

POSSIBILITIES OF ART PEDAGOGICS IN DEVELOPMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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ABSTRACT

In the article the task to define potential of art pedagogics in the development of children with special educational needs in the environment of steady society development is set. The individuals, who need receiving the special psychological and pedagogical help and the organization of special conditions in the process of their education and training, are referred to such categories: with limited opportunities of health, gifted, with violations in behavior, pedagogically neglected, needing individual educational routes, etc.

Authors concretize the notion of art pedagogics, as an innovation in pedagogical activity, introduce its types and directions. Art pedagogics is defined as humanitarian pedagogical activity including creation of special conditions in which identity of the personality is mostly represented; positive experience of social interaction is gained. Also art therapy helps to develop following valuable abilities: to listen and understand others, to sympathize and empathize, to help each other sincerely, to find constructive ways of overcoming difficulties and conflicts, to make crucial decisions. In the article pedagogical aspects of using art therapy are revealed in detail, the fact that methods of art therapy don't demand special medical knowledge and are quite available to the teacher is emphasized.

The special attention in the article is paid to the analysis of potential of art pedagogics as one of the most widespread and effective directions of art therapy in the correctional and developing work of a pedagogue. The requirement of systemic future teachers training for application of art pedagogical and therapeutic technologies in their professional activity is proved.

In the course of this research the role and value of arts and crafts and creative work in development of the emotional sphere of children with limited health capabilities and pupils of orphanages is revealed. By means of the Color painting test of diagnostics of junior schoolchildren psychic state, created by A.O. Prochorov and G.N. Gening, influence of various graphic therapeutic techniques and methods on psychological health and an emotional background of children is estimated, results of the comparative analysis of their influence are revealed. The general positive influence of graphic therapy on dynamics of the development of emotional sphere of a child's personality is proved.

On the basis of the conducted research the types of arts and crafts creativity possessing the greatest therapeutic and correcting impact on the emotional sphere of a child, and, as a result, on his successful social and psychological adaptation are defined. According to authors, they are: modeling from different materials and art painting.

In the article the examples of the creative classes, including different types of art therapy for the children, who belong to the category of persons with special educational needs, is offered.

Keywords: *art pedagogics, art therapy, graphic therapy, children with special educational needs*

HIGHLIGHT

1. The role and value of arts and crafts and creativity in development of the emotional sphere of children with limited opportunities of health is revealed.

2. Influence of different isotherapeutic techniques on psychological health and an emotional background of children is estimated.

3. The general positive influence of isotherapy on dynamics of development of the emotional sphere of the child's personality is proved.

4. The types of arts and crafts creativity possessing the greatest therapeutic and adjusting impact on the emotional sphere of the child, and, as a result, on his successful social and psychological adaptation are defined.

INTRODUCTION

In modern conditions of systematic reforming of education the special importance is referred to the problems, connected with training of future teachers who would possess the new professional competences, which meet the 21st century challenges. Formation of such competences at students has to go in parallel with knowledge acquisition in that subject to which they will teach children, and also to be followed by continuous self-development and disclosure of own creative potential that corresponds to the concept of a sustainable society development. Unfortunately, the high school pedagogics still poorly reacts to sociocultural transformations in society and still suffers from conservatism, and it doesn't promote in any way creation of that atmosphere which could generate the teacher of a new formation capable and ready to listen and understand children, including children with special educational needs.

"The child with special educational needs" is a rather new term, today applied to replacement of the terms indicating children's inferiority– "the child with disturbance of development", "the child with deviations of development". The term "special educational needs" (SEN) was for the first time used in 1978 in London, in the report of Committee on education of handicapped children and young handicapped people. Later, in 1994, in one of the most important documents of UNESCO defining policy of inclusive education – "A framework of actions for training children with special needs" it has been clearly specified that "schools have to accept all children, despite their physical, intellectual, social, emotional, language or other peculiarities. Children with intellectual and physical defects and gifted children, homeless and working children, children from the remote areas or belonging to nomadic nationalities, children belonging to language, ethnic or cultural minorities and children from less favorable or marginalized regions or groups of the population are referred to them". Today the concept "special educational needs" became a part of culture and educational policy at schools of the majority of the countries of Europe, the USA and Canada (Dombrovskis et al., 2015; Karsten& Peetsma, 2001; Hoffman, 2011; Hunt & Goets, 1997; Kauffman et al., 2005).

