

Education and Therapy. Reflections of Modern Education

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Abstract Conduct disorders are increasingly common problem among students. He puts a strong emphasis on the development of correct attitudes in children and adolescents, transforming the negative into a positive. At the same time at school more often meet with individuals bended from the norm in behavior. We ask ourselves the question: what is causing this behavior and how these entities to help. Often accompanied by a sense of helplessness and uncertainty in the role of caregiver responsible for the fate of the child. Often we do not know whether the child's behavior is still in the normal range, is a sign of the beginning of the development of conduct disorder. Proper diagnosis leads to more appropriately tailored therapies. This article introduces the problem of behavioral disorders in children. Introduce the possibility of diagnosis and alternative methods of treatment using the visual arts. Different types of human creative activity and their relationship create a multi-faceted framework merge the various fields of mental life. Thanks to the work of becoming one of the most important forms of involvement in the life of the collective. Everyone is after a potential creator. He just needed the right conditions for the liberation of its latent possibilities. Contact the art of developing and shaping an individual's personality in a unique way. Therefore, all forms of expression are so important, among other things, in the process of psychotherapy.

Keywords: art therapy, abnormal behavior, psychotherapy, diagnosis, art.

In many countries, you will notice a common trend in development of activities for children in the pedagogical strategies. At the core of any concept of development of education there are some important elements of both education and therapy. They express themselves in a preferred educational activities. The rationale for optimum impact on the entity is, directly or indirectly, determining the value system. The effectiveness of school education depends largely on the participation of the student in the educational and therapeutic process.

In 'person centred approach' by Carl Rogers, psychotherapy and education have a lot in common. Roger's students oriented teaching comes from his indirect way of conducting a psychotherapy, in other words, such a way of being with another person, which promotes a healthy change and facilitates the development ". The aim of this therapy is the belief in a huge potential inherent in every person, his/her ability to learn and understand him/herself and positive developmental changes.

The teacher / therapist should create conditions in which the development of the best characteristics of a person is done automatically. It should, therefore, be friendly, caring, understanding, but he should neither judge nor interpreted. „Partnering situation must give the student the opportunity to self-assessments: the therapist gives him an understanding and trying to sustain the process of expression and self-discovery" [Kratochvil 1978, p.81].

1. INTRODUCTION

'A drawing is the most democratic discipline of art available to everyone. It does not require exceeding any specified technology threshold, some specific initiation (...) The drawing, from the very beginning, had an expressive autonomy which is, in the most significant way, associated with thinking and the way of nature's existence (...) The drawing is sparing with devices – a point, a bar, a line, a stain understood as a density or a blur of the constituents – that this (vestigial traces and abstraction) is the most visible stamp of the drawing and at the same time sufficiency to express everything, whatsoever could be comprehended or imagined.' – prof. Bogdan Wojtasik

Under way in the views on the essence of education show how important it is to trigger in the individual the internal values, enrich them and stimulate cognitive activity in different periods of life of the individual.

2. EDUCATION AND THERAPY

We increasingly encounter opinions about the need for psychotherapeutic treatment on the basis of schools. Teachers often gain psychotherapist qualifications. Generally, these phenomena prove the approach of the interests of pedagogy and psychotherapy, and their growing interdependence. This process is a large convergence of the purposes of both these sciences, the similarity of many forms of interactions and their movement in the broadly defined humanism. It is favoured also by referring both of these science: empirical studies, seeking increasingly refined methods and tools for diagnosis and therapy, referring to the individual experience, careful analysis of the separate case. That should not be understood that there is no difference between the education and psychotherapy, because they are significantly different in the way of applying procedures and terminology; different are also their staged goals and ways of understanding the subjectivity of the

student. In this diversity lies the strength of tightening the relationship between education and psychotherapy.

