

## Prevention of Suicidal Manifestations among Youths: Art pedagogical Aspect

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**Abstract:** This study was performed by the researchers in the framework of the grant project of Ministry of Education and Science “art pedagogy and art therapy for the prevention of suicidal behavior among young people in Kazakhstan: development of scientific bases and practical technology.” The researchers study the art teaching methods as the best tool in solution of complex problem of suicide among young people. In their view, the art method (or the methods of art pedagogy) as more public and “facilitated” in the background of art therapy, allow you to work with the senses: to explore and promote them on a symbolic level, actualize and express conscious and unconscious feelings and needs as well as to express in words for teenager is too difficult. Based on the content analysis of publications on the problem under study, the researchers revealed the presence of the stages in the development of art therapy services and summarizing all the information, obtained data on the experience of countries of the world in the development of national and regional art pedagogical and art therapeutical schools. The content of art pedagogical activity in the prevention of abnormal manifestations in the society on the basis of survey the researchers identified the results after the experimental art pedagogical session, conducted with adolescents and young people of 14-19 years. With the help of analysis of the questionnaire data the researchers established that through the formation of their own creativity, facilitation of adaptation of the individual in society as well as the development of all the senses, memory, concentration, will, imagination, intuition, stress relief, increased emotional tone, confidence, positive attitude is occurred. The statements of the respondents in the open questionnaire questions regarding the materials of art educational sessions allow the researchers to claim that work on the paintings, sculpturing and other ways of working in art pedagogy a safe way to discharge destructive emotions they can work out the thoughts and emotions that people used to suppress, help creative self-expression and the development of imagination, intuition, reduce negative emotional states and their manifestations. Thus, the researchers has come to the conclusion that the possibilities of art pedagogy and art therapy in the context of the prevention of suicidal behavior and related manifestations are great enough that the use of appropriate techniques in mass education and upbringing in many ways predetermine the solution to the problem of early prevention of suicidal tendencies of adolescents and young people in Kazakhstan.

**Key words:** Suicidal behavior of suicidal manifestation, art therapy, art pedagogy, art techniques, art pedagogical session, interiorization, positive disposition

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### INTRODUCTION

The current situation in the country and the world in solution of the complex problem of suicide among children and adolescents increases the role of prevention (caution of the problem) which in our opinion is optimally implementable on account of art techniques methods of psychological and pedagogical influence through art, a kind of ways of self-expression (when not only the image is applicable but also speech, movement, music, sound, work with various including natural materials such as

wood or clay), the main purpose of which is to establish harmonic relations with the world and with himself. It is common knowledge that the therapy by art strengthens the identity of the child as by creating children contemplate, “conceive” their world, looking for their language that connects them with “great outside world” and that accurately expresses their “inner little world.” A variety of methods of self-expression, assistance of self-acceptance, positive emotions that arise in the process of art therapy, reduce aggression and depression, increase self-esteem and the adaptive capacity of person’s everyday life.

Art methods (methods of art pedagogy) as a public and facilitated” in the background of art therapy, admit you to work with the senses: to explore and promote them on a symbolic level, actualize and express conscious and unconscious feelings and needs as well as to express in words for teenager is too difficult.

Also hidden content of art pedagogy and art therapy allows determining the genuine orientation of the person to diagnose subjective relationship with the world and with him to influence the subconscious personality structure.

Using the elements of art therapy in the prevention enhances protective factors in relation to possible involvement in a negative environment including suicidal direction. We believe that the study of theoretical and methodological possibilities of art pedagogy and art therapy in the context of the prevention of suicidal behavior and related manifestations, largely predetermine the solution to the problem of early caution of suicidal tendencies of adolescents and youth in Kazakhstan.

**The development of art therapy, art pedagogy and related services abroad and in Kazakhstan:** The term “art therapy”, literally translated as therapy by art was introduced in 1938 by the artist Adrian Hill who used it in describing his work with TB patients in sanatoriums (Hogan, 2001). Similar techniques were applied later in the United States in work with children brought from Nazi camps during World War II.

