

## CONCEPTUAL FOUNDATIONS OF THE ART INSTRUMENTS INFLUENCE OVER THE PERSONAL GROWTH OF PROSPECTIVE PSYCHOLOGISTS IN THE EDUCATIONAL SPACE



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**Annotation.** We are trying to prove the suitability of the art instruments for the personal growth in the article and perhaps for professional growth of the prospective psychologists in the terms of professional retraining (post-graduate education) among adults (average age of the experimental sample is 35.7 years).

**Key words:** *art instruments, personal growth.*

**Articulation of issue.** Urgency of the research we are emphasizing lies in the fact that challenges of modernity determine the string of specific questions concerning exactly how the "access" to personal resources of the students involved in education is to be provided and disquietude grows up because the country is engaged in the war and the society requires professional psychologists. According to our reckoning unique precedent of the entire creative and educational space is formed by the process of teaching basis of art instruments use to students which is good for professional becoming and personal growth of the students. Art instruments allow realizing one of major principles of modern education that is an opportunity to organize the education as active process involving in cooperation. It gives a possibility for future professionals to become more active and responsible for their work, gain sight of new opportunities for expressing their own identity. Skills received with this experience will enable students to feel more comfortable, confident and use given experience in professional life. This conception complies with the major educational idea of the twenty first century discussed in the textbook by R. Ackoff and J. Greenberg, these scientists assert that an education is to help, support a growth of the personal potential. Authors consider the primary object of education is to offer students an opportunity for personal growth and a capacity to participate in social development they belong to.

**Actual scientific researches and issues analysis.** Pride of place actually goes to theoretical researches and practical studies by representatives of all the directions of the psychotherapy as well as representatives of various schools of thought. Therefore art instruments researchers are L. Ametova, M. Warren Anderson, D. Bayere, T. Bronska, O. Budza, M. Burno, I. Vachkov, J. Woods, C. Drucker, T. Zinckevych-Yevstygneyeva, T. Koloshyna, A. Kellish, C. Case, O. Kopytin, M. Libman, L. Lebedyeva, S. Lewis, P. Luzatto, A. Lowen, R. Martin, L. Mova, L. Podkorytova, N. Rodgers, K. Ross, O. Sknar, Yu. Sobolev, G. Fers, G. Hurlbut, D. Enli et al.

Theoretical and methodological background to the use of modern art instruments are some ideas from doctrines of S. Freud and C. Jung.

According to S. Freud as follows the inner man appears in visual form each time when personality spontaneously draw or sculpt something and graphic art having a lot in common with daydreaming and night fantasy plays the role that compensates and relieves stress as well as reflects author`s problems. C. Jung maintained the importance of personal and universal symbols and regarded a graphic art a crucial instrument for the accomplishment of self-healing capability of the mind.

**Object of the article** *is to demonstrate the urgency of the art instruments influence on the personal growth of prospective psychologists in the educational space.*

**The statement of basic materials.** Existing approaches were distinguished as a result of theoretical and methodological research of personal growth of prospective psychologists: acmeological, pragmatist, ontogenetic, life-creative. Personal growth of prospective psychology was

determined to be a complicated entire and systemic process of transitional changes based on the striving of the subject toward personal and professional improvement in chosen professional sphere and on the realization of his creative potential. It possesses a range of attributes: entity, integrity, new creativity, two-sidedness, activity, organization and singleness of purpose, individual identity, prospective viability (commitment to future developments), orientation to constant individual growth as the subject of professional activities and creative life. Personal and professional components coexisting in cooperation and interrelation could be emphasized within the personal growth structure of the future professional. Particular characteristics were determined in the personal growth of prospective psychologists in the terms of post-graduate education within the framework of our research. Professional choice is namely shown more conscious and substantive among students receiving post-graduate education than among students receiving main education. Professional refocusing proceeds under the influence of personal or internal (values and motivation for personal and professional growth, self-esteem and self-perception as a prospective psychologist etc) and social or external attributes (practical affairs, career and professional requirements, etc).