Previous experience in using psychotherapy in pedagogy suggest that each of its streams have something worthwhile to transfer to schools. Psychotherapists are of the necessity of using different procedures and techniques of psychotherapy, because limiting to only one of them significantly slows down the process of patients' "recovery". Another term reflects the essence of this trend is called. Psychosynthesis, whose assumptions seem to be close to pedagogy. Psychosynthesis is in fact the method of psychological development and self-realization, and can be used both in therapy and in integral education linking the teaching with stimulating the sphere of imagination and creative expression. It emphasizes the development of the function which in traditional model of education is considered of a secondary importance: abstract thinking, intuition and will. Taking care of all areas of the student's personality in his/her development: the psyche, emotions, physicality, creativity and ability to make the right decisions, Psychosynthesis supports mental and physical well-being. On one hand, creative education identifies itself, with the formation of the student's personality, on the other hand with a treatment of disorders resulting from negative experiences. Psychotherapeutic treatments aim at both increasing faith in self- development and skills of activating abilities that we were unaware of previously, as well as the correction of errors made in the process of teaching and education. The most important feature, however, is the impact of psychotherapy, which can convince the students that they are not "the ready beings with constant features, but that they are potentiality, a variable constellation" giving their development fluency and openness, the ability to break the stiffness and patterns, the stability acquired by the balance of behaviour.

Accurate diagnosis is extremely important for the efficient psychotherapy. Diagnosing, collecting information on a patient, gives a chance of making precise, professional and accurate psychological intervention, for example psychotherapy. Diagnosis is being made during the whole process of psychotherapy [Trzebińska 2000, p. 109-137]. What is more, in psychoanalytical therapy – emphasizing connection between diagnosis and therapy – each method of testing (for example free association) is also a method of the therapy [Paluchowski 2001, p. 5-6]. One of many sources of information used by psychologists/psychotherapists is a nonverbal expression of a patient in form of a painting for a specific or free topic. The drawing is used by clinical psychologists as a diagnostic device (diagnosis of a problem and changes during therapy), as well as therapeutic one. The drawing – as a research method of projection – is primarily used in relation to children, in order to reach the insight into child's inner conflicts, fears, the way of perceiving him/herself and the others, the nature of interactions between family members, and also in order to create hypothesis to target further diagnosis. The drawing in psychotherapy performs two basic functions.

1. It is a way of expression of a patient. By creating their own drawings, children reveal their hidden emotions and intrapsychic conflicts. Generally speaking, a drawing – as a creation – combines different aspects: mental, affective, imaginative and perceptive.

2. For the therapists it is a form of communication – descriptive material, that allows to interpret, and carry the analysis of its content. Both functions should complement one another [Sikorski 2002, p. 12-13]. It is worth to mention that the drawing has its justification in the therapy only if it arises spontaneously and independently. Goodman compares the therapeutic value of the drawing to the therapeutic value of writing, making references to the concept of Pennebaker. Writing about personal experiences may increase patient's ability to reveal and express the traumatic

experience [Goodman, Williams 1998, p. 37]. For a patient the projection may be a 'medium' or a tool of externalization the psychological characteristics, both of the diagnostician/therapist, as well as in front of himself/herself (the function of self-discovery [Stasiakiewicz 2002, p. 13-31]. Symbolic transformation of experiences occurs – traumatic experiences are expressed and coded, and then storage in a different form. Drawing a particular subject reveals areas of emotional conflicts, which may fasten reaching therapeutic goals. Basic change you aim in psychoanalysis is understanding by patient desires and emotions he was unaware. [Czabała 2003, p. 201-219] Helpful tool in that case may be drawing, as well as free association, which are expressed by using another code – verbal one. Therapy via drawing may be efficient when there is a therapeutic dialog between a patient and a therapist.

Meanwhile G.E. Kwiatkowska states: According to psychoanalytical art theory, creation of art is based on sublimation. It is a process, in which there is a change of target and object of instinct onto easier to accept for society process – generally existing, yet not in same degree in every unit. It is a mechanism which closes a path to neurosis, but opens a path for creation, it is a process reverse to repression and expulsion. With this assumption, it is rational to introduce creative activities a therapeutic method to complex program of correctional interactions [Kwiatkowska 1991, p. 12].

