

УДК 37.091.3

DOI 10.31654/2663-4902-2025-PP-2-138-144

Пишинська В. В.

аспірантка кафедри освітології та інноваційної педагогіки
Харківського національного педагогічного університету
імені Г. С. Сковороди
vradapushin@gmail.com
orcid.org/0009-0005-9507-3425

**ВПЛИВ АРТТЕХНОЛОГІЙ НА ЕМОЦІЙНЕ БЛАГОПОЛУЧЧЯ
ЗДОБУВАЧІВ БАЗОВОЇ СЕРЕДНЬОЇ ОСВІТИ**

У статті проаналізовано вплив арттехнологій на емоційне благополуччя здобувачів базової середньої освіти. Актуальність дослідження визначається необхідністю удосконалення навчально-виховного процесу відповідно до викликів сьогодення. Зазначено, що одним із найефективніших способів розвитку емоційно-вольових, соціальних і навіть когнітивних навичок є мистецтво. Досліджено та розмежовано поняття «арттерапія» та «артпедагогіка». Зазначено, що впровадження артпедагогіки на уроках має низку переваг, оскільки вчитель може врахувати індивідуальні особливості кожного учня, вибрати відповідні форми, методи роботи та об'єктивно проаналізувати доцільність впровадження тих чи інших технологій. Визначено мету, функції та форми артпедагогіки. Також у статті досліджено активні та пасивні форми мистецької діяльності в навчально-виховному процесі. Аналіз показує, що драматерапія є найефективнішим напрямом роботи, оскільки акторська гра передбачає активну взаємодію з емоціями, що дозволяє проживати їх і виробляти поведінкові патерни. Також зазначено, що ляльковий театр є перспективним напрямком роботи з емоціями, оскільки він допомагає працювати з ними через конкретного героя, що робить цей процес більш комфортним. Наголошується, що ізотерапія є доцільною та ефективною у роботі з підлітками. Для цього віку характерна схильність до приховування емоцій, недовіра до дорослих, труднощі у вираженні почуттів. Образотворче мистецтво дозволяє ненав'язливо дізнатися про емоційний стан учнів і, за необхідності, надати необхідну допомогу. Зазначається, що в сучасних умовах педагоги повинні приділяти більше уваги можливостям музики в освітньому процесі, зокрема її здатності зменшувати стрес. Підкреслюється, що арттехнології не потребують великих ресурсів і можуть бути легко інтегровані в будь-який предмет навчального циклу. Зроблено висновок, що поєднання театру, музики та образотворчого мистецтва може значно покращити емоційне самопочуття студентів.

***Ключові слова:** емоційне благополуччя, здобувачі базової середньої освіти, арттехнології, драматерапія, ізотерапія, музикотерапія.*

Problem statement in general terms. Modern education is constantly searching for ways to make the pedagogical process more effective, responsive to modern challenges, and conducive to the harmonious development of students. One of the most effective instruments for developing emotional and volitional, social, and even cognitive skills is art. Educators cannot disregard the powerful impact of art on the emotional sphere of students.

Analysis of recent studies and publications. It is known that the limitless potential of art has been recognized by prominent experts in various scientific fields. A lot of modern researchers consider its educational impact (O.P. Boblienko, T.M. Turchyn, V.P. Podenko), study the possibilities of art as a means of emotional development (N.M. Atamanchuk, N.O. Krotenko), overcoming negative emotional states (O.A. Prytula, O.L. Voznesenska),

correctional education (I.V. Voytyuk, I.B. Kuzava) and others. Modern challenges require educators to pay special attention to the emotional state of students, therefore we consider it necessary to substantiate the significance of art for the emotional well-being of students in basic secondary education.

The purpose of the article. The study is aimed at the theoretical substantiation and analysis of the impact of art technologies on the emotional well-being of students of basic secondary education.

Statement of the basic material. The inexhaustible potential of art has become the basis for the development of art therapy. Art therapy is an interdisciplinary field of knowledge that combines various disciplines: psychology, medicine, pedagogy, cultural studies, etc. [1, p. 20]. For this reason, it is based on several areas of development: medical, social, and pedagogical. Researchers commonly understand art therapy as a specialized form of psychotherapy based on art, primarily visual and creative activities. [2, c. 276]. Art pedagogy is defined as a special direction in pedagogy, with the help of which the education, development and upbringing of the child's personality is based on art (when teaching any discipline) [3, p. 3]. We agree with the numerous researchers who emphasize that these concepts cannot be equated (O.V. Soroka, R. M. Prima, T.V. Aleksintseva).