This poses the question why we have chosen just art instruments for the personal and professional growth of the prospective psychologists? As a matter of fact art instruments are the instruments of adjustment and development through the artistic endeavor. The usage of art instruments are based on the mobilization of individual creative potential, internal mechanism of self-alignment and cater to the fundamental need of self-actualization: emergence of wide variety of human capability, his claiming about distinct and unique mode of being in the world. Psycho-correctional project using art instruments help people build more proactive approach to life.

In our view the concept of using the art instruments potential is attractive for the growth of future professionals. Advantage of art instrument is a capacity not only to use it with students requiring psychological support in the knotty real-life situation but also promote the personal growth. Humanistic direction of the art instruments enables creation of circumstances for self-actualization through artistic self-expression and searching transcendental vital aims.

Case study provides us the opportunity to argue that the art instruments usage makes an integral effect on the personal and professional growth under the occupational training of professional psychologists (Fig. 1)

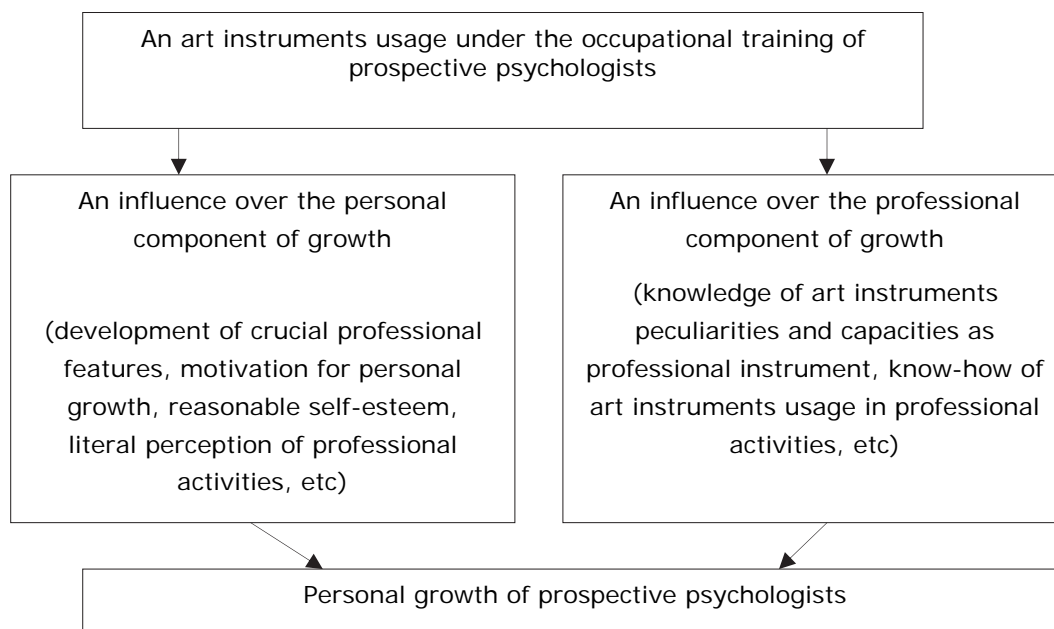


Figure 1. Art instruments influence over the personal growth of prospective psychologists.

On the one side Fig. 1 illustrates art instruments achieve personal creative potential of prospective psychologist, promote stress release, develop crucial professional features of the prospective psychologist, develop self-perception and ability to self-understanding, affect on motives of professional activity and orientation values shifting it toward humanistic stream, favor adjustment

of self-esteem, beliefs about future professional activity; on the other side it enriches professional experience, develops professional competency, promotes increasing interest to profession, stimulates professional self-development, provides modern professional knowledge and skills of art instruments usage in the psychological area, etc.