Art is an 'image' of child's personality. Drawing in the most basic area does not require any extra preparations or priming canvas, creating a frame or making a form – nothing required to create a painting, a sculpture or a graphic. Thanks to simplicity of the technique between idea of a drawer and materialization of his vision, there are no indirect stages. A hand which holds the tool may react on every single emotion, change of mood, idea. Close connotation of drawing and biological mechanisms makes it personal character, and every painting is unique, existing in only one example. Because it is impossible to make fully identical copy of a hand-drawn composition.

Morgenstern's work is claimed to be first work based only on a painting. It was connected to testing mute girl. For the first time she was tested for connotations between a painting and psychoanalytical interventions. She was tested for projection value of a painting, and it was proved that the painting has higher expressive value than the speech, and it adjust to values characteristic for adults. Morgenstern interpreted symbols that were present on the artworks, especially symbols connected to sex. Her works became stimulation for psychoanalytical researches on a painting [Wallon, Cambier, Engelhart 1993, p. 32]. Expressive value of a painting depends on 'graphic gesture'. A method of drawing, lines, spots, composition, proportions, shape, color, analytical and synthetic drawing give an image of child's psychic, and on the other hand they are means of expression [Popek 1978, p. 52]. Associational value of a painting enables to reconstruct full idea of child's process of thinking, and because of that to fill in the gaps in the continuity of the chain of thoughts and in the end to create hypothesis that explains that situation. Projection value concerns projection in painting of some qualities of child's personality. Generally, projection is a reflection of psychical ability to manifest itself (communicative aspect). In details, projection has two meanings for psychotherapy: diagnostic – understanding disorder, conflict, diagnosis, choosing method of therapy – and comparative – comparison of paintings during therapy, controlling effects of psychotherapeutic treatment in the form of change of 'personalities' expressed in child's painting. Visual opinions are almost perfect material for deep analyze of experiences. Individual, private language expresses things that are hidden deep inside our brain, sometimes unrealized. Paintings are full of emotions, they express what is most important, most hidden, things we want to fix or hide. In art, dreams, parapraxis or language

mistakes, Freud noticed a method to read masked content that creates personality. Psychoanalysis may explain how to understand paintings for both individual and cultural degree. Therapeutic value of being raised by art lies not in the final object, but more in the process of creation. The most important process is process of creative thinking, and individual exploring inner possibilities. By abstract art, which is world of imagination, child has opportunity to express himself, what he feels, thanks to that he prepares himself perfectly to co-working, making good relations with other people, acting properly in society. It is also one of the most important tasks that children with behavioral disorder have to face. Beside therapeutic function, art is supposed to help improve perception, imagination, thinking. The painting is especially important for patients who can't, for any reason, verbally express their feelings. It is mostly connected to children who are inhibited, resisting or have any problem with controlling their emotions. For example, when you try to describe passion or pain, words are not enough and art (Goodman, R., Williams, K 1998 s 37) may come in handy. But lack of words to describe feeling may cause insecurity. That is why you can use art to get to content that is hard to explain with words, and then use the words in order to reach content hidden in art (Goodman, Williams, op.cit.). A painting may be treated as a factor between content (experiences) hard to verbalize (for example strong, unpleasant emotions) and already verbalized. Verbalization of the "ectypal" content may reduce fear or anxiety made from no category to classify feeling/experiences etc. It is especially important for therapy of children which have problem with describing their experiences with words. Child's drawing is not addressed to a spectator, it is an object made up from individual psychological needs, and for himself.

The child is an instinctive artist and the charm of his work comes from the fact that they are unfettered with a will of creation - are unconscious. So what is an art for a child? - Primarily it is a mean of expression. The aims of a treatment through art revolve around modifying the impact of an art on the affected areas of the personality, which allows it to be counted as a psychotherapeutic activities (in the narrower sense of psychotherapy as a purposeful impact on disorders using psychological measures).

