

# Adolescents` School Anxiety Correction by Means of Mandala Art Therapy

Nadezhda Yu. Kostyunina & Albina R. Drozdikova-Zaripova  
Kazan (Volga region) Federal University, RUSSIA

•Received 22 September 2015 •Revised 13 January 2016 •Accepted 17 April 2016

---

School anxiety is one of the main problems faced by teachers and school counselors. This problem attracts special attention for teachers - practitioners, as it is a clear sign of school maladaptation in children, which adversely affects all spheres of their life: not only the studies but also communication, both inside and outside the school, health and general level of mental development and psychological well-being. The article reveals the essence, the reasons, factors, features of school anxiety displays in adolescence. It also analyzes the methods and forms of school anxiety correction in teenagers by means of mandala art therapy in extracurricular activities. The study determined pedagogical conditions of school anxiety correction in adolescents: conducting diagnostics to identify school anxiety in adolescents; development and implementation of a comprehensive correction program "Magic Power of a Circle" by means of mandala art therapy. The study led to the conclusion that the approved comprehensive program applying mandala art therapy methods is an effective means of school anxiety correction in adolescents.

*Keywords:* art therapy, extracurricular activities, mandala art therapy, anxiety, anxiety disorder, adolescents, correction, school anxiety

## INTRODUCTION

### Relevance of the subject

The problem of school anxiety is one of the most topical in modern psychology and pedagogy, as every year the number of anxious children characterized by excessive anxiety, uncertainty and emotional instability tends to increase every year.

School age is appropriate for the formation of the ruling motives of personal development, skills of self-control, self-organization and self-regulation, the formation of an adequate self-esteem, fulfillment of individual characteristics, assimilation of social norms of behavior, development of communicative skills to socialize with peers and adults. However, if the pupil has anxiety, he becomes insecure, doubtful, impulsive, or conversely closed. The intellectual development of adolescents with anxiety disorder hinders the development of creativity, originality of thought, and curiosity (Karimova & Valeeva, 2014; Saricam & Canatan, 2015; Demir & Kutlu, 2016).

Correspondence: Nadezhda Yu. Kostyunina,  
Kazan (Volga region) Federal University, 18 Kremlyovskaya Street, 420008, Kazan,  
RUSSIA  
E-mail: nu\_kost@mail.ru  
doi: 10.12973/ijese.2016.380a

Many researches are devoted to the study of school anxiety, both in Russian and foreign social pedagogy and psychology. However, having studied modern researches of G. M. Breslav (1990), S. H. Blumberg (1985), C. E. Izard (1985), A. M. Prikhozhan (2000), Hosgorur & Apikoglu (2013), Ch. Spielberger (2002), one can state that the number of experimental researches on the problem of adolescents' school anxiety correction is still meagre. Also, there is no comprehensive system of measures aimed at preventing adolescents' school anxiety by means of mandala art therapy.

## Problem statement

The new educational standards requirements of the modern Russian school, the transition from one level of education to another set for the fifth grade pupils challenging tasks that are often beyond their abilities, breaking their emotional state and causing critical adverse reactions. In this regard, the main feature of school maladaptation in pupils to the educational environment is emotional trouble of adolescents in secondary school (Kostyunina & Valeeva, 2015).

Analysis of the problem in the psychological and pedagogical literature and practice has revealed a number of contradictions:

1) between the effects of various factors that put a teenager in trouble and his lack of knowledge of effective exit strategies from difficult situations.

2) between the orientation of teachers, psychologists to address the problem of school anxiety and the insufficiency of the content, forms and methods of development to ensure the effective correction of school anxiety of teenagers by means of mandala art therapy.

Among the negative emotional experiences, anxiety occupies a special place. According to V. I. Dolgova & N. G. Kormushina (2009), it is due to the fact that adolescents with high levels of anxiety have a high level of emotional disorder, uncertainty, timidity, minimal self-actualization. They have difficulties in communication, rarely take the initiative, they have lowered learning motivation, and their behavior is close to neurotic, with obvious signs of maladaptation.

Currently, the concepts of "anxiety" and "school anxiety" have come under the scrutiny of social psychology, psychopathology and social pedagogy.

Psychological dictionary of A. V. Petrovsky and M. G. Yaroshevsky (1990) define anxiety as individual psychological peculiarities, manifested in human tendency for frequent and intense anxiety states, as well as the low threshold of its occurrence. It is considered as personal foundation and /or as a property of temperament associated with the weakness of the nervous conditions.

