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**THE CONTENT OF ART TEACHING ACTIVITIES FOR THE
PREVENTION OF ANOMALOUS DISPLAYS IN THE SOCIETY
(ON THE EXAMPLE OF SUICIDAL BEHAVIOR)**

The content of art and educational activities in the prevention of abnormal domains in society are identified by the authors based on survey results after piloting the art- pedagogical session, conducted with adolescents and young people of 14 – 19 years old. By analyzing the questionnaire data the authors, argue that the establishment of creativity contributes to promotion of individual in society, the development of all the senses, memory, perception, will, imagination, intuition, stress relief, increase of emotional tone, confidence, positive attitude.

The statements of the respondents in the open-ended questionnaire with regard to materials of art-pedagogical sessions allow authors to claim that work on the paintings, sculpture and other methods of working in art-pedagogy – a safe way to discharge destructive emotions. They enable to work out the thoughts and emotions that people used to suppress, support a creative self-expression and develop the imagination, intuition, reduce negative emotional state and its expressions.

Thus, the authors conclude that the potential of art-pedagogy and art- therapy in the context of the prevention of suicidal behavior and related domains is large enough that the application of appropriate techniques in mass education and upbringing largely predetermines the solution of the problem of early prevention of suicidal tendencies of adolescents and young people in Kazakhstan.

This article presents the results of the grant project of the Ministry of Education and Science of the Republic of Kazakhstan “Art – pedagogy and art-therapy for the prevention of suicidal behavior of young people in Kazakhstan: development of scientific bases and practical technology” in the aspect of piloting the art-technologies by the authors.

Key words: art therapy, art-pedagogy, art-techniques, art-pedagogical session, art- technology, a positive attitude.

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**Қоғамдағы аномальды көріністерді алдын алудағы арт-педагогикалық
іс-әрекеттің мазмұны (суицидтік мінез-құлық мысалында)**

Қоғамдағы аномальды көріністерді алдын-алуда арт-педагогикалық қызметтің мазмұны авторлардың 14-19 жас аралығындағы жасөспірімдермен және жастармен өткізілген арт-педагогикалық сеансынан кейін сауалнаманың нәтижелерін келтіру негізінде белгіленеді. Авторлар сауалнама деректерін талдау арқылы өзіндік шығармашылық қабілеттіліктерді құру арқылы қоғамда адамның бейімделуіне, барлық сезім мүшелерінің дамуы, есте сақтау, көңіл бөлу, ерік, қиял, түйсігі, қобалжуды жеңілдету, эмоционалдық тонустың артуы, сенімділік пен оң көзқарастың дамуына көмектеседі.

Респонденттердің ашық сауалнама сұрақтарындағы арт-педагогикалық сеанс мәліметтері туралы пікірлері авторларға суреттермен, мүсіндеу және арт-педагогикада жұмыс жасаудың

басқа тәсілдері деструктивті эмоцияларды босатудың қауіпсіз тәсілі болып табылады, олар адамның үйреншікті басып отыратын ойлары мен эмоцияларды қайта жасауға мүмкіндік береді, шығармашылық өзін-өзі көрсету, қиялды дамыту, түйсігі, теріс эмоционалдық жағдайларын және олардың көріністерін төмендетеді.

Осылайша, авторлар суицидтік мінез-құлықтың және сәйкес көріністердің алдын алу тұрғысынан арт-педагогиканың және арт-терапияның мүмкіндіктері көпшілікке оқыту мен тәрбиелеудің әдістерді қолдану Қазақстандағы жасөспірімдер мен жастардың суицидтік үрдістерін алдын-ала ескерту мәселесін шешуге мүмкіндік береді деп тұжырымдайды.

Мақалада авторлар әзірлеген арт-технологияларды апробациялау аспектісінде ҚР Білім және ғылым министрлігінің: «Қазақстандағы жастардың өзін-өзі өлтіру әрекетін алдын-алу мақсатында арт-педагогика және арт-терапия: ғылыми негіздерін және практикалық технологияларды дамыту» атты гранттық жобасының нәтижелері көрсетіледі.