METHODS

The purpose of our research is determination of opportunities of art pedagogics in development of children with special educational needs in modern conditions.

Research problems:

1. To analyse the concept "the child with special educational needs" and to consider it through a prism of inclusive education.
2. To determine essence, types, functions and means of art pedagogics as one of technologies of development of children with limited opportunities by means of art.
3. To study the experience of pedagogical higher education institutions of Russia on training of the teachers of technology capable and ready to perform art pedagogical activities in the conditions of an inclusion.
4. To conduct experimental study of examination of isotherapeutic technologies usage efficiency, which is regarded as one of art therapy types in development of children with special educational needs.
5. On the basis of experimental data to determine the types of arts and crafts creativity possessing the greatest therapeutic and adjusting impact on the emotional sphere of the child, and, as a result, on his successful social and psychological adaptation.

Research object represents the development of the emotional sphere of children at the age of 7-10 years with special educational needs by means of art pedagogics.

The item of research is isotherapy which is considered to be a development tool of the emotional sphere of children with special educational needs.

Research methods: 1) theoretical: analysis of the basic concepts of inclusive education, art pedagogics and art therapy, analysis and generalization of pedagogical experience on training of future art teachers; 2) experimental: diagnostics of mental conditions of junior schoolchildren by means of A.O. Prochorov's and G. N. Gening's colorpainting test, statistical methods of experimental data processing.

Base of the research: Municipal autonomous general educational institution "Nizhnekamsk Boarding School "Hope" for Children with Limited Health Capabilities" of Tatarstan Republic, Russia.

FINDINGS

In Russia scientists express various opinions of interpretation of this concept. For example, according to V. I. Lubovsky special educational needs are "actual and potential capabilities (energy, cognitive and emotional and volitional, including motivational) which are shown by the child with development shortcomings, responding to requirements of new conditions, i.e. acquiring new abilities, skills and knowledge" (Lubovsky, 2011). In the opinion of S. V. Alekhina, it is necessary to relate children with health disabilities, the children who are in a difficult life situation, gifted children to children with special educational needs. The most vulnerable among them are handicapped children and children with health disabilities (Alekhina, 2015). The group of children with health disabilities includes children with different disturbances of development: hearing, sight, speech disorder; the locomotor apparatus and intelligence disorder, with the distinct disorder of the emotional and volitional sphere; with an arrest and complex disturbances of development.

Experience of many countries demonstrates that integration of children and youth with special educational needs takes place most favorably within the framework of inclusive schools which accept all children in the context of some microcommunity (Central Statistical Bureau of Latvia, 2014; Segal, 2013). Just in such conditions a person with special educational needs can achieve the best results in respect of education and social integration. In spite of the fact that inclusive schools provide favorable conditions for achievement of equal opportunities and complete participation, for the achievement of success they require mutual efforts from teachers, personnel of school, coevals, parents, members of families and volunteers.

Professional unreadiness of personnel still remains the main problem of development of inclusiveness in education and requires development of the system, oriented to studying and distribution of successful experience of inclusiveness. The main stereotype of educational practice, saying that only defectologist should devote himself to a "special" pupil, is destroyed. Such children on an equal basis with all children come to ordinary schools today and take their seats in ordinary classes. As in inclusive training the main work takes place during communication of the pupil with the teacher in class, the teacher appears in extremely difficult situation when he just lacks skills and knowledge of features of work with such children. Therefore there arises a need of training future teachers to use new technologies and techniques which would allow them to work successfully with children having special educational needs.

One of such technologies is the art pedagogics which can be taught as separate independent discipline on the pedagogical directions of training of bachelors and masters in higher education institutions. Art pedagogics as one of types of pedagogical activities has been told about not so long ago, for the first time this term has been introduced in the Russian science in 1998 (Shevchenko & Krepitca, 1998). In 2001 the textbook "Art Pedagogics and Art Therapy in Vocational Education", in which theoretical bases of this direction in pedagogical science has been determined, was published (Medvedev et al., 2001).