G. M. Breslav (1990) defines anxiety as a personality trait reflecting a decrease in the sensitivity to different stress agents. Anxiety is expressed in constant sense of threat to one's own self in any situations; anxiety is a tendency to experience anxiety, characterized by a low threshold of occurrence of anxiety reactions which is one of the basic parameters of personality. A. M. Prikhozhan (2000) points out that anxiety is the experience of emotional discomfort associated with the expectation of troubles, a premonition of impending danger. There is a differentiation between anxiety as an emotional state and a common personality trait of temperament.

Ch. D. Spielberger (2002) defines anxiety as a personality trait that predisposes the individual to perceive a wide range of objectively safe circumstances as containing a threat, prompting to respond to them by T-states, the intensity of which does not reflect the objective danger.

Having studied the concepts of different authors such as: G. M. Breslav (1990) A. M. Prikhozhan (2000), Ch. D. Spielberger (2002) and others, in the current research we define anxiety as the generalized characteristic of mental activity associated with the passivity, or block of nervous conditions, i.e. psychodynamic personality traits

manifested in the adolescent's interaction with the various components of the educational environment and fixed in this interaction.

As for school anxiety, according to A. V. Miklyaeva and P. V. Rumyantseva (2004), it is the specific type of anxiety characteristic of a certain type of situations - situations of the child's interaction with the various components of school educational environment: the physical space of the school; human factors forming the school subsystem "student - teacher - administration - parents"; training program.

B. N. Phillip's (1978) school anxiety diagnostic tests has eight factors, such as general anxiety at school experience of social stress, frustration of the need to succeed, the fear of self-expression, the fear of knowledge examination, fear of failing to meet the expectations of others, resistance to stress, fear in relationships with teachers. We studied manifestations of anxiety in adolescence. We clarify that adolescence is the period from 11 to 16, which is characterized not only by high-quality skills and beneficial changes in the body of a teenager and his inner circle, but also with the occurrence of specific states, which play an important role in the period of greatest development, being a dangerous link. It is during this period that stable forms of behavior, character traits, methods of emotional response are formed; it is the time for achievements, for the rapid knowledge and skills accumulation; the formation of "self", the acquisition of new social position. However, this is the time when children's perception of the world disappears and feelings of anxiety and psychological discomfort appear. At this age, attention to oneself and to one's physical characteristics increases, reactions to the opinions of other people and classmates, self-esteem and resentment aggravate. Adolescents' anxiety about developmental milestones tends to grow which is primarily due to the loss of developmental milestones, premature development and its delay. Anxiety is the consequence of adolescent crisis, which flows differently and disorganizes the adolescents' personality, affecting all aspects of their life.

The purpose of the research is theoretical justification and experimental verification of content, complex forms and methods ensuring the effective correction of adolescents' school anxiety by means of mandala art therapy (Asadullin et al, 2016).

Analysis of theoretical studies and practical activities in the context of the problem developed showed that the issues related to the correction of adolescents' school anxiety are to date insufficiently studied sphere of scientific knowledge and practice, which allowed the formulation of the hypothesis of the study of the problem: the effectiveness of correction of adolescents' school anxiety by means of mandala art therapy can rise if the following is considered:

- drawing on the essential characteristics of "anxiety", "anxiety state", "school anxiety";
- taking into account the particular manifestations of school anxiety in adolescence;
- considering the opportunities of mandala art therapy in adolescents' school anxiety correction;
- developing and implementing a comprehensive correctional therapy program "Magic Power of a Circle" to reduce the level of school anxiety in teenagers by means of mandala art therapy (Sadovaya, Khakhlova & Reznikov, 2015).

## **METHODS**

According to the hypothesis, on the basis of the understanding of the problem, its purpose, the object and the subject of the research the following objectives were defined:

1) to reveal the essence and content of the concepts of "anxiety", "anxiety state", "school anxiety" on the basis of the analysis of psychological and pedagogical literatures;

2) to determine the characteristics of school anxiety symptoms in adolescence.

3) to develop the program content of correction of adolescents' school anxiety by means of mandala art therapy;

4) to test experimentally the effectiveness of the forms and methods of school anxiety correction by means of mandala art therapy.

In accordance with the purpose and objectives of the study, the following methods were used:

1) theoretical: study and analysis of psycho-pedagogical, methodological and legislative literature, guidelines and procedures, documents and materials on the topic of the present research, study and generalization of innovative social and pedagogical experience, analysis, synthesis;

2) empirical - observations, surveys, tests, experiments;

3) methods of qualitative interpretation and processing of the data (parametric Student's t-test for dependent samples).

Detecting school anxiety in adolescents was carried out by means of the following methods:

1) testing and questioning the parents in order to get information about the problems of the child in school at the stage of social adaptation to the new conditions of learning, namely: a) the test "Is everything going well in your child's school?", b) the questionnaire on detecting anxiety states in children developed by G. P. Lavrentieva & T. M. Titarenko (2000).