Түйін сөздер: арт-терапия, арт-педагогика, арт-әдістер, арт-педагогикалық сеанс, арт-технологиялар, оң көзқарас.

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Содержание арт-педагогической деятельности по профилактике аномальных проявлений в обществе (на примере суицидального поведения)

В статье содержание арт-педагогической деятельности в профилактике аномальных проявлений в обществе авторы выделяют на основе полученных результатов анкетирования после пробного арт-педагогического сеанса, проведенного с подростками и молодыми людьми 14 – 19 лет. С помощью анализа анкетных данных авторы доказывают, что через создание собственного творчества происходит содействие адаптации личности в социуме, развитие органов чувств, памяти, внимания, воли, воображения, интуиции, снятие напряжения, повышение эмоционального тонуса, доверительность, позитивный настрой.

Высказывания респондентов в открытых анкетных вопросах относительно материалов арт-педагогического сеанса позволяют авторам утверждать, что работа над рисунками, лепка и другие способы работы в арт-педагогике – безопасный путь разрядки разрушительных эмоций, они позволяют проработать мысли и эмоции, которые человек привык подавлять, способствуют творческому самовыражению, развитию воображения, интуиции, снижают негативные эмоциональные состояния и их проявления.

Таким образом, авторы приходят к выводу, что возможности арт-педагогики и арт-терапии в контексте профилактики суицидального поведения и соответствующих проявлений достаточно велики. Использование соответствующих методов в массовом обучении и воспитании во многом предопределяет решение проблемы раннего предупреждения суицидальных тенденций подростков и молодежи в Казахстане.

Статья отражает результаты грантового проекта МОН РК «Арт-педагогика и арт-терапия для профилактики суицидального поведения молодежи в Казахстане: разработка научных основ и практических технологий» в аспекте апробации разработанных авторами арт-технологий.

Ключевые слова: арт-терапия, арт-педагогика, арт-методы, арт-педагогический сеанс, арт-технологии, позитивный настрой.

Introduction

It is commonly known that the art-therapy strengthens the identity of the child, as via creating, children think over, “feel” its intimate world, search for individual language, which connects them with “great external world” and most accurately expresses their “inner little world”. A variety of methods of self – expression, assistance in self-acceptance, positive emotions that arise in the process of art-therapy, reduce aggression and depression, increase self-esteem and the adaptive capacity of human-to-day life.

Art method (or methods of art-pedagogy) as a public and “lightweight” in the frame of art – therapy, allows working with the senses: to explore and promote them on a symbolic level, actualize and express conscious and unconscious feelings and needs, including those difficult to express verbally by teenagers. In addition, the hidden content of art-pedagogy and art-therapy allows determining the orientation of the person accurately; to diagnose subjective relationship with the world and with oneself, influence the subconscious personality structure.

Using elements of art-therapy in the prevention measures enhances protective factors in relation to a potential involvement of young people into a negative environment, including a suicidal direction.

The purpose of the study: to prove to the materials of the session the evidence “health-preserving” character of art education, to justify on the basis of the results of the conversation after the session, that the establishment of a special intellectual and creative environment of the art teaching session using the powerful potential of art will help to realize the creative potential of personality.

Materials and methods of research

We used innovative methods of art and artistic exercises, combined in a training session on art. The session is used as natural materials (clay, chalk, sand, leaves, stones, branches, vegetables, fruits, etc.) and artificial, i.e. created by man (paint, gouache, cardboard, paper, plasticine, rope, cellophane, etc.).

Development of an art-pedagogy session program for the prevention of suicidal domains among adolescents and youth

Everything associated with the word “art”, and including art pedagogy are indicative and means mostly non-verbal communication, this makes this area of pedagogy especially valuable for those who has not a fluent speech and experience difficulties in a verbal description of their emotions, or on the contrary overly dependent on verbal communication. Symbolic speech is one of the foundations of the fine arts, often it enables a person to express feelings more accurately, take a fresh look at the situation and problems in life and find a way through this to their solution (Kopitin, 1999) [1]. Moreover, according to A. Kopytin in many cases, art – therapy helps to bypass the “censorship of consciousness”, therefore it represents a unique opportunity for the study of unconscious processes, the expression and actualization of latent ideas and conditions of those social roles and behaviors, which are in the “repressed” form, manifested weakly or in daily life (Kopitin, 1999:7). It is a means of free expression and self-discovery. It has an “insight-oriented” nature, which implies an atmosphere of trust, tolerance and high attention to the inner world of the individual.

