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**PSYCHOTECHNOLOGIES OF FORMING THE FEELING OF
PSYCHOLOGICAL SAFETY IN CLIENTS WITH
EMOTIONAL INSTABILITY**

**ПСИХОТЕХНОЛОГІЇ ФОРМУВАННЯ ПОЧУТТЯ
ПСИХОЛОГІЧНОЇ БЕЗПЕКИ У КЛІЄНТІВ З
ЕМОЦІЙНОЮ НЕСТАБІЛЬНІСТЮ**

The article focuses on the necessity of forming the emotional stability of the individual, which will become the basis for the effective professional and personal self-realization. The importance of finding the innovative health-saving psychotechnologies for ensuring the quality of the process of forming the emotional stability is noted. Such method as an art therapy is singled out and its use in the process of psychological support for a person is substantiated.

Key words: *emotional stability, developmental program, art therapy.*

У статті зацентовано увагу на необхідності формування емоційної стабільності особистості, що стане основою для ефективної професійної та особистісної самореалізації. Зауважено про важливість пошуку інноваційних здоров'язберезливих психотехнологій для забезпечення якості процесу

формування емоційної стабільності. Виокремлено такий метод як арт-терапія й аргументовано його використання у процесі психологічного супроводу особистості.

Ключові слова: *емоційна стабільність, розвивальна програма, арт-терапія.*

Under the influence of progressive social trends, a new era in the development of Ukrainian practical psychology begins. In our eyes, the sphere of psychological service for population is emerging and progressing – social psychological services in education, family support services, a network of cabinets of social and psychological help, crisis hospitals, public psychological services, etc. These structures, in the presence of highly skilled specialists, provide a wide range of psychological and pedagogical services. Their competence includes educational, preventive, advisory support, as well as psychodiagnostic, developmental, corrective and therapeutic work with clients. Global economic, political and spiritual transformations in modern society put before the specialists of psychological and pedagogical profile more and more tasks related to the search for alternative resource health protective psychotechnologies as an instrument for ensuring the harmonization of personality's development.

The results of the analysis of the fifteen-year psychological and pedagogical practices of the author of this article give grounds to assert that one of the popular features of the individual as a progressive society rod is the emotional stability. Disappointing results of sociological researches connected with health of the citizens of Ukraine voiced in numerous statistical reports of the Ministry of Health and Ministry of Education in recent years led to the urgent need for the development of corresponding component of the Ukrainians' identity.

One of the objectives of our study was to identify the factors of root causes that increase the manifestations of emotional instability of the bodies of children and adolescent-learners of the general education institutions. In particular, during the research work, it was created a focus group of 50 specialists from psychological

services of the educational institutions (Luts'k, Pereyaslav-Khmelnytskyi) in order to analyze the psychological stressful situations that provoke emotional stress and cause the impairment of the learner's emotional sphere and generate the need for psychological support by a psychologist. So, each of the specialists analyzed the statistics of the appeals to psychological service during the last year. In the course of a joint work of the group, it was made an attempt to bring the root causes of the appeals of children and adolescents to a common denominator. Practitioners-psychologists have identified the following typical stressful situations that cause violations of the student's emotional sphere: tense situations that foresee violations of the interpersonal relationships and attitudes; tense situations related to the educational process; tense situations caused by contradictions in the individual "I" of a learner; tense situations stipulated by the "I" of a student in the system of social relations; tense situations related to the human state.

During the work of a focus group the specialists noticed the importance of finding the innovative psychotechnologies to ensure the quality of the process of forming the skills to stabilize the own emotional state in the younger generation. Such method as an art therapy was distinguished and its use in the process of forming the health-saving competence in schoolchildren was substantiated.

We'll note that art therapy as a method of developing, forming and psycho-correctional influence of the artistic creativity attracts more and more attention all over the world. Art therapy is an indispensable tool for study and harmonization of those aspects of the inner world of a man, for the expression of which the words are not suitable. With the development of art therapy are connected the hopes to create such a humane, "synthetic" methodology that would equally take into account the achievement of the scientific thought and experience of art, human intellect and its sensation, the need for reflection and the desire for action, the corporeal plan and spiritual one. And, of course, the interest in art therapy may be due to the fact that in the era of domination of the technical and pharmacological direction of medicine it appeals to the internal, self-healing resources of a man, closely connected with its creative abilities.

Studies conducted under the direction of L. Lebedeva showed that art therapy work allows to solve the following important psychological and pedagogical tasks – educational diagnostic, developmental, correctional, psychotherapeutic (Lebedeva, 2003). During the art-therapeutic occupation, the interaction should be constructed in a way when children learn the correct communication, empathy, caring relationships with peers and adults. It contributes to the moral development of the individual, provides orientation in the system of moral norms and assimilation of the ethics of behavior. It occurs a deeper understanding of oneself and the own inner world (thoughts, feelings, desires). An open, trusting, benevolent relationship with a teacher is formed.

Art therapy allows you to get information about the development and individual characteristics of the child. This is the correct way to watch him/her in self-employment, learn more about the interests, values and see the inner world, uniqueness, personal originality, and also to identify issues that require special correction. In the process of training it is easily manifested the nature of the interpersonal relationships and the real situation of the each one in the team, as well as the features of family situation. Art therapy also reveals internal, in-depth problems.

Thanks to the use of various forms of artistic expression, are formed the conditions under which each child is successful in one or another activity and independently cope with a difficult situation. Children learn verbalization of the emotional experiences, openness in communication, spontaneity. In general, occurs a personal growth of a man, gaining experience of the new forms of activity, develops the ability to creativity, self-regulation of feelings and behavior. In addition, art therapy promotes the development of creative abilities of a child.