2) survey of students using questionnaires developed by N. G. Luskanova (1993) to assess the school motivation level;

3) «Color Test of Relations» (CTR) developed by A. M. Etkind (2001) to reveal the emotional attitude of students to the school and school life, and the attitudes to themselves and others;

4) school anxiety questionnaire developed by B. N. Phillips. This standardized psycho-diagnostic method helps to evaluate not only the overall level of school anxiety, but the unique nature and quality of anxiety states related to different areas of school life. The following *eight factors* serve as the subject of the analysis in the given method:

1) "general anxiety in school" - the child's general emotional state connected with different forms of his inclusion in the life of the school;

2) "the experience of social stress" - the emotional state of the child, associated with his social contacts (mainly - with peers) development;

3) "frustration of needs to succeed" - an adverse psychological background, not allowing the child to develop his needs for success, to achieve a good result;

4) "the fear of self-expression" - negative emotional experiences of situations associated with the necessity to show oneself in front of others, and demonstrate one's abilities;

5) "the fear of knowledge examination" - negative attitudes and experience of anxiety in situations of testing (especially - public) knowledge, achievements, opportunities;

6) "the fear of not meeting the expectations of others" - focus on the importance of others in the evaluation of their results, actions, and thoughts, anxiety about the assessment given by others, the expectation of negative assessment;

7) "low physiological resistance to stress" - peculiarities of psycho-physiological nature of the child reducing the child's adaptability to stressful situations that increase the likelihood of inadequate, destructive response to the disturbing environmental factor;

8) "problems and fears in relationships with teachers"- general negative emotional background of relationships with adults at school, reducing the success of the child's learning.

Thus, the test which allows a multidimensional analysis of anxiety in adolescents was used. The validity of the hypothesis was confirmed by statistical processing using parametric Student's t-test for dependent samples. Comparing the results obtained at the ascertaining and control stages of the experiment, we found out the effectiveness of the techniques and methods for adolescents' school anxiety correction by means of mandala art therapy.

The study was conducted in three stages:

At the *first* (theoretical and search) stage, the analysis of the problem of pedagogical and psychological literature on the research topic was done; scholarly apparatus and trial infrastructure were determined; the method of the experimental study was chosen. The experiment involved the fifth grade students of Municipal Budget Educational Institution "Comprehensive school № 171 with extended learning of certain subjects" (school - center of competence in e-learning) of the Soviet district of Kazan city of the Republic of Tatarstan.

At the *second* (experimental) stage of the study the verification of the hypothesis and tested the forms and methods of pedagogical interaction with adolescents to reduce school anxiety by means of mandala art therapy was conducted.

At the *third* (generalizing) stage, systemization and processing of the research results were done, theoretical and experimental findings were formed.

*The ascertaining stage* covered defining the initial values of the studied parameters. The pilot study allowed us to select out of 79 students from fifth grade those "at risk" -which made up 33% of teens (totaling 26 people), with increased (rather high) and high school anxiety level.

Next, we'll focus on the results that we got after the diagnostic techniques.

As a result of testing and questioning parents, analyzing their answers to questions like: "My child likes to go to school", "I think my child would willingly move to a different school", "If there was a choice, he would not want to learn at home", "Unfortunately, my child never tells me about school and family with joy", etc. we found out that 39% of students have negative attitude towards school associated with conflicts, reduced performance, lack of understanding on the side of the teacher..

As a result of the survey (developed by G. P. Lavrentieva & T. M. Titarenko), we found out that 16.5% of students experienced high levels of anxiety, 19% of students - the average level of anxiety.

Analyzing the data of the questionnaire for the evaluation of school motivation developed by N. Luskanova, we can state the following: high level of school motivation and learning activity was detected in 29% of the students, which suggests that these adolescents have a cognitive motive and desire to successfully fulfill all requirements of the school. These students follow all the instructions of the teacher; they are conscientious and responsible, worry about unsatisfactory marks. Good school motivation was detected in 34% of the students, which indicates that they successfully cope with their studies.

15% of respondents showed a positive attitude towards school, but it should be noted that the school attracts children by extracurricular activities, i.e. children feel well at school, but all too often go to school only to chat with friends and the teacher.

11% of the students showed a low level of motivation of the school, i.e. this figure shows that these children are reluctant to go to school, prefer to skip classes. During the classes they are often involved in unrelated activities and games. They experience serious difficulties in learning activities. They are in the state of unstable adaptation to school.