Group forms of art – therapy are applied very widely, not only in health but also in education, social services and other areas. Art – therapeutic process

thus takes place in the framework of the therapeutic relationship and the creation of images serves as the primary means of communication. In this regard art – therapist creates conditions for non-verbal expression of conscious and unconscious feelings and ideas, helping team members to communicate with each other.

Scholars have emphasized a number of features of the method of group art – therapy: the group experience resists alienation, helps to solve interpersonal problems; group reflects the society in miniature, makes apparent the hidden factors such as the pressure of partners, social influence and conformity; the ability to receive feedback and support from people with similar problems; in the group of people can learn new skills, to experiment with different styles of relations among equal partners; the group members can identify themselves with others, to “play” the role of the other person to better understand him/her and himself/herself and to explore new effective ways of behavior, applied by someone; interaction in a group creates tension, which helps to clarify the psychological problems of each person; the group facilitates self-revelation, self-exploration and self-cognition processes (Rudestam K., 1999:15-16) [2].

In this regard, the art – pedagogical session, we have developed, incorporates the best traditions of group art – therapy and art – pedagogy as a “lite” form of impact on personal structures.

The group art-pedagogical session, in our opinion, contributes to development of valuable social skills; it supports each other and solve common problems; observe the results of actions and their impact on others; learn new roles and show latent qualities of the person, to see how the modification of the role affects behavior relationships with others; improve self-esteem and strengthen personal identity.

The main procedural steps of art- pedagogical session:

1. Emotional mood (“warming up”).
2. Update of visual, audial, kinesthetic sensations.
3. Individual pictorial work (the theme design).
4. Stage verbalization (activation of verbal and non-verbal communication).
5. Teamwork (collage) or work in pairs, small groups.
6. The final stage. Reflective analysis.

In organization of the session we relied on the rules for a specialist in art – therapy [3], developed by L. Lebedeva (Lebedeva L.D.: 2003)

1. In the art – therapeutic process the command, specifying requirements, enforcement are unacceptable.

2. Participants of the art-therapy sessions (child, adolescent, adult) in line with their views can choose a suitable creativity content, visual materials, and start working at their own pace; they have a right to refuse to perform certain tasks, open the verbalization of feelings and experience, brainstorm (“involvement” in the group communication is largely determined by the ethics and skill of a psychologist); the participants have a right to just watch the activities of the group or do anything they will, if it does not contradict to the social and group norms.

3. All products of creative graphic activity, regardless of their content, form, aesthetic appearance are accepted and commendable. The ban on comparative and evaluating judgments, marks, criticism, punishment is adopted”.

Based on the abovestated rules, our approach to art-pedagogical session is expressed in the following provisions:

1. Due to potential of art – pedagogy (lies outside the sphere of everyday life), our conversation is focused on the construction of solutions, perspective look into the future, instead of returning to the problem.

2. Art-therapy mainly focuses on human “undertakings” rather than on “completion” and this specificity is a characteristic for the art – pedagogy, this session reflects on the positive initiatives of young people.

3. In the art-therapy activities the person forms focus on creation, avoiding the positions of “soul-searching” and “self-incrimination”. This session has even more powerful creative potential of art via increased self-esteem, art diagnostics, catalytic self-awareness and self-knowledge.

4. Art-therapy enables to initiate self-help, self-healing and self-development processes. Art – pedagogy inspires, guides and activates. Our session as the integration of art -therapy and art – pedagogy actualizes the potential of creativity, it promotes self-actualization and self-transcendence of personality.

