

Кроме того, концепты «удерживают» характеристики, необходимые для выработки критериев оценки. Перечисленные свойства концептов указывают на целесообразность многопланового рассмотрения процесса концептуализации. В частности, концептуализацию можно рассматривать: 1) как процесс вычленения концептов, посредством которых может быть описана образовательная практика; 2) как процедуру выявления связей между выделенными концептами; 3) как отслеживание направления их генезиса; 4) как формирование новых концептов при помощи которых описывается новая (проектируемая) практика; 5) как обеспечение связи новых концептов с ранее существовавшими.

Третий план концептуализации – логический. Топографически он «пронизывает» два предыдущих: эпистемологический и лингвистический. Посредством логической составляющей концептуализации эксплицируется избранная исследовательская стратегия и применяемый при ее реализации логический инструментарий. Логика любого исследования на этапе концептуализации требует осуществления универсального алгоритма. В ходе его реализации осуществляется постановка проблемы, формулируется цели, дается характеристика методов и особенностей их применения, описываются использованные материалы, а также теоретические идеи на основе которых создается авторское видение проектируемой реальности.

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## **ART MAKING PROCESS AS AN ART THERAPY IN FOUR CASE STUDIES**

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When professional artist starts his/her own carrier, teaching is the first opportunity what can be promoting and helping for self settlement. In this report professional artist and lecturer shows the way how the art teaching process becomes for art therapy even if that is not a goal for the clients. Professional experience shows that teacher is a person who comes across with mentally and clinically ill people in different age groups. According to the four case studies it is possible to claim that art making process by itself is healing. My hypothesis: “The future goal of art teaching will not be academically professional drawing, painting or any other discipline, but the main purpose will be to help in emotional education, maturation process not only for children, youth, but for the people after age of 30”.

Art therapist C. Malchiodi speaks about healing process art provides people with stress disorders etc. [5]. Art therapy according to The Art Therapy Association of America (AATA) „is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's functioning and his or her sense of personal well-being” [1].

Art praxis during the centuries has been a profession for crafts man, who made copies of copies of old masters in their manufactories. Till 1942 English painter, essayist Hill apparently coined the term “art therapy” [11, p. 45].

Four case studies are chosen for a further performance, included a medical background in some cases. These examples show to the positive influence on the person while being in the art making process. Reason for the described master classes never was meant to be professional art therapy sessions as by its definition rather teach art making basics. That was a goal in the next two cases.

Clinical description (ANNEX 1): woman after age 34 (2017), married 15 years, fertility problem, excellent in her career, husband too, both want to conceive a child. Works as a director of a government kindergarten, dedicated her life to the children. First connection with fine arts was after the meeting of painter A. Gricmane (PhD fellow).

Background. Woman makes a decision to start learning oil painting under the provision of the professional art teacher A. Gricmane. These are private lectures (2,5h) two times in a week. Program of the course includes basics in oil painting techniques, making copies of old masters, still life, and geometrical figure painting. After taking a monthly course, lady opens a new direction of her life, starting to think about quitting well paid job to improve her family life. Still working and attending painting lessons for next four months, then finishing the official job. After medical scanning ovarian cyst is discovered. She starts psychotherapy. During the painting lessons she decides to make a copy of G. Klimt “the Kiss”, she adds crying woman in the composition. Her subconscious mind opens a question from the past about husband's distrust, abortion and trauma of the first sexual relationships.

It takes a year and a half to almost finish the copy of Klimt. The course of art is interrupted due to the clinical health problems. Art therapist C. A. Malchiodi describes that art making can be used as a treatment of trauma, mental illness, addiction, grief and loss, relationship problems and other clinical issues [6].

Second example (ANNEX 2) private art program was made for teenager (12 years young girl) with prone to a depression. Here the hidden art therapy goal was set by the mother of the girl who explained the background of this situation. Grandfather who was person of trust for the girl died few months ago. The trauma was inner for the granddaughter. Clinical diagnoses – scoliosis (consulting with doctors in Germany), no official mental problems. Family well situated, two older brothers. Mother complained for the absence of friends in school. But the trigger point for the decrees of mental health served the death of grandfather.

In this case the program was art teaching program was built on the idea that girl has to find art materials she loves and enjoys working with. Oil painting, aquarelle, egg tempera, photography, gypsum and other materials were tried. Topics were made by the girl. Lessons were made once in a week. Observation showed that girl was frustrated, passive, closed, with difficulties to decide. After a year progress was achieved. Still girl chose to work on small canvases. Art learning was facultative process for her, she open during the lessons and spoke about her inner processes. How to please mother was her inner problem/ question. After a year in a course she was able to present her art work in front of her family members. Emotional progress in a way of communication was absorbed from the behalf of teacher.

After the presentation father pointed out: „I did not know my daughter from this angle. I had a chance to see her as a new person!”