The score of less than 10 points was detected in 6% of the students, which indicates that these respondents have a negative attitude towards school, they have school maladaptation, so these children have serious learning difficulties, they cannot cope with the training activities, have difficulty in communicating with classmates and with the teacher. The school is often perceived as a hostile environment, which becomes intolerable for them.

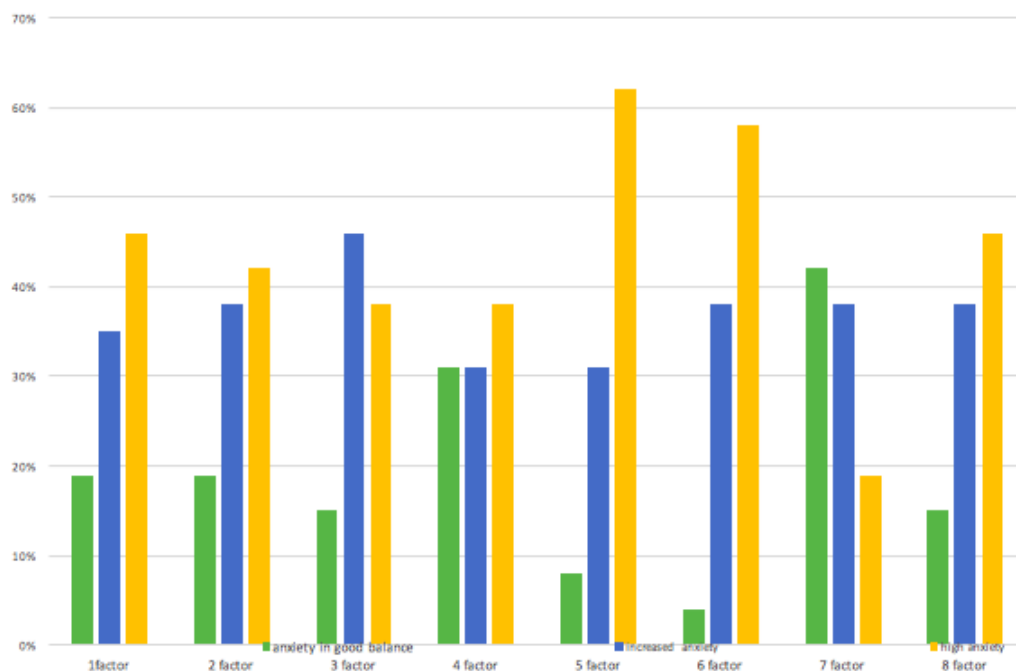
Analysis of «Color Test of Relations» (CTE) results (developed by A. M. Etkind) showed the following. Let's present the results of some mostly interesting indicators ("lesson", "teacher", "classmates").

For the concept of "lesson", a sufficiently large number of respondents chose gray and black colors (gray - 21.5%, black - 24%, respectively), which may mean rejecting, aggressive or indifferent attitude to this concept. This attitude may point to the difficulty in adaptation of fifth graders to the new conditions of study at the secondary school level. However, for the notion of "break", the respondents more often chose the yellow and red colors (red - 49.3%, yellow - 34%, respectively), that indicates active, positive and joyful attitude to spending time during the break. For the concept of "teacher" respondents chose mainly blue and red colors (blue - up to 21.5%, red - 22.7%, respectively), but some respondents chose gray and black colors (20, 2% and 25, 3%, respectively). This may indicate some tension in relationships with the teachers, due to the difficulty in adaptation of pupils at the secondary level.

For the concept of "classmates" the fifth graders generally chose green and yellow colors (24% for both colors), thereby perceiving relationships with classmates as friendly and welcoming, but 11, 3% of respondents painted this concept in brown, indicating formality and alienation in relationships with classmates, and 12.6% in the purple color respectively. This indicates that these teenagers are concerned, emotionally stressed and have a need for hearty and warm contact.

Thus, using Etkind's Color Test of Relations, we revealed some problematic aspects of school life, which can cause maladaptation processes, internal discomfort and stress. The most problematic areas for the fifth graders are the concepts of "lesson", "teacher", "classmates".

With students "at risk" we used the questionnaire on school anxiety developed by B.N. Phillips. The data are presented in Figure 1.



**Figure 1.** Anxiety level on certain factors at the ascertaining stage of the experiment

As Figure 1 shows, there is an increase in indicators of high school anxiety on two factors ("the fear of knowledge examination", "the fear of not meeting the expectations of others"), for the remaining five factors ("general anxiety at school", "experience of social stress", "frustration of needs to succeed", "the fear of self-expression", "problems and fears in relationships with teachers") high school anxiety does not exceed the figure of 50%, but the percentages are quite high. The results of the only factor "low physiological resistance to stress" are within the adjusted norms.