At the beginning of its development as a branch of psychotherapy, art therapy reflected the psychoanalytic views of Freud and K.G. Jung, according to their scientific position the final products of human art (drawing, sculpture, applied work, etc.) expresses his unconscious mental processes. Therefore, from the point of view of psychoanalysis, the main mechanism of art therapy is a sublimation the removal of internal stress with the help of redirecting the energy to achieve socially acceptable purposes (for instance, redirecting the energy of self-destruction in the art or other creative work).

Based on the content analysis of publications on the problem under study, the researchers revealed the presence of the stages in the development of art therapy services and summarizing all the information, obtained data on the experience of countries of the world in the development of national and regional art educational and art therapy schools:

The 1960: creation of the American Art Therapy Association; 1964: appearance of the first professional organization of specialists using visual arts for medicinal purposes the British Association of Art Therapists; 1969: the foundation of the American Art Therapy Association;

1970’s of the 20th century training for art teachers and art therapists began in many European countries and the United States; 1980’s of the 20th century professional training of art teachers and art therapists received its development in the countries of common wealth in many universities of the CIS teaching courses on the basics of art pedagogy and art therapy are delivered, a network of 1-2 years study of preparing art therapists is actively developing.

Based on the analysis of researches by Kopytin (2001), Lebedeva (2003) and other scientists we revealed that art therapy (fine arts) is most commonly used in Russia and Ukraine. Further more on the articles of foreign and domestic researchers we analyzed the functions of art therapy and art pedagogy. For the functions of art therapy we are of the opinion of Sakovich N., E. Medvedeva, I. Levchenko, L. Komissarova, T.D. obrovolskaya Medvedev, they emphasized the following basic functions:

- Cathartic: cleansing, liberating from negative states.
- Regulatory: mental stress relieving, psychosomatic regulation, modeling of positive psycho-emotional state
- Communicative-reflexive: corrects disorders of communication, formation of adequate interpersonal behavior, self-assessment

The following features of art therapy are distinguished by T. Koloshina:

- Diagnostic: drawing a special document and contains a lot of information about the author (figure is always symbolic, always expresses the researchers present state, no matter how he tried to hide it)
- Therapeutic: healing the actual identity through art, returning to the psychological integrity of the individual
- Humanistic: the development of a balanced personality that can keep the balance between the polarities (e.g., love-hate, weakness-strength, privacy intimacy, cooperation-competition, dependence independence, dominance-conformity, hope-despair and so forth (Koloshina and Trus, 2010))

We have found that in art therapy it is not emphasized on targeted training and mastery of skills and abilities in any kind of artistic activity. And in art pedagogy, developing at the intersection of education and the arts, the emphasis is not only on the development of artistic culture and assistance in finding a successful mastering of practical skills in different kinds of artistic

activity but also in involvement to human values through its own internal experience, through personal emotional experience as well as through personal participation in the creative process.

In particular, the study of A.I. Kopytin report on the theme of “Art therapy in the context of culture and technology” at the first Moscow international conference on art therapy “Art therapy and creative expression in health maintenance and development of human potential”, conducted by the institute of modern psychological techniques (April 9-11, 2010), allowed to summarize the process of the impact of cultural and technological factors on the art therapy as a predominantly “transatlantic” phenomenon associated with the initiatives of artists (and to a lesser extent, psychologists-clinicians) in countries such as Britain and the United States. The report shows the achievements and problems of art therapy at the current stage of its existence in various countries, including the Russian Federation.

Based on the report, we have come to the conclusion that in 1980-1990's was created the establishment of professional associations of art therapists in many countries (Canada-1981, Australia-1987, Germany-1989, the Netherlands-1996, the Russian Federation-1997, Italy-1997, Spain-1999). The 1990's the years, also marked by the creation of educational programs in art therapy under the universities in many European countries; there is a “breakage” of the art therapeutic community, the appearance of a variety of schools and coalitions, standing up their own vision of art therapy and implementing different professional policies, seeking to control developing sector of art therapy services and education in Europe. Also A.I. Kopytin found that several associations of art therapists (e.g. in Germany) were created in some countries of continental Europe, herewith even within associations “with experience” intensified the confrontation between the different segments of the art therapeutic community.