This course changed not only girl, but her parents even more. They changed their opinion about the future education for their girl. From the studies of an exact science young lady was allowed to choose art, biology and IT program in London. Resume – art process indirectly influenced family members, directly the girl. Well known essayist Alain de Botton about art used to say: „Art is necessary for us not for the pleasure, but to help us mature!” [3]. Art lectures for the youngster helped her father opinion to mature, she gained trust and understanding in her father’s eyes. The same as in psychotherapy there is a term „co-dependence”, the same process of art teaching involved those around her (it became as family consulting therapy).

Third and fourth case studies involved teaching arts for groups. Art tools here work as a „team building” and „self development” tools. First group (ANNEX 3a) set by seven people who know each other from the working place in a government organization. The team building master class was not attended by the head of the organization (because of the business trip), all the employees took part. One man refused to take active part in the first workshop. He explained his wish to watch it from the side at first (he involved in the next one after a day).

The goal of the art making process was a team building; unite the collective with the tools of visual art. Acrylic colors, paper and wooden boards were used. Age group 35 to 50. First small goal for the master class was to arouse the understanding of „what do I like, what kind of colors do I prefer”, to open them self for the drawing process. Method of art therapy where people are asked to draw their portrait with their eyes closed was used. With one hand they tried to feel themselves, with other they draw the feeling of their eyes, hair, ears, mouth etc. on the paper. The process took 15 minutes. Observed was anxiety in a class, participants emotionally talked about the task, after a short explanation, they gained a trust to their inner strengths and observed was 100% involvement of the activists.

After the session all the people are emotionally satisfied and are ready to talk about their works openly with others, they were discussing colors, similarity of portraits with the owners face and emotions in the faces. Atmosphere was creatively open and fun.

The same task was given for the students of art therapy (ANNEX 3b), the same age group – 30 to 50 years, 10 people. Female group. Observed difference between the auditoria’s – second is more conservative, during the drawing process, attention is put more on inner feelings and experiences. As a result, although there was a collective taking active part in the art making process, it was closer to art therapy session then art lecture. The atmosphere in a room was more depressing, which led to think that therapeutically process started.

Two auditoria’s in one age group involved in one way art making task where led to two different results. First group showed that art help as a team building element, provoking communication between the co workers, at the other group using art as a tool process of individual art therapy was woke in the group. During the conversation of the meaning of portraits, element in them clients were led to investigate inner EGO – to compare the outer EGO with the inner one [2]. Tension between these two is a mechanism who leads the modern society further, but balance between these elements helps to maintain mental, psychological and spiritual health.

This task shows the comparison between these two Freudian concepts. The students are taught to estimate their visual image with their perception of themselves (inner EGO). Drawing made with eyes closed helps to see unconscious part of the person (become self – aware, clarity of values), shows the way how the person feels to himself – aggressive, labile, stabile, although if the portrait is compared with the view in a mirror, it can differ. Outer look is made according with the traditions of society, cultural expectations, family





character and other influential paradigms. At the end of the session students understood the necessity to continue the art making process in therapeutically way. Each of them found a dualism between the inner and outer EGO.

As the last case study (ANNEX 4) innovative method of art therapy is used, it is not tested in scientific institutions, but its roots are found in Japanese culture. Method called *kinstugi* means that broken plates can be fixed with gold and used again [8]. This is outstanding idea in 21st century. Transformed in a method was used for helping to learn change the pattern of thinking for adolescents. There were 3 ladies (35 – 45years old) and 2 youngsters in a test group.

The task for the group was to break the plates and make an art work from the dish fragments. There were two questions: „Which characteristic is the one you would like to change in yourself? And which You would like to through away from yourself?”. As a result of the process adults came to conclusion that it is a challenge to change the pattern of thinking even in the art making process.

In summary I would like to confirm that art making process can be as a tool for mental maturing for the auditory of this problem, it can be an academically teaching lesson in educational institutions, but the goal for the art teaching cannot be measured only by academical principles as it is practiced until now.

ANNEX.

Nr	Picture	Picture
1	 <p data-bbox="568 965 785 1144">Art lesson; making copy of old masters/ oil painting/ canvas/2017</p>	 <p data-bbox="1187 965 1401 1106">Art lesson; making copy of G.Klimt; oil/canvas 2017</p>
2	 <p data-bbox="568 1301 769 1413">Art lesson; egg tempera/ paper 2017</p>	 <p data-bbox="1177 1267 1385 1480">Art lesson; presentation of student's works for her family members 2017</p>
3	 <p data-bbox="248 1906 730 1939">a) Art lesson; team buildig 2018</p>	 <p data-bbox="1187 1615 1374 1682">b) Art therapy lesson; 2018</p>

4



Art lesson; part 1; experiment; Kinsugi methode; 2019



Art lesson;  
part 2;  
experiment;  
changing the  
pattern; 2019

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## **МОДЕЛИРОВАНИЕ ИННОВАЦИОННЫХ АВТОРСКИХ ПРОГРАММ ПО ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ**

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Эстетическое развитие и художественное воспитание учащихся – одна из важнейших задач, стоящих перед современной школой. В связи с этим учеными, педагога-