



ART THERAPY THROUGH VISUAL ARTS: THEORETICAL AND PRACTICAL APPROACHES

Associate Professor of Termez State Pedagogical Institute

Rakhmatova Ikbolkhon Inomjonovna

Student of Termez State Pedagogical Institute

Baratova Sevinch Bahodir qizi

Abstract: *This article explores the theoretical foundations of art therapy through visual arts, its role in pedagogical and psychological processes, and the mechanisms of its practical implementation. The study highlights the impact of visual artistic activity on an individual's emotional, cognitive, and social development, revealing the significance of art therapy as a resource-oriented approach. Furthermore, the scientific basis of visual art-based sessions is examined in relation to personal growth, self-awareness, and the development of creative thinking. By integrating artistic expression into educational and psychological contexts, art therapy emerges as a holistic method that supports both individual well-being and collective harmony.*

Keywords: *art therapy, visual arts, emotional development, creativity, psychological support, pedagogical technology, reflection, personal growth*

Introduction

In the modern educational system, ensuring not only intellectual but also emotional and social development of the individual is considered a crucial objective. Academic environments often expose learners to stress, internal tension, performance anxiety, and communicative difficulties, all of which may negatively affect learning outcomes and overall well-being. In this context, the application of art therapy through visual arts represents one of the most effective directions in humanizing the educational process. Art therapy emerged as an independent practical field in the twentieth century. Its early theoretical interpretations were



developed by Margaret Naumburg, who regarded art as a form of “symbolic speech” and considered visual expression a means of revealing unconscious experiences. Later, Edith Kramer emphasized the healing potential of the creative process itself, arguing that artistic creation has intrinsic therapeutic value regardless of verbal interpretation. These foundational perspectives shaped the evolution of art therapy as both a clinical and educational practice.

Today, art therapy is widely applied not only in psychological counseling but also in schools, rehabilitation centers, and community development programs. Through drawing, painting, collage, and other visual forms, individuals gain access to modes of expression that transcend verbal limitations. This is particularly significant for children and adolescents who may struggle to articulate complex emotions through language alone.

Main Part

Art therapy through visual arts is fundamentally aimed at activating an individual’s internal resources. During activities such as drawing, coloring, graphic design, or decorative work, a person harmonizes imagination, perception, and emotion. Neuroscientific perspectives suggest that such creative engagement enhances integration between the brain’s hemispheres, contributing to emotional regulation and cognitive flexibility. Unlike purely verbal methods, visual artistic activity allows individuals to express experiences without direct conscious control. Art therapy thus provides a safe and symbolic channel for the emergence of repressed or unprocessed emotions. The choice of colors, composition, spatial organization, and texture becomes a reflection of inner states. For example, dynamic and expansive lines may indicate vitality or strong emotional energy, while repetitive, detailed elements may reflect a desire for structure, safety, or control. Importantly, these interpretations are not imposed but explored collaboratively, respecting the subjective meaning constructed by the creator.

Visual art-based activities also enhance reflective capacity. The process of discussing a completed artwork, assigning it a title, and interpreting its meaning



fosters deeper self-awareness. Through reflection, individuals learn to recognize emotional patterns, regulate responses, and make constructive decisions. In this way, art therapy contributes to the development of emotional intelligence and adaptive coping strategies. Moreover, art therapy functions as a medium for social interaction. Group-based creative activities cultivate mutual respect, attentive listening, empathy, and supportive communication. Participants learn to appreciate diverse perspectives expressed visually, strengthening interpersonal bonds. In educational settings, such collaborative artistic experiences contribute to a healthy psychological climate and reduce conflict. From a pedagogical standpoint, art therapy can be integrated into classroom activities as a complementary method that enhances motivation and engagement. Creative assignments encourage students to approach academic content imaginatively, bridging analytical thinking with intuitive insight. This integrative approach supports holistic personality development rather than focusing solely on measurable academic performance.