Today, as art pedagogics we understand forms, methods and means of art allowing to create conditions for the personality development, expression of an inner world, development of creative capabilities in training process (Sergeyeva, 2008). Object of activity of art pedagogics is the use of different types of art in pedagogical and correctional work, upbringing of harmoniously developed personality, transmission of universal and national cultural values and adaptation of the person by means of art activities (Korzhenko & Zargaryan, 2013).

The very word "art pedagogics" consists of two parts, one of which "art" in translation from English means art, skill, crafts. That is literally the art pedagogics is a training, upbringing and development by means of art. However, according to many scientists, it is something more, exceeding both parts of the word by the meaning and essence. So, E.A. Taranova writes: "Uniting these two terms elements, the art pedagogics acts as integrity, new essence which is not referred to set of its components, and becomes "more than this amount" (Taranova, 2012).

Emergence of art pedagogics is not accidental. As far back as in the ancient time great thinkers Aristotle, Democritus, Pythagoras, Plato determined art as a source of formation of harmony and an order not only in all Universe, but also in a human soul. Ya.A. Komensky, I.G. Pestalozzi, V.A. Sukhomlinsky, L.N. Tolstoy, K.D. Ushinsky, S. T. Shatsky, etc. wrote about pedagogical opportunities of art in their works. Today art pedagogics, being synthesis of pedagogics, psychology, psychotherapy, Art Studies and, in general, all huge

range of a human study, can give effective tools for independent disclosure of creative potential of all participants of educational process: teachers, children and their parents.

The essence of art pedagogics consists of upbringing and training, developing of persons with limited abilities by means of art, forming of art culture bases at them and mastering practical skills in different types of art activities.

The main functions of art pedagogics are: culturological (caused by objective communication of the personality with culture as a value system, developing of the person on the basis of mastering his art culture, becoming its creator); educational (aimed to the development of the personality and her perception of reality by means of art, providing acquisition of knowledge in the field of art and practical skills in art and creative activities); educational (creating moral and esthetic, communicative and reflexive bases of the personality and promoting her sociocultural adaptation by means of art); correctional (promoting preventive measures, correction and compensation of shortcomings of development).

The concept "art therapies" (therapies by art) has arisen in the context of Z. Freud's and K. Jung's ideas and was also considered in psychotherapeutic practice as one of the methods of therapeutic impact, which by means of art (graphic) creativity helped mentally sick persons to express with pictures their hidden psycho-injuring experiences and thereby get rid of them. Further this concept has acquired broader conceptual base, including harmonious models of development of the personality (K. Rogers, A. Maslou). For the first time art therapy began to be applied in the 40th years of the XX century in the USA for the work with the children brought from fascist camps during World War II. Now the notion "art therapy" has several meanings: it is considered as set of the types of art, used in treatment and correction; as a complex of art therapeutic techniques; as direction of psychotherapeutic and psycho-correctional practice; as a method. It is applied in medicine (psychiatry, therapy, surgery, etc.) and in psychology (general, medical, special). Art therapy as the direction, connected with impact of different means of art on a person, is used either independently, or in combination with pharmacologic, pedagogical and other means (Medvedev et al., 2001). In this article we will consider art therapy as means of art pedagogics in the conditions of inclusive education of children.

Nowadays art therapy includes a big variety of different types (Yevtushenko & Belova, 2016).

Musictherapy is a type of art therapy where music is used in the medical or correctional purposes.

Imagetherapy – staging of psychotherapeutic process.

Gametherapy – a correction method by means of game.

Toytherapy (masktherapy) is the psychocorrectional impact using a doll or a puppet as an intermediate object of interaction between a child and an adult.

Graphictherapy is medical impact, correction by means of graphic activities.

Libre-psychotherapy and a biblio-therapy (fairy tale therapy) is impact by means of reading, causing positive emotions (reading fairy tales).

Sand therapy is a combination of a nonverbal form of psychocorrection where the main emphasis is placed on creative self-expression of the child (compositions from figures or drawing on sand) and verbal one (the story about the work done).

Phototherapy is the use of photographic materials and slides in the work.