An analysis carried out of tried-and-tested approaches concerning opportunities for the implementation of the art instruments in occupational training of prospective psychologists convinces of actualization necessity of art instruments usage under the training of psychologists in the educational space. Art instruments influence over the personal growth of prospective psychologists ensues from producing specific atmosphere of free creative self-expression, activation personal creative potential ensuring act of general psychological and specific psychological mechanisms (verbalization, catharsis, insight, perception, reflection; metaphoricity, symbolism, potential, etc).

Art instruments implementation could be accomplished for directive influence over the personal growth of the prospective psychologists through the realization of different psychological subjects, specialty courses, lab classes, additional courses, supervision and self-education and it is important for psychological students of different mode of study including those getting post-graduate education.

The research also suggests a process model of personal growth of prospective psychologists under the terms of post-graduate education being considered by us as the aggregation of typical functionally related components assembling certain integral system from the standpoint of personal, pragmatist and technological approaches. The question arises again why the model of personal growth of prospective psychologists bears precisely the title of structural and functional?

We focused our attention on the structural and functional model of personal growth of prospective psychologist possessing a clear structure in this research; it includes interrelated components reflecting peculiarities which exist in the training process of future professional. Proposed model fulfill the demands improving quality of personal growth of future professional, it is thought of as top-priority and systemic important one relative to training of psychologists. A structural and functional model is practically oriented toward the operating system of prospective psychologists training.

Developed structural and functional model of personal growth of prospective psychologists in the terms of post-graduate education enables to account investigating process holistically and embrace a contents, functions and art instruments in the entire system. The model consists of three stages process of personal growth of prospective psychologist: the stage of entrance into the new profession, the professional adoption stage, the stage of results and evaluation. Each stage implementation of the sufficient art instruments functions (diagnostic, developmental, correctional) provides an opportunity to represent overall adhere to the principles of consistency of aim, consequence and educational integrity a process of prospective psychologists educational training in the terms of post-graduated education; confirm the viability of the chosen art instruments according to the logic of students professional training in the terms of post-graduate education.

Distinguished components (stages of development) and functions realized by the art instruments at the each stage provide an opportunity to represent targeted educational training process of prospective psychologists in the terms of post-graduated education and also structural bond of its meaningful components including art techniques and instruments selection relative to objects and course contents which determine students and teachers activities. Fig. 2 illustrates suggested model of personal growth of prospective psychologists under the terms of post-graduated education and art instruments usage.

The essence of the dynamic model lies in estimating relationship among objects of each component formation in the model at a particular time and certain sequence of new growth with its changes. Such a model is intended to direct the process, distinguish its specific goals and ways for achieving it.

Personal growth model is entire system of educational process with students for prospective psychologists under the terms of post-graduated education, it possesses personal oriented focus and grounds a means for clearly emphasizing of imagination about the subject of research, elaborating objects, targets and directions of personal growth of prospective psychologists, distinguish circumstances of the psychological influence over the process of forming personal and professional skills and features required for successful psychological activities.