The purpose of our five-hour art-pedagogical session was to improve a balanced personality that can keep a settle between its contradictions – polarities (e.g., pessimism optimism, love – hate, weakness – strength dependence – independence, dominance – submission, hope – desperate, etc.), i.e. to achieve a kind of harmony that will help the person in the future to withstand in difficult and stressful situations [4].

All utilized techniques of the session in the whole have solved following tasks: expansion of horizons of person; development of prospects in life; adequate internal decision - life crises.

In the selection of techniques, we relied on the basic methodological position -various modalities of creative expressions, represented in painting, music, application activities, and others, maximize the opportunities of the individual (Lebedeva L.D.: 2003). Here are the main stages of the content and technology (they reflect the above stated procedural steps of 6 art -pedagogical sessions):

1 content session stage: fine arts-pedagogical (duration: 1 hour 30 minutes – 1 hour 45 minutes).

Fine work assists in understanding oneself, to express freely thoughts and feelings, hopes and dreams, to go beyond gloss, to feel the fullness of life, to be free from the negative experiences of the past. It is not only a reflection of the consciousness of the participants in the session and the surrounding social reality, but also it is the process of modeling, expression of attitude to it.

Drawing participates in the coordination of relations between the left and right hemispheres of the brain, being directly associated with the most important functions (vision, motor coordination, speech, thinking), it does not just contribute to the development of each of these functions, and also connects them to each other. If fine arts-therapy uses imaging process as a tool to achieve the goals, the fine arts-pedagogy promotes the aim of setting and goal formation of personality in the process of creating images.

We applied a variety of graphic materials:

1) watercolor and gouache paints, graphic and colored pencils, markers, crayons, pastels and clay even as a means of drawing technique spreading;

2) drawing paper of different sizes and colors, cardboard;

3) brushes of different sizes, sponges for painting large areas and others.

Technique “Akvatipia” (modification of E. Tararina (Tarinina E.V., 2013)) [5].

Purpose: to develop emotional intelligence and activation of creative resources.

Objectives: to develop skills for self-expression; removal of internal control; development of creative imagination and reflection.

Inventory: a sheet of A-3, paint, gouache, 5x5 sm glass, brushes of different sizes, wet and dry wipes, a jar of water.

Duration: 15 – 30 minutes.

Technique “Breakfast – lunch – dinner”, proposed by A. Kokorenko (Kokorenko V.L., 2005) [6].

Purpose: diagnostics and correction of person`s self-perception in the neighborhood of other people.

Objectives: stabilization of the self-assessment; development of emotional and social intelligence;

adoption of own resource and problematic aspects of the personality.

Inventory: brush, watercolor and gouache paints, graphic and colored pencils, markers, crayons, pastels, water jar, white sheet of paper (A-1).

Duration: 20-25 minutes.

Technique “Lifeline / life path” A. Kopytin (Kopytin A.I., 2010) with the elements of phototherapy [7-10].

Purpose: actualization and expression of feelings, associated with different periods of life; their understanding and integration.

Objectives: to strengthen the image of “I”; identifying and understanding the needs, attitudes and values; acquisition or reevaluation of the meaning of life; research relations system, updating and resolution of intrapersonal conflicts.

Inventory: pictures, glue, paint brush, paper (A-3).

Duration: 30 minutes.

We have developed a technique of drawing a “favorite dish” with elements mandalatherapy with plasticine.

The goal: to enhance the creative activity; give an opportunity to show the different feelings that fill the interior of the human-being.

Objectives: to search for self-improvement resources; development of emotional intelligence, sensuality; the formation of the skill of reflection of their own conditions and needs.

Inventory: plasticine of different colors, a jar with water, cut from construction paper circles with a diameter of 27 sm, divided into sectors, a plastic knife to cut the excess clay, wet wipes.

Duration: 15-20 minutes.

2 substantive session stage: musical-pedagogical (duration: 1 hour 30 minutes).

The technique of “Take the Lead” (modification E. Tararina (Tarinina E.V., 2013))

The goal: enhancing personal resources through ritmoterapii.