In spite of the fact, that many teachers at their lessons make use of the pedagogical potential of art, this experience has, unfortunately, spontaneous, occasional character. In curricula of training of future teachers (we do not mean teachers of vocational education) in the majority of higher education institutions there is no discipline giving scientific, methodical and theoretical fundamentals of art pedagogics. Though mastering by teachers of some available psychotherapeutic techniques and forms of work would allow them, by means of art, to care purposefully, consciously, and systematically for a psychological state of schoolchildren. E.D. Lebedeva notes that special medical knowledge for this purpose is not required (Lebedeva, 2000). Art therapeutic lessons can be considered as one of innovative forms of work of the teacher without increasing

his superimposed load. Besides, some specialists do not consider this direction purely psychotherapeutic, and recognize it as a special kind of creative activity with considerable "medical" effect.

In this regard we suggest introducing into curricula of training of future teachers, social teachers, and additional education teachers the discipline "Artpedagogics", the main educational objective of which will be equipping future teachers with art therapeutic technologies for work with various categories of children including children with special educational needs.

Considering that there are several types of art therapy, depending on a profile of training of future teachers, the subject orientation of discipline "Artpedagogics" will be various. For example, future fine art teachers and the teachers of technology will get acquainted with the main methods and technologies of graphictherapy, future music teachers will, in general, get acquainted with a musictherapy, future choreographers – with a kinesiotherapy, etc.

In the Elabuga institute of the Kazan federal university training of future teachers of the direction 44.03.05 "Pedagogical education (the Profile: Technology and additional education)" is conducted since 2014. The main professional educational program for this direction provides studying by students discipline "Artpedagogics" in the volume of 2 credit units. In view of the fact that within training of bachelors it is impossible to allocate enough hours for studying of this discipline, there arises a question about the most rational and optimum content of training. Having analyzed programs of some higher education institutions in art pedagogics, we have come to a conclusion that generally this course is studied on such directions of preparation as 44.04.01 "Pedagogical education" (The Kazan federal university), 44.03.02 "Psychological and pedagogical education" (The Kemerovo state university), 44.04.03 "Vocational (defectological) education" (The Russian new university, Moscow).

Having taken programs in art pedagogics of mentioned universities as a basis, we have included the following subjects in our program: "The principles and methods of art pedagogics", "Content of art development and forming of the bases of students' art culture ", "Methods, forms and means of art activities", "Art therapeutic technologies in art pedagogics", "Art pedagogics in vocational education".

For the purpose of determination of the most effective art pedagogical technologies in activities of teachers of technology, we have conducted research based on Municipal autonomous general educational institution "Nizhnekamsk Boarding School "Hope" for Children with Limited Health Capabilities". Our research involved determining what type of arts and crafts (graphictherapy) – art painting, molding or application – provides the developing effect on the emotional sphere of children in the best way. The listed types of graphictherapy are most available both for children, and for their teachers, they do not require special preparation and great financial expenditure.

For the assessment of efficient use of graphictherapeutic technologies in development of children with special educational needs the "Color painting test for diagnostics of junior school students' mental conditions" developed by A.O. Prokhorov and G. N. Gening has been used (Prochorov & Gening, 1998). The choice of this technique has been caused by the fact that in drawings and in the choice of color junior school students express what is hard for them to say by words owing to insufficient development of self-consciousness, reflection and capability of identification.

Children were provided by: the sheet of white paper for each examinee (on the left side of a sheet of paper the square of 50 x 50 mm in size has been drawn, the place for drawing is left on the right side); colored pencils: red, yellow, blue, green, black, brown, orange, blue, pink.

The teacher has carried out the instruction: "Children! There is a sheet of paper and colored pencils in front of each of you. On the left side of the sheet of paper there drawn a square. Now into this square you will have to draw the color of your mood, that is the state in which you are at present. If your state can't be drawn in one color, then divide a square into several parts and paint it with various colors".

