful for kids. Proper breathing is crucial for exercising volitional qualities and overall relaxation. Relaxing music stimuli cause the relief and harmonization of inner world, balance, affect person’s character making it more flexible.

Research Methods

The approbation of the above described art therapy approaches and their active implementation in respect of people affected by internal migration, has produced visible results in Drohobych district, Lviv region, where the number of displaced families is: Crimea – 2 (3 people), Luhansk region – 18 (24 people); Donetsk region – 22 (33 people).

The main objective of the study was to determine the effect of proposed methods of art therapy on children’s anxiety level, self-esteem and emotional state.

The total number of respondents was 24 (12 in the experimental group and 12 in the examined group).

In order to identify the level of children’s anxiety affected by internal migration processes, we used the test developed by American psychologists R. Tamml, M. Dorkey, V. Amen [2, 19-28]. The psychodiagnostic material in their methods is represented by 14 drawings, which depict various typical child situations. During the

test sessions the respondents were asked additional questions like “Why do you think so?” “What disturbs you?” etc. In most cases children explained why in this or that situation the girl (boy) is cheerful or sad in a very adequate and substantial way. However, some respondents commented the character’s positive feelings in the picture as negative ones. In the process of testing the children’s responses to the question: “Why have you chosen that very face?” made it possible to determine stressful situations that provoke the emergence of anxiety. For example, in most of the illustrations Olenka F. perceived the faces in the images as the sad ones. Obviously, the girl is afraid of everything new and to be rejected. Such constant experiences cause the development of high anxiety levels, which indicates a child’s lack of emotional adaptation to certain social situations.

On the basis of Protocol data, the index of children’s anxiety level (IA) was calculated. It equals to the percentage ratio of the number of emotionally negative elections (sad faces) to the total number of drawings (14):

$$IA = \frac{\text{the Number of emotionally negative elections} \times 100\%}{14}$$

Interpretation of a defined anxiety level: high (IA is above 50%); medium (IA is from 20% to 50%); low (IA is from 0% to 20%).

Using the Rosenbaum’s Q-criterion, we investigated the differences in children’s anxiety levels among the children of experimental and control groups. The analysis of the results has shown that control group children’s IA is 54% and the experimental group – 27%. With the help of Rosenbaum’s mathematical analysis and Q-test, we kept a close watch on the children’s differences in the examined groups. These differences were quite significant: $Q = 12$, $p > 0.01$.

At the next stage of the research we used H. Lavrentieva and T. Titarenko’s Questionnaire “The Level of a Child’s Anxiety” [5], which offers 20 claims (1 point is scored per each positive response).

The obtained data showed that before carrying out classes the average result according to a specified method was 10.2 points, whereas, after classes – 4.5 points (as it was mentioned above: high anxiety level – 15 – 20 points; medium – 7 – 14 points; low – 1 – 6 points). It should be mentioned that 56.2% of children in the control group had an increased IA, whereas among the children of the experimental group it was found none.

For mathematical analysis we applied the Rosenbaum’s Q-criterion. According to it, the differences in scores on this scale corresponded to 5.7 points. As a result of their mathematical processing they found themselves in the area of significance, where $Q = 11$ (the higher the

value of Q, the higher is the authenticity of the differences mentioned above) at $p > 0,01$.

At the third stage we explored such symptoms as insecurity, anxiety, self-distrust and distrust to others, sense of inferiority, hostility, conflict, frustration, communication difficulties and depression using S. Veliyeva’s technique “House. Tree. Man” [3, 176]. The respondent is asked to draw a house, a tree and a person. It is believed that the interaction between the house, the tree and the person reflects the realities of a mentally injured child’s life in a symbolic way.

For example, the order in which she draws these objects (a house, a tree and a person) is particularly important for the interpretation of the psychological state: if the tree is the first thing that a child draws, it means that his/her life energy is the most important to him/her; if the child draws a house first, then the most important thing for him/her is being safe.

Quantitative evaluation of the test was carried out on the basis of symptom clusters. Each of them contained indicators that are measured in points; if there is no indicator the score equals 0. The importance of some features depends on the degree of their expressiveness. Thus, the presence of clouds in a single drawing was estimated at 1 point, in two drawings – 2 points, in three drawings – three points, (the symptom complex of “anxiety”). When tracking most of the features 1 or 2 points are put (depending on the significance of a particular characteristic in the interpretation of one or all of the drawings of the test).

Research Results

As it turned out, the technique “House. Tree. Man.” also confirmed the increased anxiety level among most of the respondents of the control group (54,2%), and only 7% of children having a high IA among the respondents of the experimental one.

The results on average scores in each group are as follows:

1. Among the children of the control group: insecurity – 8.7 points; anxiety – 15 points; self-distrust – 0.8 points; a sense of inferiority – 0.8 points; hostility – 4.1 points; conflict and frustration – 1.9 points; communication difficulties – 2.7 points; depression – 0 points.