Objectives: To develop group dynamics; develop a sense of rhythm, concentrating on a specific action (regardless of external conditions), increased intrinsic activity at the expense of the rate of external actions; reducing aggression and anxiety using aligning actions; intensification of cooperation of the left and right hemispheres.

Inventory: drums of various sizes, drumsticks, author of music and ethnic music of the peoples of the world with the use of drum rhythms (disk recording).

Duration: 15-20 minutes

2 substantive stage of the session: musical-pedagogical (duration: 1 hour 30 minutes).

The technique “Take the rhythm” (modification by E. Tararina (Tarinina E.V., 2013))

The goal: to enhance personal resources through rhythm-therapy.

Objectives: to develop group dynamics; a sense of rhythm, concentrate on a specific action (regardless of external conditions), increase intrinsic activity at the expense of the rate of external actions; reduce aggression and anxiety using aligning actions; intensification of cooperation of the left and right hemispheres.

Inventory: drums of various sizes, drumsticks, original music and ethnic music of the nations of the world with the use of drum rhythms (disk recording).

Duration: 15-20 minutes.

Technique “Improvisation with musical instruments” (modification by E. Tararina (Tarinina E.V., 2013))

Objective: to identify the rhythm and sound associations in human-being behavior;

definition of psycho types of personality through sound impact (Kopytina A.I., 2002) or interaction effects; develop improvisation skills through sound expression; search internal and external harmonies in the expressions of individual temperament.

Objectives: to learn to listen and hear the internal rhythm that defines the personality of the individual; to develop the ability to approve themselves and their motives through different sounds, pauses, rhythm, melodic number; develop the skills of “conducting” internal and external individual processes in order to improve the quality of interaction in the family and micro society; to define limiting the installation, associated with psychological problems; through creative and gaming “permission” to enable the person to express himself/herself through sound; gain skills of improvisation and spontaneity in various situations of interaction in society; improve and enhance the creative abilities that are basic to the evolutionary formation of the person; develop body motility, and in particular, when dealing with hand instruments.

Inventory: musical instruments with different sound range and the “degree of difficulty of their use; articles giving sound.

Duration: Individually – from 3 minutes to meet and listen to each instrument or liked. In the group – from 5 minutes to an audio playback given situation.

“Technology of epilogue” or exercise “From the sound to the chord”

Inventory: musical instruments with different sound range and the “degree of difficulty of their use; items, giving sound.

Duration: from 3 to 10 minutes.

Technique “I and my talent” (modification of E. Tararina (Tararina E.V., 2013))

Purpose: to extend the range of social and professional choices; the formation of the skill of self-knowledge; gain experience creating your own “creative product”; discovering new facets of the personality; comprehension especially unique professional abilities of the individual.

Objectives: to learn how to listen and hear the inner “I”; develop emotional intelligence, sensuality, tactile perception of fine motor skills of hands; realize their creative abilities; promote personal and professional growth, self-development.

Inventory: foil in different colors (30 x 30sm), paper (A-4).

Hours: 25-30 minutes.

Drawing Technique with semolina by Shevchenko (Kopitin A.I., 2010)

Objective: to develop a harmonious interaction of the right and left hemispheres,

Creative imagination, aesthetic taste, to increase self-esteem, relaxation.

Objectives: strengthening the trust among members of the group; remove emotional stress and reach relaxation.

Inventory: semolina or sand sheet of paper (the number of participants).

Running time: 15-20 minutes.

Format: in pairs.

1. Technique “Creating an image of the face in working with clay”, by Nikitina (Kopitin, 2007) (in the modification of E. Tararina)

Objective: to establish communication of the unconscious and conscious one; self -acceptance;

awareness of personal boundaries; search for self-improvement resources.

Objectives: to develop emotional intelligence; gain experience of creation; develop tactile, fine motor skills.

Inventory: clay, glass of water, napkins.

Duration: 35-40 minutes.

Technique of creating a collage

Objective: to plan the future development of reflection, enhancement of personal life, increase self-esteem.