Discussion and Methods

The present study was based on theoretical analysis, pedagogical observation, and qualitative descriptive methods. Art therapy sessions grounded in visual arts were experimentally organized in a general secondary educational institution. Throughout the process, participants' emotional states, communicative activity, and creative independence were systematically observed. The findings demonstrated that regularly organized visual art sessions significantly increased students' self-confidence and initiative. Participants displayed greater openness in



expressing opinions and emotions, both visually and verbally. The reflective discussions following each session revealed heightened self-awareness and improved emotional vocabulary. It was also observed that incorporating art therapy elements into lessons increased students' interest in academic subjects and promoted a more inclusive learning environment. The creative format reduced fear of mistakes, encouraging experimentation and innovation.

Methodologically, the study emphasized the importance of an individualized approach. Age characteristics, psychological conditions, prior creative experience, and cultural background must be carefully considered when designing art therapy sessions. Flexibility in materials and thematic prompts ensures that each participant feels safe and respected. The facilitator's role is not to evaluate artistic quality but to support authentic self-expression and reflection. Future methodological development may include structured session models, interdisciplinary integration with subjects such as literature and social studies, and the application of digital art tools to expand accessibility and engagement.

Conclusion. Art therapy through visual arts has proven to be an effective tool in contemporary educational and psychological practice. It strengthens emotional stability, fosters creative thinking, and deepens processes of self-awareness. By activating internal resources and encouraging symbolic expression, art therapy supports holistic personal development. Integrating art therapy into pedagogical processes is a significant factor in humanizing education and creating a healthy psychological environment. The expansion of empirical research in this field and the development of methodological guidelines will further enhance its practical value. Ultimately, art therapy through visual arts not only enriches the educational experience but also contributes to the cultivation of resilient, reflective, and creative individuals capable of meaningful engagement with themselves and society.

REFERENCES:

1. Cathy A. Malchiodi. Expressive Therapies.2000.
2. Shaun McNiff. Art-Based Research.2011.



3. Bruce L. Moon. Art-Based Group Therapy. 2014.
4. Raxmatova, I. I. (2023). AGRESSIVLIKNI OLDINI OLISHDA SAN'AT, BADIY IJODKORLIK VA ART-TERAPIYADAN FOYDALANISHNING AHAMIYATI. *Oriental Art and Culture*, 4(5), 208-215.
5. Raxmatova, I. I. (2024). BO 'LAJAK TASVIRIY SAN'AT O 'QITUVCHILARIDA ART-TERAPIYA MADANIYATINI SHAKLLANTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. *Inter education & global study*, (4 (1)), 343-348.
6. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE COMPETENCE OF EDUCATORS IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *Journal of new century innovations*, 22(1), 125-129.
7. Рахматова, И. И. (2022). ПРОБЛЕМА СТРЕССА В ФОРМИРОВАНИИ ЛИЧНОСТИ РЕБЕНКА. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(4), 108-111.
8. Рахматова, И. И. (2022). ФАКТОРЫ ФОРМИРОВАНИЯ ЛИЧНОСТИ ПЕДАГОГА В СФЕРЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(4), 104-107.
9. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, 12(2), 29-34.
10. Inomjonovna, R. I. (2022). CHARACTERISTICS OF UZBEK FOLK APPLIED ARTS AND THEIR PLACE IN SOCIETY. *World scientific research journal*, 2(1), 29-32.
11. Inomjonovna, R. I. (2022). THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN. *Journal of new century innovations*, 11(2), 104-108.



12. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, 12(2), 29-34.
13. Inomjonovna, R. I. (2023). STEAM EDUCATION IS ONE OF THE MAIN TRENDS IN THE WORLD. *Journal of new century innovations*, 21(2), 27-32.
14. Inomjonovna, R. I. (2025). INNOVATIVE APPROACHES AND RELEVANCE OF APPLYING ART THERAPY TECHNIQUES IN FINE ARTS EDUCATION. *Modern education and development*, 37(3), 42-49.
15. Inomjonovna, R. I., & Xolmirzayevna, X. N. (2023). TYPES, METHODS AND METHODS OF TEACHING VISUAL ACTIVITY KNOWLEDGE AND APPLICATION. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 14(3), 92-97.
16. Inomjonovna, R. I. (2023). PSYCHOLOGICAL CHARACTERISTICS OF PICTURE ACTIVITY IN EDUCATIONAL PERSONALITY. *Journal of new century innovations*, 22(1), 113-118.
17. Inomjonovna, R. I. (2023). HUMAN CAPABILITIES-SOCIAL DEVELOPMENT IS A PRODUCT. *Journal of new century innovations*, 22(1), 119-124.
18. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE ABILITY AND IMAGINATION IN CHILDREN. *Journal of new century innovations*, 22(1), 108-112.
19. Inomjonovna, R. I. (2023). ART AS A COGNITIVE ACTIVITY IN THE LIFE OF CHILDREN. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 14(4), 132-137.
20. Inomjonovna, R. I. (2023). INFLUENCE OF INNOVATIVE IDEAS ON HUMAN PSYCHOLOGY IN TEACHING PAINTING TECHNIQUE THROUGH ART THERAPY. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(2), 126-134.



21. Inomjonovna, R. I. (2023). FACTORS FOR THE DEVELOPMENT OF IMAGING SKILLS OF PRESCHOOL CHILDREN. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(5), 74-79.
22. Inomjonovna, R. I. (2023). TRANSPERSONAL MODEL IN ART THERAPY-AS HUMANITY PRINCIPLES. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 16(4), 173-181.
23. Inomjonovna, R. I. (2023). ART THERAPY AS AN EFFECTIVE TREATMENT FOR INJURED CHILDREN (During war, violence, natural disasters). *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 16(4), 182-188.
24. Рахматова, И. И., & Таджиева, М. Ю. (2023). ОБУЧЕНИЕ ДЕТЕЙ СОЗДАВАТЬ ТВОРЧЕСКИЕ МОДЕЛИ ИЗ РАЗНЫХ РАСТЕНИЙ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 1-7.
25. Рахматова, И. И. (2023). УЧЕНИЯ О ЗДОРОВЬЕ ЧЕЛОВЕКА И ПРИРОДЕ С ИСПОЛЬЗОВАНИЕМ НАСЛЕДИЯ АБУ АЛИ ИБН СИНЫ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 207-215.
26. Inomjonovna, R. I., & Vofuqulovna, B. D. (2023). UZBEKISTAN IS A CENTER OF SCIENCE, ENLIGHTENMENT AND CULTURE. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 199-206.
27. Inomjonovna, R. I. (2023). THE IMPORTANCE OF USING ART, ARTISTIC CREATIVITY AND ART THERAPY IN PREVENTING AGGRESSION IN CHILDREN. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(6), 383-389.
28. Рахматова, И. И. (2023). ФОРМИРОВАНИЕ КУЛЬТУРЫ АРТ-ТЕРАПИИ ЧЕРЕЗ ИНТЕГРАЦИЮ ИСКУССТВА. *Innovative Development in Educational Activities*, 2(18), 33-39.



29. Рахматова, I. (2023, December). CURRENT ISSUES IN THE USE OF ART, ARTISTIC CREATIVITY AND ART THERAPY. In *INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE on the topic: "Priority areas for ensuring the continuity of fine art education: problems and solutions"* (Vol. 1, No. 01).

30. Рахматова, И. И. (2023). АКТУАЛЬНЫЕ ВОПРОСЫ ИСПОЛЬЗОВАНИЯ ИСКУССТВА, ХУДОЖЕСТВЕННОГО ТВОРЧЕСТВА И АРТ-ТЕРАПИИ. *Science and innovation*, 2(Special Issue 14), 463-467.