The essence of an art therapy activities is to stimulate specific cognitive, emotional and motivational mental processes, focused on changes in the various structures of personality. They are designed on the basis of interactions and they are aimed at modifying the pathological (non-conforming social) personality structures and the creation of favorable conditions for individual psychosocial development. [Pytko 2000, p. 38]

The processes and mechanisms operated in the art creation, due to its specificity and therapeutic properties, conducive to achieving emotional changes. When they are properly targeted they can eliminate the factors disrupting proper social adaptation because:

- they allow the expression of traumatic contents and symbolic satisfying the needs, which reduces a fear, and this results in reorganization of motivation (in the case where the causes are related to maladjustment and frustration displacement needs);
- they allow you to gain insight by visualizing specific contents, which allows for the elimination of adulteration in their cognitive assessment - this also assimilated value system;
- ratification accompanying the art creation, having a source of both in adjusting to the catharsis, and experiencing a sense of self-worth and competence is competitive for the gratification felt by committing acts of socially-favor.

Art and creativity affects the multifaceted development of the child. Creativity is possible only in an atmosphere of openness and trust.

According to Rogers, it is the confidence (sense of security), and freedom which are fundamental human needs. On the grounds of the school the child feels safe. School is a place where the therapeutic process can proceed smoothly. However, very important is the role of the teacher as a therapist.

This joint 'being in the creation of' learner autonomy is not limited, but it also does not undermine the teacher's authority. 'We create an image together (...), some Mandala, beauty, full of harmony, transience and efficiency'. [Krauze-Sikorska 2006, no 132] Adolphe Ferriere says: 'If you will be respected children's tendency to form if the teacher will limit itself to providing your child the materials needed for his creative work and to remove what might cause the atmosphere scatter if dispenses with unnecessary intervention from the outside, it remains to be seen how way the child realizes the things your most hidden ideas, embodies not your dreams and ideas.' [Gloton, Clero 1988]

The process of school education with elements of therapy introduces students to the world of values and social adjustment through proper ethical orientation, self-control reaction, emotional and volitional behaviors and interpersonal skills. The teacher / therapist aware of the problems their students seeking school posing chance of success.

Because of therapeutic and outside therapeutic power, psychotherapy with pedagogic can make students more open, creative and collaborating. As much important is taking care of a teacher, who influenced by it shall become more and more authentic, emotionally mature and empathic - more direct with student and himself.

One of forms used in work with children with behavioral disorder is mandala. E. Neumann 'suggested that mandalic forms painted by children help them establish their own identity, understood by him as a part of natural process of orientation, which allows child to feel himself as a unit living in real world'. [Neuman 1967] By creating mandala we compose personal symbol, which reveals who we are in that moment. Circle that we draw provokes emerging of opposite elements of our nature. However, even when conflict emerges when creating a mandala, there is undeniable lightening of pressure. It is because of form of mandala, which is connected to our personal space, which we open in symbolic way and drag outside. The act of painting in circle gives us feeling of uniting, and expressing ourselves (projection), and releasing our minds from pressures is becoming expression, which has therapeutic values because of its spontaneity.

'Fact, that paintings of that kind cause high therapeutic influence for artist in certain conditions is empirically proven, and easily understood, because the paintings often represents brave tries to see and make up theoretically impossible to connect opposites and creating bridges over bottomless pits. Usually, just trying to do so becomes effective process of healing,' [Jung 1965] Process of creation of mandala is therapeutic itself even though there is no analysis and interpretation process.

Therapeutic value of education through art lies not so much in the final product of the creative act, which in the process of creation. Most important is the process of creative thinking and self-discovering their own capabilities. Child through abstract works, that your world of imagination has the opportunity to express themselves, to what feels wonderfully prepared in this way to interact, strengthen contacts with other people, for the proper functioning of society. It is also one of the most important tasks faced by children with behavioral problems. In addition to therapeutic art to assist in the development of perception, imagination, thinking. Therefore, art classes represent a therapeutic

proposal for universal to all teachers regardless of the type of school in which they teach, and regardless of the level of students with whom they work. Abstract children's creativity is an adventure, which always ends in a wonderful effect.

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