Objectives: to learn how to structure the space in relation to the objectives; Learn to listen and hear the inner voice and intuition; use tactile sensations for more inner experience; to develop emotional intelligence. To develop ability to adequately take oneself and his/her environment.

Inventory: A3 sheet, glue, magazines, scissors.

Duration: 30 minutes.

Results and Discussion. The results of piloting of the art- pedagogical session. After holding the developed art –pedagogical session (using different materials and art techniques), we conducted a survey with the use of closed and open-ended questions. The respondents were adolescents and young people (boys and girls) between the ages of 14 to 19, the total sample – 87 people.

Some of the respondents largely felt stress relief (29 respondents, which is 33% of the sample, stated on this immediately after the session), the increased emotional tone was experienced by 19 respondents (22% of the sample). In addition, 10 people (11 % of the sample) felt problems of confidence in the drawing session.

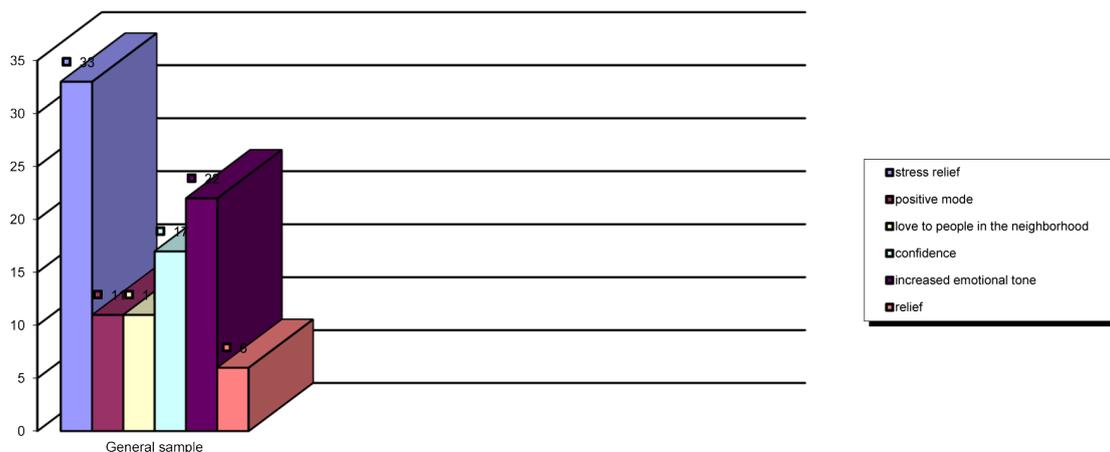


Figure 1 – The results of answers to the question on appearance of emotions and new states of the respondents during the art-pedagogical session

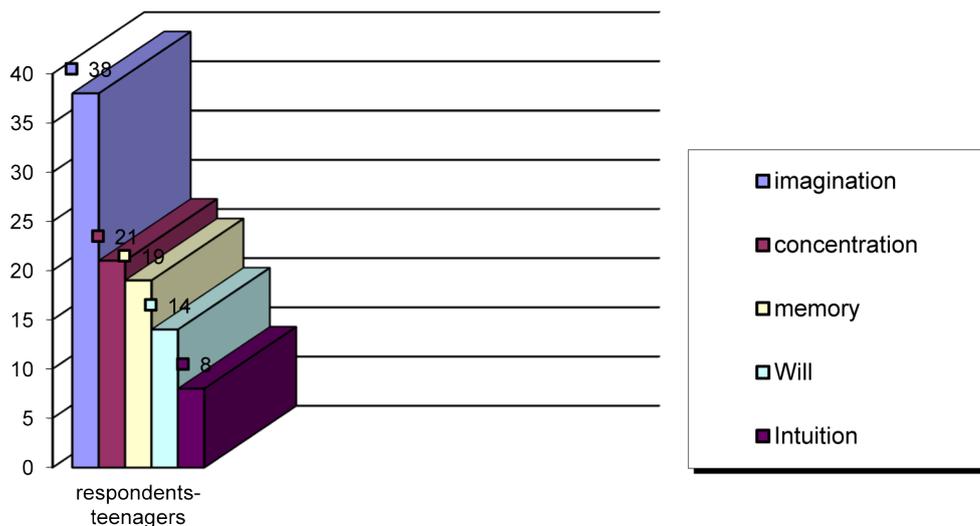


Figure 2 – The results of answers to the question about activation of cognitive processes and individual qualities of respondents – adolescents (14-16 years old) during the art-pedagogical session