The difference between art pedagogy and art therapy is found in the most significant aspects: the purpose, objectives, and sphere of functioning. Practical psychologists / psychotherapists can use projective methods such as «Draw your Fear», «Overcome your fear», «What I'm afraid of» and «Fairy Tale of Fear» within isotherapy and fairy tale therapy [4, p. 46]. Such methods immerse in a state of crisis with a subsequent exit from it. Without appropriate professional training and experience, these practices can only lead to re-traumatization. It should be remembered that the main task of educators is to create a safe learning environment for the comprehensive development of students. Teachers have every reason to use art therapy methods and techniques, but with the consideration of their qualifications and the specifics of the pedagogical process.

The purpose of art pedagogy is to optimize the educational process and develop a harmonious personality, its creative abilities, social and emotional skills through the means of art in the educational environment, while art therapy exists as a form of psychology / psychotherapy that focuses on the therapeutic aspect: correction of mental states, resolving internal conflicts, etc. The functions of art pedagogy: cultural, educational, formative and correctional [3, p. 4] – emphasize its pedagogical orientation. It should be noted that art pedagogy works not only with educational tasks, but also applies certain art technologies to improve the emotional well-being of students. Therefore, in addition to acquiring practical skills, developing creativity, confidence, and broadening outlook, art pedagogy implements the following educational objectives:

- development of the emotional and volitional sphere of students;
- caring for the emotional and mental state of the student (reduction of internal anxiety and aggression, mastering the skills of emotional self-regulation through artistic and creative activities);
- ensuring the socio-cultural adaptation of students (development of behavioral models in accordance with socially acceptable moral and ethical norms, formation of a communication culture...) [5, c. 156].

Modern researchers highlight the exceptional effectiveness of art pedagogy methods and techniques for children with special educational needs. However, we think, that art pedagogy possesses a universal character and holds significant potential for broader application. In education, several models of teaching and learning based on art are used: implementation at the level of public organizations, schools, classrooms, teachers and individual student groups [6, p. 2]. The application of art pedagogy at the classroom level is based on individualization and differentiation of learning and has a number of advantages: the teacher can take into account the individual characteristics of each student, select the necessary forms and directions of work, and objectively analyze the feasibility of introducing certain technologies that would affect not only the emotional and volitional, but also the

cognitive sphere of students, as researchers find evidence of the role of art in the development of academic skills, including literacy and mathematics [7].

Art pedagogy offers the use of the following forms of artistic work: active and passive. The passive form involves perception and analysis, while the active form involves creating one's own art product. Both forms have the potential for effective use and implementation of the above tasks, but the most common is the passive form, which is regularly used by teachers in humanities classes. They use verbal (explanation, story, conversation) and visual methods (illustration, demonstration, independent observation) focused on working with works of various art forms. Indisputably, active forms can be more difficult to implement, as they require more time and resources, but they offer more opportunities for students to develop their personal potential.

However, it is important to note that passive contact with art is an equally effective form of working with emotions. Studies show that a short visit to an art museum has a positive effect on the subjective level of stress and emotional arousal of people [8, p. 53]. As we can see, even observation can be an effective means of improving emotional well-being. This form of work also contributes to the development of emotional intelligence, in particular, it teaches you to better understand other people and helps you recognize and manage your own emotions. Passive work with art helps to develop the ability to express opinions orally and in writing, critical thinking, and the ability to logically substantiate a position, which is especially important in humanities courses. The choice of form may depend on many variables, but in our view, a combination of both forms is highly effective.

Adolescence is characterized by intense changes at the psychological level. This period is characterized by vulnerability, instability of the emotional state, and a tendency to deconstructive expression of emotions, which is why this time is extremely important for pedagogical influence. The use of active art technologies in the classroom is an underestimated form of work that would contribute to the formation of emotional well-being, creative thinking, and help to better understand the educational material. Art technologies include a large number of different approaches, techniques, forms and methods, including: visual arts, symbol drama, theatricalization, music therapy, plastic drama, fairy tale therapy, work with various natural materials, etc. In the humanities lessons, the most accessible is the use of visual arts, music therapy and theatricalization.