At the same time the teacher has shown with chalk on a board how it is possible to divide a square (one diagonal, two diagonals, the horizontal line, two perpendiculars into four parts, a horizontal and a perpendicular to it into three parts, etc.). After school students have coped with the task, the teacher has given the following instruction:

"Children! Now each of you has drawn the state in the color, and now think what your state is similar to, in what form of an image you could present and draw it. It can be also the objects surrounding you: a school desk, a board, your class, and they can be also objects which aren't here, but to which your state is similar. For example, a flower, a ball, sun, rain, etc. If you find it difficult to draw the state with one subject or image, then draw the whole composition (drawing). It is necessary to be drawn on the right side of a sheet".

This test was carried out before and after classes in application, molding and art painting. We have diagnosed 26 respondents with limited health abilities aged from 7 till 10 years.

Molding. Before the lesson 65,4% of respondents had a positive mood, 34,6% - negative, that was expressed in the choice of dark colors by children. After class in molding we have discovered that 61,5% of respondents had a desire to create, be engaged in some creative work; 38,5% of children have received positive emotions, they have acquired a desire to contact, interact with each other and with the teacher.

Art painting. Before the lesson 69,2% of respondents have been in positive mood, 30,8% had negative mood, were exasperated, that was expressed in the choice by children of the corresponding colors. After the class in art painting we have discovered that at 88,5% of children the condition of satisfaction, desire to move further, to develop was observed; 11,5% of respondents had an irritation and negative emotions.

Application. Before the lesson 65,4% of respondents had positive emotions, 34,6% – negative, that was expressed in the choice of dark colors by children. After the conducted class in application it was discovered that at 80,8% of the respondents, having negative emotions before the lesson, the emotional state has improved. However, at 19,2% of respondents with a positive emotional background before the lesson, the emotional state has gone down by its end.

On the bases of carried diagnostics, we can draw a conclusion that occupation by molding is the most effective means of improvement of the emotional condition of children with special educational needs. Therefore the molding as a type of graphictherapy should be paid a special attention in case of creation of the program of discipline "Artpedagogics" for future teachers training. Contents of the program for a subject shall include classes in molding from various materials: clays, plasticine, plastic, the salty dough; in order to form necessary competences on practical application of graphictherapeutic technologies at students. We recommend choosing fairy tale characters, heroes of comics and animated films, animals, flowers, sweets, fruit, berries, etc. as objects of work.

Using recommendations of practical teachers and artherapist, we suggest combining classes in molding with lessons of fairytale therapy. For example, students can mold several figures of characters from polymer clay and make up a fairy tale. It can be a new fairy tale, or it can be constituted as the fairy tale-collage on the basis of already known ones. It is also possible to suggest students to think out the fairy tale at first, and then to mold its characters. Such classes will favour the forming of the own experience of use of graphictherapy in pedagogical activities at future teachers for the purpose of impact on the internal potential of health and strength, inherent in each child, stimulation of child's natural manifestation of emotions, feelings and moods in creativity. Besides, they will be ready to accept any child no matter what he is, together with self-presentation methods peculiar to him.

DISCUSSION

Thus, art pedagogics as a new direction of pedagogical activity, being a powerful tool of development of both intellectual, and emotional sphere of a child, including a person with special educational needs, has good prospects for its development and requires a special attention to itself from those higher education institutions, which are engaged in training of future educators, pedagogues, teachers. Inclusion of the subject "Artpedagogics" in curricula of educational programs will allow to extend positive experience of use of art pedagogical and art therapeutic technologies in educational area, and also to acquaint teachers with these directions of psychological and pedagogical work with children with special educational needs, thereby to promote transition of society in general to a sustainable development.

CONCLUSION

In the course of this research the role and value of arts and crafts and creativity in development of the emotional sphere of children with limited opportunities of health is revealed. With the help of colorpainting test of diagnostics of mental statuses of junior school students, developed by A. O. Prochorov and G. N.

Gening, influence of different isotherapeutic techniques on psychological health and an emotional background of children is estimated, results of the comparative analysis of their influence are given. The general positive influence of isotherapy on dynamics of development of the emotional sphere of the child's personality is proved.

On the basis of the conducted theoretical and experimental research the types of arts and crafts creativity possessing the greatest therapeutic and adjusting impact on the emotional sphere of the child, and, as a result, on his successful social and psychological adaptation are defined. According to authors, it is a molding from different materials and an artistic painting.

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