The response to the question “What cognitive processes and the individual properties of the individual became active in you during the session?” of adolescents and young adults showed serious discrepancies. If teens believe that imagination (38%) and attention (21%) were the most developed, the boys and girls pointed

out that the improvement of adaptive properties of the person (54%), strength of will (37%) and intuition (32%). In this case, unlike the teenage, adolescents were less categorical, considering that along with these processes and properties, self-esteem, thinking and imagination are developed simultaneously.

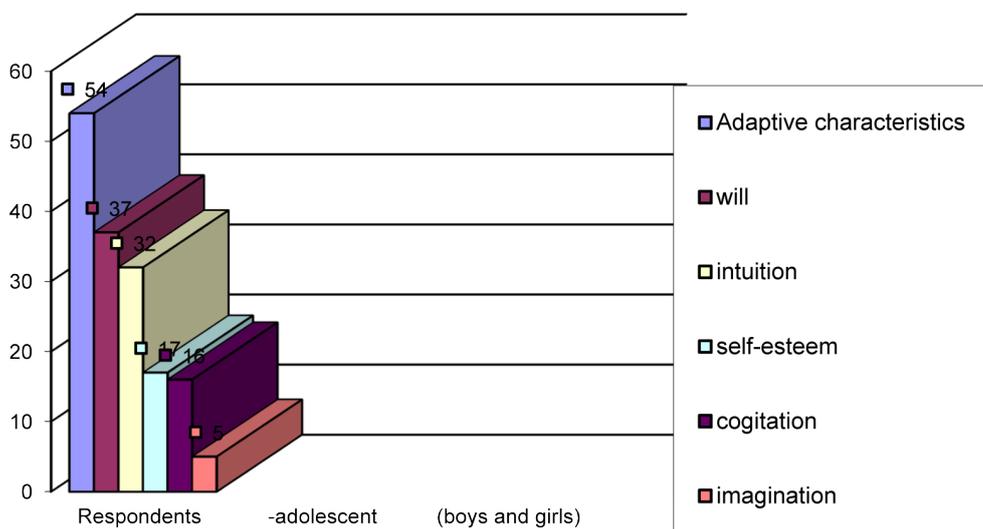


Figure 3 – The results of answers to the question about activation of cognitive processes and individual characteristics of the individual respondents – boys and girls (17-19 years) at the time of the art-pedagogical session

The issue of preference in the selection of materials for the session intended partially closed (respondents were asked to

tick the preferred material) and open-ended forms – it was necessary to justify preference independently.

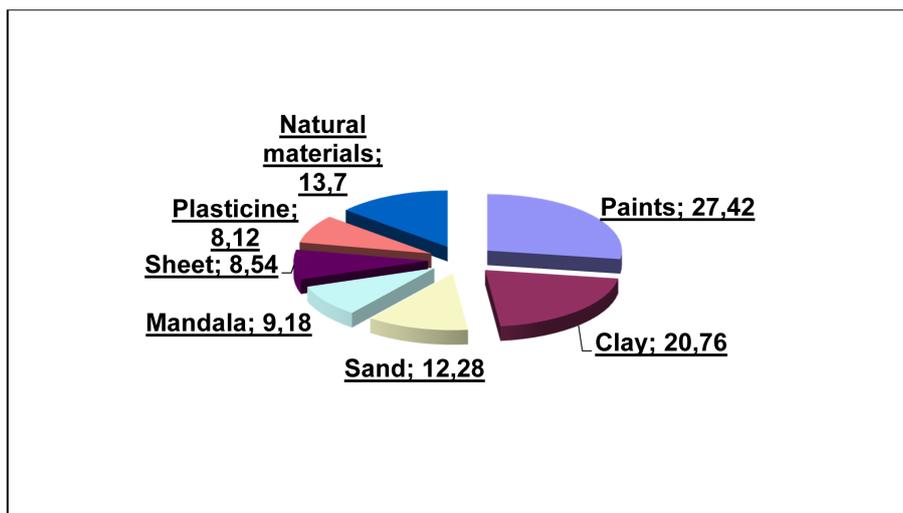


Figure 4 – Distribution of the total sample according to the preferences of the material in the art-pedagogical session