The literature review shows [11, 12] that the most effective way to work with emotions is theatricalization or drama therapy. Dramatherapy is a direction of art therapy that involves the use of dramatization techniques to play out certain plots [10, p. 100]. M. Bergs and A.-E. J. C. Prick in their systematic descriptive review noted the effectiveness of drama therapy in dealing with psychosocial problems of the individual (emotional, behavioral and social), reducing symptoms of depression, (social) anxiety, post-traumatic stress, inattention (especially hyperactivity and impulsivity) and aggressive behavior [11, p. 22]. In our opinion, such conclusions are expected, since acting is an active work with emotions, which allows you to live them and develop behavioral patterns that further help in the regulation of your own affective states.

The use of drama therapy in humanities classes can be either short-term or long-term. Short-term drama involves situational improvisation created within a problematic situation, while long-term drama requires longer preparation and is implemented in project activities. Dramatherapy is based primarily on differentiation, such as dividing into groups during project preparation (screenwriters, actors, and art critics), which allows not only to work with emotions but also to create a more comfortable environment for each student. An important advantage of drama therapy is its collective nature, combining learning activities with intimate and personal communication will undoubtedly have a positive impact on the level of emotional well-being of students.

At the same time, theatricalization is one of the most difficult areas because it requires a high level of involvement in the creative process. A piece of music (listened to or played), a painting, a poem expressed indirectly through this medium. In the theater, the actor/patient expresses himself through the game. His/her environment, therapeutic tool is himself/herself

[12, p. 15]. Because of this, theatricalization requires bravery, a willingness to demonstrate one's emotions, but fear of criticism, public speaking, and isolation can be an obstacle to the implementation of this technology. However, as mentioned above, numerous studies confirm the positive impact of theater on students' communication skills, confidence, and emotional intelligence, including the ability to control emotions and develop empathy. In view of this, we believe it is necessary to further deepen the theoretical and methodological foundations for introducing theatricalization at the classroom level (in particular, in humanities classes) and to conduct empirical research that would demonstrate its effectiveness.

During the implementation of drama therapy, the teacher may encounter students' reluctance to engage in the performance and interact with others, which is common for this age group. An alternative may be puppet theater, that performs all the functions of drama therapy, but allows students to feel more confident, as an intermediary appears between the student and the world around them. A non-contact, shy, indecisive child, despite the fact that the doll is on his or her hand, sees it as separate from him or her. Thanks to this, he/she can actively engage in play activities, reveal his/her innermost feelings according to the principle: «It's not me, it's a doll!» [13, c. 50].

It is worth mentioning that the use of puppet theater can be appropriate at any age, but for adolescents it should reduce infantile features and become more serious. This type of theatrical activity performs an educational, in particular, career guidance function, and allows students to get acquainted with the professions of an actor and a puppet theater director. It promotes the development of confidence and self-esteem through the demonstration of performances for junior high school students. Puppet theater can be an optimal substitute for drama therapy, as it helps to work with emotions through a specific character, which makes this process more comfortable, and the puppet, as the main tool, allows you to freely express any emotions and explore different aspects of your personality.

Isotherapy is considerably easier to implement in the educational process, since it does not require significant effort, but it still performs essential functions. Isotherapy, a technology based on the belief that a child's inner self is reflected in visual images every time he or she spontaneously paints a picture without thinking much [14, p. 66]. It allows for free expression and does not involve criticism, making it a safe tool for working with emotions. In an educational process full of assessments, isotherapy can allow students to relax and focus on emotions without thinking about mistakes or comparing themselves to others. Undoubtedly, during creative activities, students can interact, discuss their work and emotions, but it is necessary to create the prerequisites for safe communication in advance, approve the rules and pay special attention to the importance of treating each other with respect and maintaining a positive atmosphere. It should be noted that isotherapy is based on one's own experience, so only the author can interpret the work, and the discussion should be voluntary, allowing students to feel like real experts, which develops self-confidence.

Although drawing as a diagnostic tool is most common in the preschool age group, we believe that isotherapy is also appropriate and effective in working with adolescents. This age is characterized by a tendency to hide their emotions, distrust of adults, and difficulties in expressing feelings. Art allows you to unobtrusively learn more about the emotional state of students and, if necessary, provide the assistance they need. Drawing differs from other methods in that the child does not consciously, intuitively express his or her psycho-emotional state while drawing. Through drawing, one can find out what internal emotions and hidden conflicts disturb the child [15, p. 83]. Thus, isotherapy contributes to the creation of a positive climate in the classroom, forms positive narratives, helps to express emotions, which positively affects the level of emotional well-being, and has a diagnostic function.