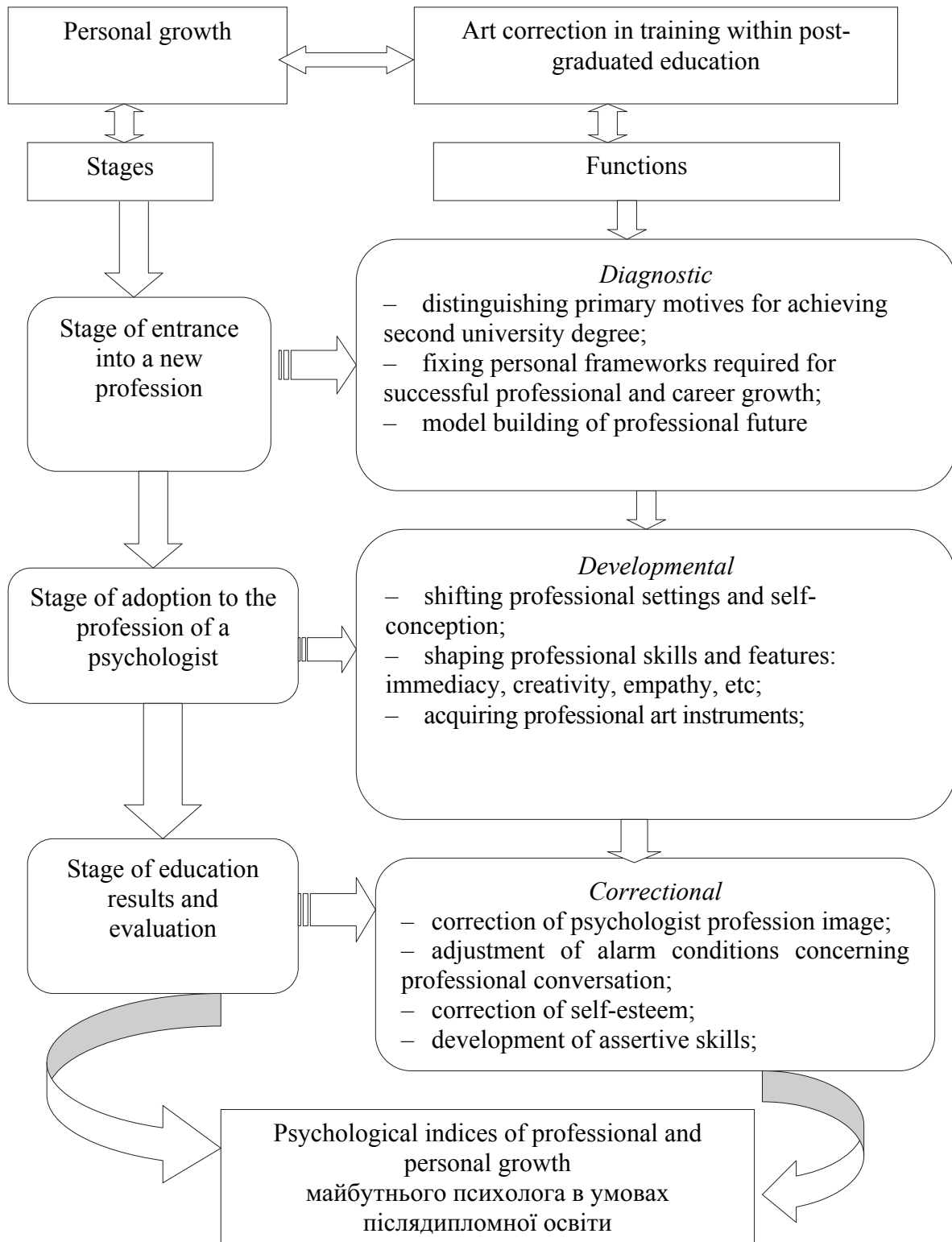


Figure 2. Structural and functional model of personal growth of prospective psychologists under the terms of post-graduated education and art instruments usage

Specific series (including crucial professional features: reflexivity, empathy, communicativeness et al.) were emphasized at the phase theoretical processing represent several times as a matter under inquiry for personal growth of prospective psychologist while some primary integrative ratings go unnoticed by researchers. It is in our opinion that some of it possesses axiological sense for adults achieving post-graduated education whose development directly impacts on efficiency of

secondary professionalization of a subject which includes self-esteem, primary motives for achieving psychological education, value and career orientation, self-perception, image of a future profession.