As it can be seen from Figure 4, participants of the art – pedagogical session about equally distributed their preferences in the use of material with a slight advantage in favor of the paints and clay. The majority of the respondents explained their choice as follows: “paint, whether watercolor or gouache provide ample opportunity not only to realize their creative potential, and also to reassure themselves by choosing pleasing colors and diluting it to experiment with the mood, to express their needs and desires at this point, to try oneself in a combination of colors”. As to clay, following interesting arguments of the session participants were revealed : “clay is a unique material that gives an opportunity to feel the creator”; “clay is a very soft and elastic material that allows to work with its own state, and even the character, using it can become harder and more insistent”; “I love the clay and the plasticine, because they help me to express myself in the three-dimensional shape, and volume makes you to feel cooler, stronger, more confident in this shifting world”.

There were also unique expressions in terms of the sand. They are: “fluctuation of the sand gives strength and belief that while the sand and may be subject to you”; “Sand – excellent as material, which is pleasant to work with, feeling its friability and fragility, thus feel their confidence and strength, the ability to subdue the elements”, “any material, especially sand, you feel that you are a man – the ruler of the world, that in your hands the future of the planet that you’re able to do something good and leave a trail”.

The experience of the developed art teaching session and subsequent questioning leads to the

conclusion that through the introduction to the fruits of creativity of all mankind in its various forms and the creation of their own creativity occurs facilitate adaptation of the person in the society, the development of all the senses, memory, attention, will, imagination, intuition session participants the art of pedagogy.

The experience of application of developed art-pedagogical session and subsequent survey of the respondents lead to the conclusion that through the introduction of the fruits of creativity to all mankind in its various forms and the creation of their own creativity facilitate adaptation of the person in the society, the development of all the senses, memory, attention, will, imagination, intuition session participants the art of pedagogy.

Conclusion

The results of the survey, conducted after the art-pedagogical session, revealed that participants felt the stress relief, increased emotional tone, confidence, positive attitude. In general, respondents noted that in addition to these effects of the session, they expressed in their answers to the questions in the survey, they had a positive group emotional mood, joint participation in artistic activities contributed to the establishment of relations of mutual acceptance and empathy.

Answers of the respondents to open-ended questions allow us to say that the work on the drawings, sculpture, and other methods of working in art – pedagogy – a safe way of discharging destructive emotions, they can work out the thoughts and emotions that people used to suppress,

contribute to a creative expression, development of imagination, intuition, reduce negative emotional states and their expressions.

As a result, we assume that the potential of art – pedagogy and art – therapy in the context of the prevention of suicidal behavior and related domains are large enough that the application of appropriate means in mass education and upbringing largely predetermine the solution to the problem with regard to early prevention of suicidal tendencies of adolescents and youth in Kazakhstan.

After studying the problem and state of the art-pedagogic and art-therapy services in Kazakhstan and experience of existing centers and services,

practicing art-pedagogy and art-therapy with different categories of people, we came to the conclusion that the art-pedagogical services in Kazakhstan are in the initial stage of their development (Kassen G. A., Mukasheva A. B., Madaliyeva Z. B. 2015:29-40) [11]. Despite the fact that there is an interest among specialists, including the mass education, utilization of methods of art -pedagogy, and there are requests to the appropriate services and support of the various categories of the population (children, teenagers, “people in crisis”, the disabled and etc.). There is still visible lack of specialists, aware of the mechanisms of these areas of care and support, able to apply art techniques in practice.

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