2. Among the children of the experimental group: insecurity – 5.3 points; anxiety – 5 points; self-distrust – 0.7 points; a sense of inferiority – 0.4 points; hostility – 2.6 points; conflict and frustration – 1.6 points; communication difficulties – 1.5 points; depression – 0 points.

The summarized results of determining the children’s anxiety level using S. Veliyeva’s test is presented in table 1.

Table 1.

Mean values obtained according to the method of “House. Tree. Man”

Symptom complexes	1 – insecurity	2 – anxiety	3 – self-distrust	4 – sense of inferiority	5 – hostility	6 – conflict and frustration	7 – communication difficulties	8 – depression
Children of the control group	8.7	15.0	0.8	0.8	4.1	1.9	2.7	0
Children of the experimental group	5.3	5.0	0.7	0.4	2.6	1.6	1.5	0
Difference	3.4	10.0	0.1	0.4	1.5	0.3	1.2	0

The greatest difference in the respondents' mental health, which is recorded in our study, is manifested in the symptom cluster of anxiety.

Using Mann-Whitney U-test, designed to assess the differences between the two samples at the level of any feature, we explored quantitatively one of symptom complexes – anxiety among children of the examined group and among children of the experimental one.

The difference in scores on this scale in two groups of the tested ones was 10 points. As a result of mathematical processing the differences according to this scale are considered to be significant, where $U = 1.5$ (the lower the U value, the higher is the authenticity of the differences), at $p < 0.01$.

So, we have come to the conclusion that the study of the effect of these methods on the children affected by internal migration processes indicates that art therapy is closely connected with the development of child's emotional, physical and social spheres.

Conclusion

1. It has been determined that art therapy as a special kind of psychological help that is associated with

creative expression and creating the image (the art object), the purpose of which is not only a beautiful picture, but the reflection of a child's inner state and the recovery of his/her mental potential in creative activities, is very promising in working with children who find themselves in a crisis situation.

2. The results of the carried out experiment have confirmed that the children of the control group who had no art therapy classes were more anxious as compared to those children who had them. It seemed they were expecting troubles. The level of these children's self-esteem was low; they were always convinced to be worse than others in everything; they were looking for adults' encouragement and approval.

Art therapy classes decreased the anxiety level of the children of the experimental group, stabilized their emotional and psychological state, and increased their ability to work, improved their attention, memory and speech, self-esteem, self-belief and self-confidence.

ЛІТЕРАТУРА

1. Арт-терапия – новые горизонты / под ред. А. И. Копытина. – М.: Когито-Центр, 2006. – 265 с.

2. Дерманова И. Б. Диагностика эмоционально-нравственного развития / И. Б. Дерманова. – СПб.: Речь, 2002. – 360 с.

3. Диагностика психических состояний детей дошкольного возраста: учебно-методическое пособие / С. В. Велиева. – СПб.: Речь, 2005. – С. 176.

4. Киселева М. В. Арт-терапия в практической психологии и социальной работе / М. В. Киселева. – СПб.: Речь, 2007. – 160 с.

5. Лютова Е. К. Шпаргалка для взрослых: психокоррекционная работа с гиперактивными, агрессивными, тревожными и аутичными детьми / Е. К. Лютова, Г. Б. Моница. – М.: Генезис, 2000. – 102 с.

6. Психологічна допомога постраждалим внаслідок кризових травматичних подій: методичний

посібник / З. Г. Кісарчук, Я. М. Омельченко, Г. П. Лазос та ін.; за ред. З. Г. Кісарчук. – К.: “Логос”, 2015. – 207 с.

7. Міжвідомчий координаційний штаб повідомляє [Електронний ресурс]. – Режим доступу: <http://www.dsns.gov.ua/ua/Mizhvidomchiykoordinaciyuniy-shtab.html>.

8. Міністерство соціальної політики України [Електронний ресурс]. – Режим доступу: <http://msp.gov.ua>.

9. Pavlicevic M. Music Therapy in Context: Music, Meaning and Relationship / M. Pavlicevic. – London-Philadelphia: Jessica Kingsley Publishers, 2000. – 145 p.

10. Ross C. Something to draw on: Activities and Interventions using an Art Therapy Approach / C. Ross. – London-Boston: Jessica Kingsley Publishers, 1997. – 256 p.

REFERENCES

1. Kopytina, A. I. (2006). *Art-terapiia – novye gorizonty [Art therapy – new horizons]*. Moscow: Kogito-Tsentr [in Russian].

2. Dermanova, I. B. (2002). *Diagnostika emotsionalno-nravstvennogo razvitiia [Diagnosis of*

emotional and moral development]. Saint Petersburg: Rech [in Russian].

3. Velieva, S. V. (2005). *Diagnostika psikhicheskikh sostoianii detei doshkolnogo vozrasta [Diagnosis of mental states of preschool children]*. Saint Petersburg: Rech [in Russian].