Further analysis of the publications on the following subject submitted to note some of the most acute problems of modern art therapy (Walsh and Weiss, 2003; Oster, 2009). Thus, the integration of the art therapeutic community and the definition of international standards of art therapeutic education encounter the obstacles due to differences in national laws and policies of the national art therapy organizations. Also, the summation of the experience has allowed to reveal that the relative closeness of the art therapeutic community due to the strict criteria of membership in professional organizations and admittance to art therapy education and practice in some countries limits the involvement of art therapeutic movement of other professional groups (doctors, psychologists, etc.) and for this reason impedes the development of the art methodology and researches.

Many issues associated with the legalization of the activities of professional art therapists remain unresolved. In 1998, the British Parliament adopted a law, defining the professional status and the role of art therapists as well as the standards of art therapeutic education. According to the law, art therapists, along the music therapists and drama therapists are supporting health professionals. Their work in hospitals is paid by the tariff grid of the National Health System. At the same time, there is no tariff system for art therapists in educational institutions. A.I. Kopytin identified the strengths of “transatlantic” model of art therapy.

In close connection to this model of art therapy with the artistic community and the artistic practice. Over 90% of graduates of UK and the US art therapists have an art studies have diverse experience of graphic or artistic-educational activities. Thereby they are well aware of the possibility of different art materials, the dynamics of the creative process and the visual characteristics of the images.

The relatively high level of implementation of methods of art therapy in various institutions of public health, education and social work. Since, the 1940-50's of the last century, art therapy began to be used in the treatment and rehabilitation of public institutions of the US and UK. Later the attempts were made to introduce art therapy in schools and correctional facilities, specialized centers to help alcoholics and drug addicts and some other areas of its practical application. This allowed to accumulate empirical experience with different customer groups and create interaction of art therapists with the staff of various institutions.

In the presence of more or less common standards of art therapeutic education which combined with tight control over admission to the practice of art therapy, carried out by public organizations art therapists and government agencies can contribute to qualified art therapeutic services.

The guaranteed wage of certified art therapists working in the health care system and the presence of a certain number of working places for art therapists (mainly in medical institutions) (Kopytin, 2006).

Meanwhile, “transatlantic” model of art therapy has several weaknesses, professional art therapeutic community is currently trying to eliminate some of them. It is not clear yet whether it can do it so while remaining in their former positions and adherence to the principles that have characterized it for the past several decades. Work on the elimination of these shortcomings is a serious challenge to the model of art therapy and may require a change in the system of employment training of art therapists, art therapy organization services.

At the moment, art therapy in the Russian Federation and in many CIS Countries continues to be an innovative health saving approach, although in previous decades had accumulated definite experience of research and practical use of different forms of creative self-expression for the purpose of treatment and rehabilitation. So in the 1980s, intensified researchers of creativity of mental patients from clinic-psychiatric thinking. In Switzerland issued three volumes of teamwork of E. Babayan and other domestic researchers (in Russian and English languages) "Visual language of schizophrenics."

At the end of the 1980's, the original psychotherapeutic method therapy of creative self-expression had formed and spread namely this method is in our opinion, the art pedagogical. The second half of the 1980s, the beginning of the 1990's were marked by a further revival of interest to the work of the mental patients (Khaykin, 1992). Formation of the first specialized collections of artistic works. In 1996, the Museum of Outsider Art was opened in Moscow. Creativity of mental patients began to be considered not only from clinical-psychiatric positions it became the subject of interdisciplinary research as well as the object of artistic aesthetic perception.

In the 1990's, an increase of interest in the use of innovative programs in the field of arts education took place as well as the methods of creative self-expression in the activity of educational institutions. Number of psychologists and educators of our country had been initiated the researches related to the study of health saving potential of art in the system of general and special education.

In the second half of the 1990's, the formation of an art therapeutic community of the Russian Federation took place. In 1997, it was opened Art Therapy Association in St. Petersburg which became the core of gaining strength art therapeutic movement.

The objectives of the association's activities and its printed organ (the International Journal of Art Therapy "healing art") included the promotion of healing opportunities of creative arts for employment creation, support for healing-rehabilitation projects and practical researches related to art therapy as well as the development and implementation of programs of art therapeutically education.

At the end of the 1990's and the beginning of 2010's of 21st century the transformation of art therapy (therapy by art) in a massive professional tool in the activity of psychologists and psychotherapists in our country proceeded, increased the implementation of art therapy and art methods in healthcare, education and social services (Drake and Winner, 2012; Erickson and Young, 2010).