Estimated ratings do not fill to the full extent the whole list of possible personal growth ratings however it allows to detect the art instruments influence over its development and rise. Except the art instruments affect on personal features of personalization subject professional (competence based) professional training also varies to some extent. Prospective psychologist receives efficient art instruments of future activities. Performance ratings of the personal growth process investigating under the influence of implemented art correctional program are considered positive shifting of participants' personal attributes. Furthermore positive dynamics was noticed within both groups: up to 94,6% in experimental group (EG) and 82,8% in control group (CG). Although this dynamics of shifting is twice as large in EG (at  $p < 0,05$  of  $\phi$ -ratio Fisher's variance): the amount of participants concerning their future plans with the profession of psychologist was increased about 29,7% (in relation to initial amount) while CG preferences increased about 7,5%. Applying Student's t-test for depended samplings confirmed the assumption that personal growth ratings shifted in EG as a result of participation in the art correctional program. Narrative of parents was preciously optimized having been shaped in the childhood (experimental value of t-ratio (-2,900) surpassed by far its critical level (2,58) in the degree of variance 185 at  $p < 0,004$ ).

Crucial changes proceeded within EG in motives for achieving psychological qualification "engaging science": the amount of respondents increased from 7,5% to 19,4% that is 12,1%. Positive dynamics is also appropriate to CG in this motive but it is not significant: from 10,8% to 16,1% that is 5,3% (value of variance is at the level  $p < 0,05$ ). However the gain was 14% within EG and 5,4% within CG ( $p < 0,05$ ) in a motive for "turning professional in the area of practical psychology". Moreover a surpass of critical level of ratio ( $t = 3,29$ ) in the degree of variance and acceptable levels of deviation possibility (relatively  $p < 0,0002$ ,  $p < 0,001$ ,  $p < 0,001$ ) is proved by comparison of experimental and critical values according to t-ratio indices of respondents willingness to sort out feeling ( $t = 3,768$ ), striving to turn a professional in the area of practical psychology ( $t = -3,232$ ) and attitude to profession of a psychologist as to engaged science ( $t = -3,337$ ).

Major shift was noticed in the self-esteem of participants. Positive dynamics was distinguished within CG – the amount of respondents was decreased from 5,4% to 3,2% with a self-esteem below the average. The amount of such respondents significantly (at  $p < 0,05$ ) decreased from 10,8% to 2,2% within EG. Crucial changes are emphasized in the self-esteem above the average – the amount of such respondents increased from 29,0% to 47,3% (at  $p < 0,05$ ) in EG, CG has less valuable changes – from 37,6% to 38,7%. A comparison of obtained results and critical values of Student's t-ratio illustrated surpassing its critical level ( $t = 3,29$ ) according to attributes of low ( $t = 3,584$  at  $p < 0,0004$ ) average ( $t = 4,939$  at  $p < 0,000$ ) and above average ( $t = -5,258$  при  $p < 0,000$ ) levels of respondents self-esteem.

Significant changes are pointed within EG in high level of professional self-identity after the participation in the art correctional program: the amount of respondents increased on this attribute from 31,1% to 50,5% (at  $p < 0,05$ ). The amount of such respondents also increased but not so valuable: from 34,4% to 43% within CG. Surpass of critical level (experimental  $t = -2,639$ , critical  $t = 2,58$  at  $p < 0,009$ ) exists according to Student's ratio in the attribute of the professional self-identity level within EG.

Important (at the level of  $p < 0,05$ ) positive changes were determined as a result of participation in a program within EG in such career orientations as "professional competency" (37,6% against initial 21,5%), "integration of lifestyles" (66,7% against initial 44,1%). These changes are not valuable within CG. Surpass of critical value of ratio ( $t = 3,29$ ) was shown by comparison of Student's t-ratio values after participation in a program in such career orientations as "professional competency" ( $t = -5,167$  at  $p < 0,000$ ) and "integration of lifestyles" ( $t = -3,805$  at  $p < 0,0001$ ). Hence ratings of personal growth underwent changes during the process of art correction revealing the efficiency of the art instruments influence over the personal growth of prospective psychologists.

**Directions for future research.** Directions for future research appear in determining the influence of art instruments over the personal growth of prospective psychologists and other professions achieving main education and development of models for awareness of teachers in higher educational institutions.

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