Analyzing the data according to the first factor, It can be concluded that children have a negative emotional state in school. The results of the factor "experience of social stress" show that a teenager feels discomfort dealing with others, especially with his classmates, which may be due to the fact that he is not well accepted by the classmates, and he cannot successfully communicate with the peers. Teens who experience fear of self-expression have emotional stress in the situations where they are to demonstrate their abilities in front of others, it is difficult to respond to teacher in front of the class, to speak at school events, they are afraid of being misunderstood or not accepted by the team.

61.5% of students "at risk" experience fear during knowledge examination, these teens mostly have negative attitude and experience anxiety during knowledge examination, especially while giving a public speech. Adolescents are afraid that others do not understand them and do not take their achievements, worry about teachers and parents' assessment. Low physiological resistance to stress is manifested in particular psycho-physiological nature of the child reducing his adaptability to stressful situations that increase the likelihood of inadequate, destructive response to the disturbing environmental factor. We have found out that 46.1% of people "at risk" have problems and fears in relationship with teachers and there appears an overall negative emotional background in dealing with teachers, which reduces the success of the child's learning at school.

High level of school anxiety can be attributed to the specific school period of students. The transition from junior to secondary school is quite a difficult period in

the life of the student. In the fifth grade much is new and unknown for many teens: the building itself, teachers, subjects, form of teaching, so adaptation process causes in many fifth graders anxiety, both school and personal, and often the appearance of fear and phobias.

The diagnostic results show that there is the need for the formative actions to reduce school anxiety.

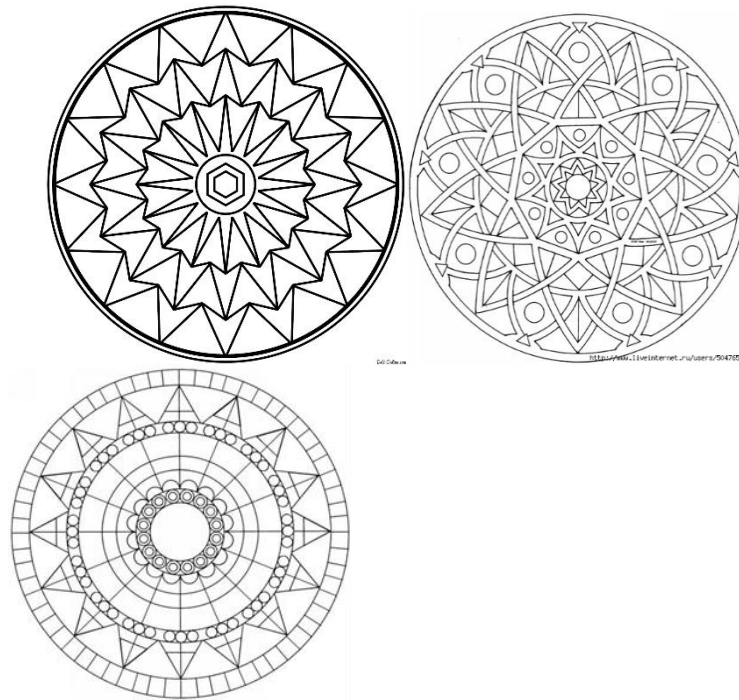
At the second (*forming*) stage the correction program "Magic Power of a Circle" was developed and implemented, which used effective forms and methods of correction by means of mandala art therapy. Psychological correction can be defined as activities aimed at the formation in adolescents of the important psychological qualities necessary to improve their socialization and adaptation level to the changing life conditions, as well as the correction of the features of psychological development, if they prevent him from achieving goals. Depending on the purpose and content, psychological correction can be aimed at changing the cognitive sphere of personality; affective and volitional spheres; behavioral aspects; interpersonal relationships; intragroup relationships (family, marital, collective); parent-child relationship. In this case, the correction was directed at overcoming adolescents' school anxiety by means of mandala art therapy, specifically, at increasing self-esteem, teaching a teenager to manage themselves in critical situations and relieving muscle tension.

Mandala art therapy is the method of art therapy, which has been successfully used in applied psychology. Mandala (from Sanskrit "a circle") is a spontaneous picture, image, symbol, or artistic composition created in the form of a circle. According to scientists, such as Carl Jung (2002), A.I. Kopytin (2003), E.E. Svistovskaya (2003) the circle creates a sense of the protected space. These feelings contribute to a greater self-expression in personal fulfillment, allowing the manifestation of the most important and deep values. At the same time, a circle is the symbol of integrity, creating space for the interaction of contradictions. As a result of this interaction, the person is given the opportunity to find his own center of balance and stability. Mandalas can be both two-dimensional, depicted on the plane and voluminous, three-dimensional. They are embroidered on the fabric, painted on the sand, performed by color powders, made of metal, stone, wood. The author of this kind of psychotherapy Carl Jung recorded his dreams and sketched them in a circle, seeing mandala as a system that encodes experience of mankind and as a mechanism of harmonization, support, healing worries, correcting anxiety states.