During those years, the formation of the original Russian system of art therapeutic education, the theory and methodology of art therapy on the basis of the achievements of domestic psychology, psychiatry, pedagogy and other sciences developed. A model of treatment and rehabilitation art was developed therapeutic interventions at mental disorders-systemic art therapy (CAT). It corresponds to the conditions of organization of psychiatric and psychological care in our country, based on the systematic and trans theoretic approaches, biopsychosocial concept of psychiatric disorders development, psychological concept as a system of human relationships with the environment, the concept of creativity as a particular kind of activity associated with the spiritual sphere and mechanisms of adaptation.

Considering the popularity of Russia's integrative approach in the field of therapy by art, association admits the presence in its ranks of professionals, using different modalities of creative self-expression (music, movement and dance, drama, literary work and others). At the same time, the visual modality regarded as fundamental.

In general, researchers agree that the relationship between the applied methods of psychotherapy and social organization of society as well as its institutions and culture is studied, various psychotherapeutic communities and institutions, new therapeutic methods are used on their basis in particular art therapy, act as "intermediators" and the peculiar "laboratories" of the new professional and social experience which can then be integrated into society on a larger scale.

In our opinion in Kazakhstan, art therapy services are in the initial stage, the problems and the state of the art pedagogic and art therapeutically services in Kazakhstan studied, summarizing the experience of existing centers and services and practicing art pedagogy and art therapy with different categories of people.

We have found that despite the fact that there is an interest among specialists as well as in the mass education to the use of techniques of art therapy and art pedagogy and there are also queries on art therapy and art educational services and support of different categories of the population (children, teenagers, "people who are in crisis", the disabled and others), we still have a notable lack of experts who know the mechanisms of these areas of care and support are able to apply art techniques in practice. In particular, the peculiar cities of northern, central and eastern regions (Kokshetau, Petropavlovsk, Pavlodar, Karaganda, Ust-Kamenogorsk), as well as capital-Astana and Almaty, presented by a wider range of art services: from art therapy in correctional services, working with people with disabilities, to the art

pedagogical services in every fine arts studio and developing children's centers. Whereas the southern and western regions are less represented in both aspects, art therapy services are limited to working with mentally ill and disabled people (at medical centers).

In our opinion in the Republic of Kazakhstan can be created not only the profession of "art therapist" (according to the "transatlantic" model of its development) but several models with different specializations with diverse educational routes and a different sets of professional competencies (functions):

- Clinical model (art therapy) for specialists with medical, psychiatric, psychotherapeutic education or clinical psychologists with training in psychotherapy
- Psychological model ("art techniques in psychological counseling") for psychologists with different specialization (not only in clinical psychology)
- Pedagogical or art pedagogical model ("art methods in special education, art pedagogy") for specialists with higher pedagogical education
- Artistic-creative ("art techniques in artistic-creative development of personality") for specialists with art education

**The content of art pedagogical activity in the prevention of abnormal manifestations in society (the results of the survey after the experimental art-pedagogical session):**

The theoretical analysis shows that the main spheres of art pedagogical activity of practitioners can be considered as the creation in educational space of moral and aesthetic interaction by combining of well-known science and industries such as pedagogy, psychology, art history and in general, the whole vast range of human study and organization by the teachers of independent art creativity of the educational process participants.

At this point, we have to consider with the main characteristic feature of the art pedagogics, the fact that it is based on the means of art and artistic-creative activity with developing and upbringing potential. This potential is in our opinion, especially in demand in the prevention of negative phenomena in the social environment in the prevention of drug addiction, alcoholism, deviations in behavior, depressiveness, stress and suicidality exposure of modern young people.

There are the signs that allow to declare about an art pedagogy as it is formed teaching activity today, O.M. Korzhenko and E.A. Zargaryan:

- The use of art and its means (in total with the content of any academic subject) with the aim of mastering of intellectual and spiritual experience of mankind by the students

- Interiorization (internal assumption) of knowledge and skills, creation of special conditions for it
- Giving priority for upbringing in the classic sequence of "teaching-upbringing-development of the individual"

Therefore in our view the content of art-pedagogy allows you to find a socially acceptable way out of depression, aggression, "self-loathing" and other negative feelings and states that occur in adolescents or young men/women in the modern world. Also, this content allows the interpretation of the content and obtaining diagnostic conclusions about the participant of a session; it helps to preserve the integrity of the human person, by acting on the ethical, aesthetic, emotional sphere of the person.