4. Kiseleva, M. V. (2005) *Art-terapiia v prakticheskoi psikhologii i sotsialnoi rabote [Art therapy in practical psychology and social work]*. Saint Petersburg: Rech [in Russian].

5. Liutova, E. K., Monina, G. B. (2000). *Shpargalka dlia vzroslykh : psikhokorreksionnaia rabota s giperaktivnymi, agressivnymi, trevozhnymi i autichnymi detmi [Crib for adults: psycho-corrective work with hyperactive, aggressive, anxious and autistic children]*. Moscow : Genezis [in Russian].

6. Kisarchuk, Z. H., Omelchenko, Ya. M., Lazos, H. P. et al. (2015). *Psykhologichna dopomoha postrazhdalym vnaslidok kryzovykh travmatychnykh podii*

: *metodychnyi posibnyk [Psychological assistance to the victims as a result of crisis traumatic events]*. Kyiv : “Lohos” [in Ukrainian].

7. *Mizhvidomchyi koordynatsiyni shtab povidomliaie [Interministerial coordinating headquarters notifies]*. (n.d.). Retrieved from: [http : //www.dsns.gov.ua/ua/Mizhvidomchiykoordinaciyiny-shtab.html](http://www.dsns.gov.ua/ua/Mizhvidomchiykoordinaciyiny-shtab.html) [in Ukrainian].

8. *Ministerstvo sotsialnoi polityky Ukrainy [Ministry of Social Policy of Ukraine]*. (n.d.). Retrieved from: [http : //msp.gov.ua](http://msp.gov.ua) [in Ukrainian].

9. Pavlicevic, M. (2000). *Music Therapy in Context : Music, Meaning and Relationship*. London-Philadelphia : Jessica Kingsley Publishers [in English].

10. Ross, C. (1997). *Something to draw on: Activities and Interventions using an Art Therapy Approach*. London-Boston : Jessica Kingsley Publishers [in English].

Надія Володимирівна Скотна,

доктор філософських наук, професор, ректор,
Дрогобицький державний педагогічний університет імені Івана Франка,
вул. І. Франка, 24, м. Дрогобич, Україна,

Микола Павлович Пантюк,

доктор педагогічних наук, професор кафедри загальної педагогіки
та дошкільної освіти, проректор з наукової роботи,
Дрогобицький державний педагогічний університет імені Івана Франка,
вул. І. Франка, 24, м. Дрогобич, Україна,

Ірина Ігорівна Садова,

кандидат психологічних наук, доцент кафедри
педагогіки та методики початкової освіти,
Дрогобицький державний педагогічний університет імені Івана Франка,
вул. І. Франка, 24, м. Дрогобич, Україна

ВИКОРИСТАННЯ АРТ-ТЕРАПІЇ У ПСИХОЛОГО-ПЕДАГОГІЧНОМУ СУПРОВІДІ ДІТЕЙ, ПОСТРАЖДАЛИХ ВІД ВНУТРІШНІХ МІГРАЦІЙНИХ ПРОЦЕСІВ В УКРАЇНІ

У статті наведено відомості про стан внутрішньої міграції в Україні, розглянуто методи і форми надання психолого-педагогічної допомоги постраждалим від неї дітям. Систематизовано критерії успішної психолого-педагогічної адаптації останніх до умов життя в новому соціально-економічному середовищі. Мета дослідження: вивчити можливості використання арт-терапії в корекційній роботі з дітьми, постраждалими від внутрішніх міграційних процесів в Україні; на підставі психодіагностичних результатів розробити план проведення заходів психокорекційного, педагогічного та психолого-реабілітаційного характеру. Методи дослідження: а) аналіз психологічних, філософських, культурологічних, етнографічних та педагогічних джерел з проблеми дослідження; б) діагностичне вивчення психологічних особливостей дітей вимушених мігрантів із метою з'ясування змісту їхніх страхів та тривожності : включене спостереження; бесіда; аналіз продуктів діяльності (тематичні малюнки); в) арт-терапія, яка традиційно використовується для надання психолого-педагогічної допомоги дітям; г) тест для виявлення тривожності Р. Теммла, М. Доркі та В. Амен, опитувальник Г. П. Лаврентьєвої і Т. М. Титаренко “Рівень тривожності дитини”, методика С. В. Велієвої “Дім. Дерево. Людина”. Основні завдання дослідження: визначити вплив пропонованих нами методів арт-терапії на рівень тривожності, самооцінку й емоційний стан дітей. Загальна кількість респондентів – 24 (12 в експериментальній та 12 у контрольній групі). Аналіз отриманих результатів дослідження показав, що після проведення занять з арт-терапії у діагностованих дітей унормувався високий індекс тривожності, стабілізувався емоційний та психологічний стан, підвищилася самооцінка, віра в себе та свої сили.

Ключові слова: адаптація, арт-терапія, внутрішня міграція, реабілітація, соціалізація, корекція, технології арт-терапії, тривожність.

Sumbitted on July, 17, 2017