Carl Jung saw that mandalas should be used in difficult life circumstances, emotional stress, or crisis. Picture in the mandala holds power in the safe enclosed space, thereby stabilizing the emotional background, complex personal psychosomatic reactions. Inside the circle the conflicting sides (conscious and unconscious) can find a compromise as the mandala provides a connection with internal and external sources of energy. Mandala in the diagnosis can only be used at a certain time, because it is where people draw their emotions and feelings that are present at that moment. Mandala samples are presented in Figure 2.

We have developed adolescents' school anxiety correction program "Magic Power of a Circle" by means of mandala art therapy. The goals of the program are reducing school anxiety, harmonization of emotional and volitional spheres; internal stress relief, normalization of adolescents' anxiety. The program is designed for 10 hours with parents and 36 hours of group classes with students outside the classroom. The basic methods of working with parents were lectures, discussions on the topic "Social adaptation of the fifth grade pupils to the new conditions at school," the solution of practical tasks and acting out different situations. After the lessons parents were given reminder-recommendations:





**Figure 2.** Mandala samples

1) Show interest in your child's affairs at school. Do not limit yourself to communicating with your adolescent child by asking routine questions: "How was school?", "How was your day at school?" Try to choose the time every week to talk to your child about his school problems, his teachers and classmates, school subjects;

2) Regularly visit the school to talk to teachers about your child's behavior, academic performance, relationship with his classmates;

3) Help your child with homework, but do not do it in his stead;

4) Keep in your house peaceful and positive psychological atmosphere.

Doing activities with the students is built in compliance with the basic principles of group work: the principles of voluntariness, fairness, openness, confidentiality.

Carrying out school anxiety correction program consider three main parameters of activity were considered:

a) physical (manifested in talking, drawing, writing, listening, changing job places);

b) social (manifested in asking and answering questions, exchanging opinions);

c) cognitive (manifested in developing imagination and revealing creativity).

Let's present more detailed rules of school counselor work with teenagers using mandalas - colorings:

1) children choose colors themselves; 2) children are offered only one mandala on the same lesson; 3) musical accompaniment is used; 4) the school counselor does not interfere with the work of the child without his consent and monitors the state of tension, or relaxation in the process; 5) assessment comments during the work are not desirable; 6) for the immersion of the teenager in the process and full relaxation in the classroom there shouldn't be any aggressive colors and sounds, it is necessary to create a good lighting in the room. For such work it is important to have enough time and art materials. You can quietly turn on meditative music.

7) if necessary, the background can be colored and the image cut. "Now twist the magic circle, look at it at a distance, admire it. Find a place for it in the room". It is important to ask the teen about his feelings and experiences in his working process, whether he liked the drawing. If you see that the child isn't satisfied with the result,

the circle can be changed, cut or torn into pieces. Thank the child for the good work. If you wish, you can write a story or a fairytale to the picture.

It should be noted that the school counselor uses mandalas for relaxation, relieving emotional stress, as the painting process brings joy. The main rule is that a teenager should work without coercion, as he requires high concentration of attention, so adolescents need positive support from the adults. However:

1) in painting mandalas one cannot give the color setting. The child has to make a choice himself, because it's only him who decides what color is needed at the moment;

2) according to the rules, the mandala should be painted from the outer edge to the center, but this rule may be disobeyed - everything depends on the willingness of a teenager. The most important thing in this psycho-method is that repetitive actions of hands sooth and require concentration, thereby removing internal stress.

Timing: 40 - 45 minutes. During the course students painted different mandalas, studied to analyze their state, got engaged in the dialogue with the school counselor. It should be noted that working with adolescents was easy, they were willing to contact and got actively engaged in the working process. In addition, the children proved to be creative personalities. They enthusiastically painted mandalas, discussed the results with the school counselor and classmates, listened with interest to fairy tales, fables, parables, legends and solved riddles on the topic of the class.