## MATERIALS AND METHODS

To test this assumption after experimental art pedagogical session (using a variety of materials and techniques of art pedagogy) we conducted a survey with open and closed questions. The respondents were teenagers and young people (boys and girls) aged from 14-19 years old had not previously participated in the sessions of art therapy or art pedagogy, the total sample: 87 people.

In the questionnaire 8 questions about respondents' participation in art pedagogical session were offered. The first question was finding out whether the respondent participated before in similar sessions, the second question followed up the first. If the respondent did not participate earlier in these sessions it was required to answer the question: what did the respondents feel in the art pedagogical session. If he had a chance to take part in art pedagogical and art therapeutical sessions earlier, it was required to answer: how did it differs from the previous session. The next question, regardless to the experience of participation in similar sessions related to the appearance of new emotions and states of the respondents in the art pedagogical session.

The fourth question figured out the degree of activation of cognitive processes and individual personality traits of respondents in the session. Next questions specified age of the respondents, peculiarities of the perception of the individual exercises by themselves then it was required to distinguish the preferred required exercises and techniques, emotions peculiarities in using of every each exercise, etc.

The last question was about the preferences in choosing of materials for the session he assumed the form of a partially closed form (respondents were asked to tick the preferred material) and open it was necessary to justify their preference.

**RESULTS AND DISCUSSION**

Here are the most interesting and exemplary answers to the questionnaire. For instance, young people have not previously participated in the sessions of art therapy or art pedagogy, increasingly felt the strain relief (29 respondents which is 33% of the sample reported that immediately after the session), increased emotional tone felt 19 respondents (22% of the sample), confidence in the session of drawing the problems felt 10 people (11% of the sample) (Fig. 1).

In response to the question “what are the cognitive processes and particular individual properties were active during the session?” adolescents and young adults showed significant differences. If teens believe that imagination (38%) and attention (21%) are most developing, the young men and women have declared about improving of adaptive personality traits (54%), will power (37%) and intuition (32%). In this case, unlike adolescents, boys and girls were less categorical, considering that along with these processes and properties self-esteem and thinking and imagination are developed in parallel (Fig. 2).

The issue of preference in the option of materials for the session intended partially closed form (respondents were asked to tick the preferred material) and open it was necessary to justify their preference (Fig. 3 and 4).

Therefore from the Fig. 4, members of the art pedagogical session about equally distributed their

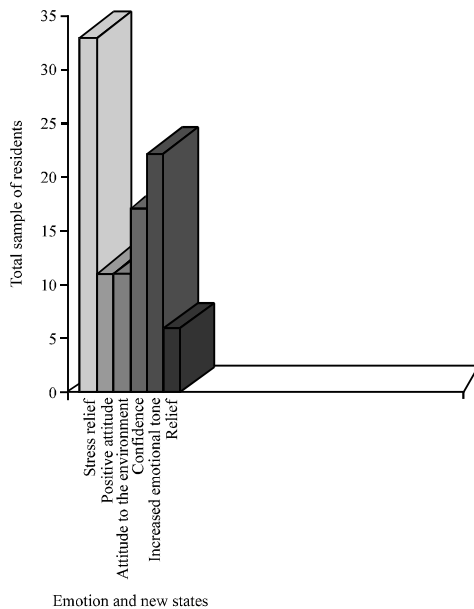


Fig. 1: The results of answers to the question of the manifestation of emotions and new states of the respondents in the art pedagogical session

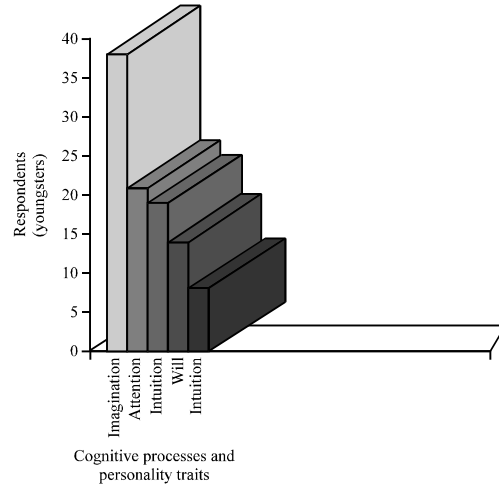


Fig. 2: The results of answers to the question of the activation of cognitive processes and individual personality traits of respondents youngsters (14-16 years) during the art pedagogical session