Every day, modern teenagers face a lot of stressors: the unstable situation in the country; social isolation due to distance learning; high workloads in the educational environment; unrealistic images on social media – all of this can negatively influence personality development. Given these challenges, teachers should implement effective

methods of supporting emotional well-being, which will have a positive impact not only on the emotional sphere but also on academic achievement. Music stands out among all the various art kinds in this context. Inasmuch as music is one of the most powerful tools for managing stress, as it has an extraordinary impact on people, can evoke positive emotions, stimulate memory and reduce anxiety.

In a controlled study by Kyung Sung Lee and Hyun Cheol Jeong, university students were exposed to a series of stressful tasks and then listened to classical music for 20 minutes. The findings demonstrated that music tends to relax the body and stimulate the parasympathetic nervous system, making music therapy an effective stress-reducing tool [16]. The study suggests that the introduction of musical minutes with classical or just students' favourite music after tests, background music during creative tasks, and the processing of educational material through songs can significantly improve the emotional well-being of students.

Another noteworthy study describes the implementation of the innovative educational programme «MusMotion» by J.-M. Valero-Esteban and K.-M. Alcover on the basis of a general secondary education institution. The combination of measures implemented in this experiment deserves special attention. The experiment was implemented through the organization of various activities: seminars, reflections, conferences, which were based on cooperative learning, attention to emotional intelligence, conflict resolution strategies and the use of music to express and perceive emotions. The results showed that the use of music as a leading tool led to improved emotional health, classroom climate, and better implementation of educational programmes [17, p. 12].

Active music therapy, which is realized through joint singing and playing musical instruments, will help not only to reduce stress, but also make the learning process more interesting, diverse and help increase students' attention. In humanities classes, studying the material in this format can be a way to improve retention of learning material, increase motivation to learn the subject and engage students in teamwork. We can also suggest that the implementation of music clubs in schools can also have a positive impact on the emotional well-being of students. We are able to conclude that in modern circumstances, teachers should pay special attention to the potential of music in the educational process, in particular its ability to reduce stress, and develop their own educational programme that would use music as a means of improving emotional well-being and optimizing the learning process.

Conclusions. In view of the above, we can conclude that the functions of art pedagogy go beyond cultural, educational, formative and correctional. Drama therapy performs a socializing function, visual arts – a diagnostic function, and music – a relaxation function. In addition to these functions, we should also highlight the hedonistic one, because the creative process also brings great aesthetic pleasure. In our opinion, the combination of drama, music and visual arts can significantly improve the emotional well-being of students. Art therapy technologies do not require large resources, can be easily integrated into any subject of the educational course (especially the humanities) and complement it. A large number of different directions, forms, methods and techniques allow for maximum individualization of the process, selection of tools that are most suitable for a particular student or group of students. Further research should focus on the development of methodological recommendations for the implementation of art technologies in the educational process.

References

1. Зязюн І. Педагогічна арт-терапія як естетична фасцинація. Педагогічна освіта і освіта дорослих: європейський вимір: зб. наук. праць / за ред. І. А. Зязюна, Н. Г. Ничкало. Київ – Хмельницький, 2008. С. 17–25.