## **RESULTS**

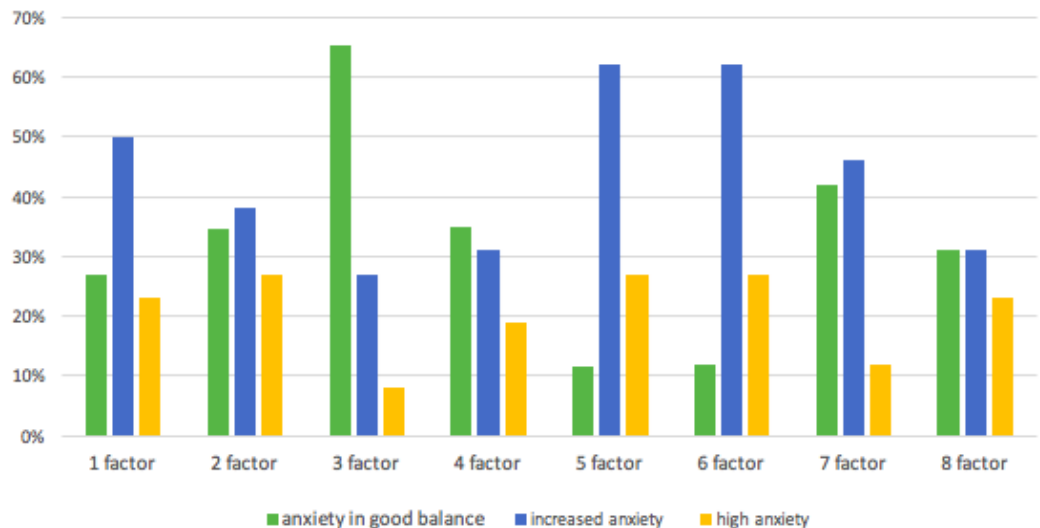
At the control stage of the experiment the results before and after the forming stages of the experiment were analyzed, and carrying out of the statistical data processing to confirm the hypothesis (by Student's t-test for dependent samples).

At the control stage of the experiment, we again conducted a survey (developed by G. P. Lavrentieva and T. M. Titarenko). Indicators changed, namely, we found out that a high level of anxiety has decreased from 16.5% to 8.9%, the number of students with low levels of anxiety has increased by 6.3%.

Results of the questionnaire for the evaluation of school motivation developed by N. Luskanova at the control stage of the experiment also changed for the better, namely, the number of respondents with a low level of school motivation fell by 3, 7%, school maladjustment was found only in 2.5% of students (2 persons).

Analysis of the «Color Test of Relations» (CTE) developed by A. M. Etkind at the control stage of the experiment showed the following. For the concept of "lesson" the number of the respondents choosing gray and black colors fell to 7.6% and 11.4%, respectively.

For the concept of "teacher" the number of students choosing blue and red colors has increased, the number of students choosing gray and black colors has reduced to 6.3% and 10% respectively. For the concept of "classmates" the number of students choosing green and yellow colors has increased, the number of respondents choosing red has risen, indicating friendly and sociable attitude to the classmates, whereas the number of respondents choosing brown for this concept has decreased by 2.5%. The level of anxiety on certain factors at the control stage of the experiment on the basis of school anxiety questionnaire developed by B. N. Phillips is shown in Figure 3.



**Figure 3.** Anxiety level on certain factors at the control stage of the experiment

It should be noted that after the forming experiment as a result of re-diagnostics there have been significant changes in the studied parameters. To find out whether these changes are valid, we analyzed the data of all the factors, using Student's t- test for dependent samples. In Phillips' questionnaire of school anxiety,  $t_{emp}$  is in the area of significance on 8 factors ( $t_{emp} > t_{cr}$ ) by a factor of "general school anxiety" ( $t_{emp} = 5$ ), "the experience of social stress" ( $t_{emp} = 3.7$ ), "frustration of the needs to succeed" ( $t_{emp} = 5$ ), "the fear of self-expression" ( $t_{emp} = 7.5$ ), "the fear of the knowledge examination" ( $t_{emp} = 5.4$ ), by the factor of "the fear of not meeting the expectations of others" ( $t_{emp} = 4.2$ ), "low physiological resistance to stress" ( $t_{emp} = 5.1$ ), "problems and fears in relationship with teachers" ( $t_{emp} = 9.1$ ).

## DISCUSSIONS

Having examined the main causes of school anxiety, we identify the basic ones: conflict between the needs of the child; excessive demands imposed by parents and teachers; inadequate requirements, which do not correspond to mental and physiological development of the child; conflict of school educational system; inflexible, dogmatic system of school education; family conflicts.

We should also identify the main manifestations of adolescents' school anxiety. They are the following:

- 1) answering questions, the teenager often cannot distinguish the core, i.e. he is not able to be to the point;
- 2) experiencing lasting emotional worries about wrong answers or assessment;
- 3) fulfilling the tasks, the teenager is often distracted and it takes much time to cope with the task, thus attracting the attention of classmates and teachers;
- 4) not being active in the classroom, not taking the initiative, making no effort to do the assignments, not being interested in performing creative tasks.