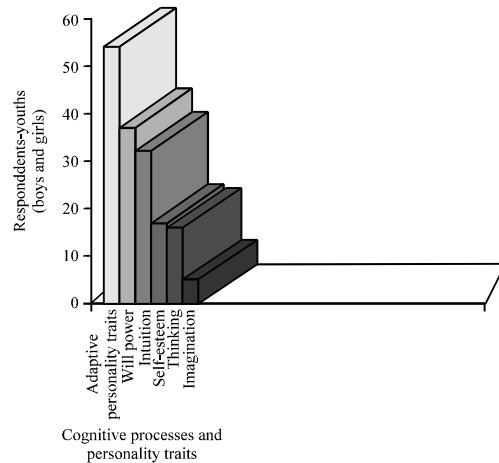


Fig. 3: The results of answers to the question of the activation of cognitive processes and individual personality traits of respondents youth (boys and girls) (14-16 years) during the art pedagogical session

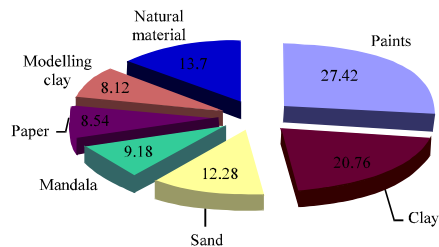


Fig. 4: Distribution of the total sample of respondents on preferences of material in art pedagogical session

preferences in the use of a 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 broad opportunity to realize their creative potential as well as to reassure themselves by choosing pleasing colors and diluting it to experiment with their own mood to express their needs and desires at this moment to try hand in a combination of colors. " There were also interesting arguments about clay of the session participants: "clay a unique material which allows you to feel the creator of" "clay-very soft and elastic material that allows to work with its own state and even the character with its help you can become harder and more insistent"; "I love the clay and modeling clay owing to the fact they help me to express myself in the three-dimensional shape and volume allows you to feel cooler, stronger, more confident in this shifting world."

Regarding the sand there are unique expressions "the fluidity of the sand gives strength and faith that time and sand may be depended to you"; "and is an excellent material, pleasant to work, feeling its flow ability and fluctuation, thereby you may feel confidence and strength, the ability to subordinate the elements", "with any material and in particular with sand you feel that you are a man-the ruler of the world that in your hands the future of the planet, you're able to do something good and leave a trail."

The experience of the pilot art pedagogical session and subsequent survey suggests that through communion to the fruits of creativity of all humanity in its various forms and the establishment of own creativity are happening the promotion of the individual adaptation in society, the development of all the senses, memory, attention will, imagination, intuition of the participants of art pedagogical session.

### **CONCLUSION**

Thus, the combination of pedagogy and various arts in all their forms allows us to develop new methods for successful socialization of personality and its upbringing through the communion to the creation of that in our view reinforces the preventive potential of the art-pedagogy.

The survey after the experiment art teaching session revealed that participants felt the stress relief, increased emotional tone, confidence, positive attitude. In general, respondents noted that in addition to after session effects they had a positive emotional mood, joint participation in artistic activity contributed to the establishment of relations of mutual acceptance and empathy.

The statements of the respondents in the open questionnaire questions regarding the materials of art pedagogical sessions allow us to say that work on the drawings, sculpture and other ways of working in art pedagogy a safe way to discharge destructive emotions, they permit to work out the thoughts and emotions that people are used to suppress, support creative self-expression and the development of imagination, intuition, reduce negative emotional states and their manifestations.

All this shows the great possibilities of the art pedagogical methods in the prevention of suicidal symptoms among young people, owing to the fact the above mentioned figures are anti-suicidal and anti depressive factors. Coupled with the adaptive personality traits emerged after the session, they will create a serious anti-suicide barrier, i.e. in the prevention of suicidal symptoms among youth art pedagogy can be a good tool for the skillful combination of its methods and techniques with stress resistance trainings and positive thinking.

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