2. Головатюк І.Г. Теоретичні основи застосування арт-терапії у процесі професійної підготовки фахівців. Молодий вчений, 2017. № 7 (47). С. 93–96. 3. Павлюк Р. О. Артпедагогіка як наука: зміст, суть, значення та форми впровадження. Педагогічний альманах: зб. наук. пр. № 17, 2013. С. 67-73.
4. Загоруйко Н. В. Шкільні страхи молодших школярів та їх корекція. Теорія та практика психокорекції особистості: зб. матер. Всеукр. наук.-практ. інтернет-конф. / МОН України, Уманський держ. пед. ун-т імені Павла Тичини. Умань, 2021. С.45-47.
5. Деркач О.О. Реалізація виховного потенціалу арт-педагогіки в умовах навчально-виховного процесу початкової школи. Науковий часопис Національного педагогічного університету імені М. П. Драгоманова. Серія 14: Теорія і методика мистецької освіти: збірник наукових праць / М-во освіти і науки України, Нац. пед. ун-т ім. М. П. Драгоманова. К. : Вид-во НПУ ім. М. П. Драгоманова, 2009. Вип. 8 (13): Матеріали III Міжнар. наук.-практич. конференції "Гуманістичні орієнтири мистецької освіти". С. 155-159.
6. Robin Rooney. Arts-Based Teaching and Learning. Review of the Literature. VSA Arts Washington, DC. 2004. 25 p.
7. Deasy, R. J. Critical Links: Learning in the Arts and Student Academic and Social Development. Washington DC: Arts Education Partnership, 2002. 170 p.
8. Ter-Kazarian, K., & Luke, J. J. Influence of an art museum visit on individuals' psychological and physiological indicators of stress. Museums & Social Issues, 14(1–2), 2019. P. 45–59. <https://doi.org/10.1080/15596893.2021.1986896>
9. Коновець С. В. Арт-технології у розвитку креативності особистості. Вісник Закарпатської академії мистецтв, 2017. Вип. 9. С. 106-111.
10. Гусельцева К., Дулька О. Інноваційний підхід до впровадження послуг арт-терапії в готелях України. SWorldJournal. Issue 19 Part 2, 2023. С. 97-107.
11. Berghs M, Prick AJC, Vissers C, van Hooren S. Drama Therapy for Children and Adolescents with Psychosocial Problems: A Systemic Review on Effects, Means, Therapeutic Attitude, and Supposed Mechanisms of Change. Children (Basel), 2022, 9, 1358. 27 p.
12. Anna Bielańska. Teatr, który lecz. Wydawnictwo Uniwersytetu Jagiellońskiego, 2002. 145 p.
13. Федій О. А. Лялькотерапія у професійній діяльності педагога. Постметодика, 2009. № 1. С. 46-50.
14. Янчук О. А. Ізотерапія як ресурс педагогічного впливу на розвиток творчого потенціалу особистості школяра у процесі навчання. Педагогічний пошук. 2015. № 3. С. 65–66.
15. Тиховська Р. Ізотерапія як ефективний психологічний інструментарій діагностики емоційних станів у підлітковому віці. Матеріали V-тої міжнародної науково-практичної конференції з дитячої та юнацької психотерапії української спілки психотерапевтів «нашого цвіту по всьому світу – скарби української нації» 18-19 листопада 2023, м. Ужгород. 102 с.
16. Lee KS, Jeong HC, Yim JE, Jeon MY. Effects of Music Therapy on the Cardiovascular and Autonomic Nervous System in Stress-Induced University Students: A Randomized Controlled Trial. Journal of Alternative and Complementary Medicine (New York, N.Y.). 2016 Jan;22(1):59-65.
17. Valero-Esteban JM, Alcover CM, Pastor Y, Moreno-Díaz A, Verde A. Emotions and music through an innovative project during compulsory secondary education. Heliyon. 2024 Feb 9;10 (4):e25765.

Pyshynska V.

Postgraduate student
at the Department of Education and Innovative Pedagogy
H.S. Skovoroda Kharkiv National Pedagogical University
vradapushin@gmail.com
orcid.org/0009-0005-9507-3425

THE IMPACT OF ART TECHNOLOGIES ON THE EMOTIONAL WELL-BEING OF STUDENTS OF BASIC SECONDARY EDUCATION

The article analyzes the impact of art technologies on the emotional well-being of students of basic secondary education. The relevance of the study is determined by the need to improve the educational process in response to modern challenges. One of the most effective ways to develop emotional and volitional, social, and even cognitive abilities is art. The article examines and distinguishes between the concepts of «art therapy» and «art pedagogy». It is noted that the implementation of art pedagogy in the classroom has a number of advantages because the teacher can take into account the individual characteristics of each student, select appropriate forms and directions of work and objectively analyze the feasibility of introducing certain technologies. The purpose, functions and forms of art pedagogy are defined. The article examines active and passive forms of artistic activity in the educational process. The analysis shows that drama therapy is the most effective approach, as acting involves active engagement with emotions, that allows to live them and develop behavioral patterns. It was also noted that puppet theater is a promising field of work with emotions, as it helps to work with emotions through a specific character, which makes this process more comfortable. It is emphasized that isotherapy is appropriate and effective in working with adolescents. This age is characterized by a tendency to hide their emotions, distrust of adults, and difficulties in expressing feelings. The visual arts allow to learn more about the emotional state of students unobtrusively and, if necessary, provide the required assistance. It is noted that in modern circumstances, educators should pay more attention to the potential of music in the educational process, in particular its ability to reduce stress. It is highlighted that technologies do not require large resources and can be easily integrated into any subject of the educational cycle. It is concluded that the combination of theater, music and art can significantly improve the emotional well-being of students.

Key words: emotional well-being, students of basic secondary education, art technologies, drama therapy, isotherapy, music therapy.