## CONCLUSIONS

Comparing the results before and after the forming experiment it can be said that the hypothesis was fully confirmed. Thus, we can conclude that school anxiety correction program "Magic Power of a Circle" contains effective methods and techniques of mandala art therapy and can be used by teachers, psychologists, social workers in professional activities for the prevention of anxiety disorders in children and adolescents.

## ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

## REFERENCES

- Asadullin, R. M., Teregulov F. Sh., Koletvinova, N. D. & Egamberdieva, N. M. (2016). Fundamental and applied education – a new look. *Mathematics Education*, 11(1), 23-33.
- Breslav, G. M. (1990). *Emotional peculiarities of personality formation in childhood: Standards and deviation*. Moscow: Pedagogy.
- Demir, Y., & Kutlu, M. (2016). The Relationship between Loneliness and Depression: Mediation Role of Internet Addiction. *Educational Process: International Journal*, 5(2), 97-105.
- Dolgova, V. I. & Kormushina, N. G. (2009). *Correction of the death fear in adolescents*. Chelyabinsk: REKPOL.
- Etkind, A. M. (2001). Color Test of Relations (CTR). In: L. A. Golovei & E. F. Rybalko. *Practical work on psychology. St. Petersburg: Rech*.
- Hosgorur, T., & Apikoglu, S. (2013). Relationship Between School Administrators' Anxiety Levels for Authority Use and Burnout Levels. *Educational Process: International Journal*, 2(1-2), 19-35.
- Izard, C. E. & Blumberg, S. H. (1985). Emotion theory and the role of emotion in anxiety in children and adults. In: A. H. Tuma, J. D. Master (Eds.) (1985). *Anxiety and the anxiety disorders*. Hillsdale, NJ: Erlbaum.
- Jung, C. G. (2002). Mandala Symbolism (Concerning the symbolism of the mandala) In: *On the nature of the psyche* (pp. 95-182). Moscow: Reff-book; Kiev: Vakler.
- Karimova, L. S. & Valeeva, R. A. (2014). Research of Future Pedagogue-Psychologists' Social Competency and Pedagogical Conditions of its Formation. *Procedia - Social and Behavioral Sciences*, 131, 40-44.
- Kopytin A. I. (Ed.). (2002). *Diagnostics in art therapy. The method of "Mandala"*. St Petersburg: Rech.
- Kopytin, A. I. & Svistovskaya, E. E. (2007). Art and therapeutic methods used in working with children and adolescents: a review of recent publications. *Journal of Applied Psychology and Psycho-analysis*, 4. Retrieved from <http://psyjournal.ru/j3p.htm>
- Kostyunina, N. Yu. & Valeeva, R. A. (2015). Prevention and Correction of Juvenile Neglect. *Review of European Studies*, 7(5), 225-230.
- Lavrentieva, G. P. & Titarenko, T. M. (2000). Questionnaire on detecting anxiety states in children. In E. K. Lyutova & G. B. Monina, *Psycho-correctional work with hyperactive, aggressive, anxious and autistic children*. Moscow: Genesis.
- Luskanova, N. G. (1993). *Methods of study of children with learning difficulties*. Moscow: FOLIUM.
- Miklyaeva, A. V. & Romyantsev, P. V. (2004). *School anxiety: diagnosis, prevention, correction*. St Petersburg: Rech.
- Petrovsky, A. V. & Yaroshevskii, M. G. (1990). *Psychology. Dictionary*. 2nd ed., rev. and add. Moscow: Politizdat.
- Phillips B. N. (1978). *School stress and anxiety: Theory, Research and Intervention*. New York: Human Sciences Press.
- Prikhozhan, A. M. (2000). *Anxiety in children and adolescents: psychological nature and age dynamics*. Moscow: Moscow psycho-social institute; Voronezh: Publishing house of the NGO "MODEK".
- Sadovaya, V. V., Khakhlova, O. N. & Reznikov, A. A. (2015). The formation of professional readiness of a social teacher to organization of children's leisure time activities. *International Journal of Environmental and Science Education*, 10(4), 595-602.
- Saricam, H., & Canatan, A. (2015). The Adaptation, Validation, Reliability Process of the Turkish Version Orientations to Happiness Scale. *Üniversitepark Bülten*, 4(1-2).
- Study of anxiety (Ch. D. Spielberger, adaptation by Yu.L.Hanin). (2002). In: Dermanova I. B. (Ed.). *Diagnostics of emotional and moral development*. St Petersburg, pp.124-126.