During the art trainings, the image of “I” which could be deformed earlier, corrects quite successfully, the self-appraisal improves, disappears inadequate forms of behavior, and adjusts the ways to interact with other people. Also, the good results have been achieved in dealing with some deviations in the development of the emotional-volitional sphere of personality.

The “therapeutic” effect of the art-therapeutic trainings is achieved due to the fact that in the process of creative activity is created an atmosphere of emotional warmth, benevolence, empathic communication, recognition of the value of another person’s individuality, the care for her, her feelings, experiences. It appears a feel of psychological comfort, safeguard, joy and success. As a result, the healing potential of emotions is mobilized.

In the process of studying the method of art therapy and the analysis of tools operated by it, we have identified such a tool as metaphorical associative images as an ecologically effective toolkit, which allows for such effects as confidence-building; actualization of client’s experiences; his self-disclosure; establishing contact with the internal parts of the individual; study of its values and motives; detection of displaced material; insight, reframing, structuring of the problem; search for solutions and resources; enrichment of personal meanings; expansion of the world picture; getting metaphorical feedback. And accordingly, it can become an instrument for the formation of healthcare-saving competence of children and adolescents.

Recently, metaphorical associative images or maps are gaining in popularity. In professional circles, they are known under different names: “O-maps”, ”projective maps”, “therapeutic maps”, etc. Thanks to the artist, Ellie Romano, psychotherapist Joe Schlichter and publisher Moriots Egetmeyer and its “OH-Verlag” publishing house, maps have spread all over the world and have gained more and more admirers. They are recognized as projective, diagnostic, and therapeutic tools of practicing psychologists, coaches, educators, which allows them to work in an individual or group form. The target audience may be children, adults, couples or extended families (Borodulkina, 2008). As the analysis of theoretical research and the results of practice show, the work of a specialist who carries out a psychological support of the clients should be as technologically simplistic as possible, dynamic and ecological and the most metaphorical associative images can achieve these effects.

In researching the use of art-therapeutic technologies in the process of forming the health-preserving competence of children and adolescents, we developed and

tested the author's psychotechnologies that can be used in the drawing up of the training programs, workshops, the purpose of which is the formation of health-preserving competence in children and adolescents. The proposed techniques can be used in the process of psychological and pedagogical support for children and adolescents, as well as adults who are experiencing the effects of one of the typical stressful situations that were allocated by specialist psychologists focus group. Consider some of the techniques.

In order to work with techniques it is necessary for specialist to print a set of metaphorical associative images "Tree Metaphors" (compiler Kuzmenko T.M.), which can be found and downloaded by hyperlinks at [drive.google.com](https://drive.google.com/open?id=1LP6K7s16t6NA4NEl5QVVe-B54K7rVLJR):

<https://drive.google.com/open?id=1LP6K7s16t6NA4NEl5QVVe-B54K7rVLJR>

Techniques using a set of metaphorical associative images

"Tree Metaphors".

Technique "Grieving"

To study the stages and processes of customer's grieving, the provision of resources.

Procedure.

Phase 1. The deck is decomposed in front of the client in a way that he has the opportunity to see all the images and make his own choice without difficulty. The client is offered to choose from a set the image of a tree that is most similar to a tree which is in a state of grief.

Phase 2. The client is asked to tell about the tree and reflex according to the scheme shown below.

- Why do you think this tree is in a state of grief?
- What is the reason that this tree is in a state of grief?
- If the tree was able to feel, what feelings did arise from him?
- What kind of feelings forbids a tree?
- If the tree was able to speak, what would it say?
- What words does the tree prohibit for itself?
- What words can the tree say about the client now?

- If the tree was capable to act, what it would like to do now?
- What actions does a tree prohibit for itself ?
- Is there someone or something near the tree?
- What feelings does the tree have for those who are present?
- What thoughts arise in the tree with respect to those who are present?
- What words does the tree want to say those who are present?
- What does the tree want to do in relation to those who are present?
- What feelings arise in those who are present in relation to the tree?
- What thoughts arise in those who are present with respect to the tree?
- What words do those who are present say the tree?
- What actions are those who are present do in relation to the tree?
- Does the tree need for a help from others?
- If the tree wanted a help, who or what could help it?
- Whom first would the tree ask for a help and why?
- Whom wouldn't the tree ask for a help and why?
- What should be done to make the tree feel good?
- What resources are needed for the tree at this time and in this place?
- What resources can the tree give to the client?

If there is a need for questions, they should be formed in accordance with situation the client speaks.

Phase 3. After completing a work on the proposed task, the client voice the information about what he felt during the work, what were the feelings in the body, what thoughts did occur? What does he want to do now?

Phase 4. The psychologist asks the client to choose from a general set for phototherapy another tree that will become an assistant for a tree that is in a state of grief. The client chooses and argues why this tree is an assistant and what will it help in this place and at this time?

Phase 5. At the end of the work there is a general reflection, summing up of the results and the announcement of the significance of the work done for the client.

Technique «Research of the genus»

To study the client's genogram, generic installations, script solutions, the search for resources of the kind that are necessary for the client to harmonize his internal processes.

Procedure.

Phase 1. The deck is decomposed in front of the client in a way that he has the opportunity to see all the images and make his own choice without difficulty.

Phase 2. The client is invited to choose from a set in an open way the image of a tree, which, according to his feelings, the most closely resembles it. The card is located opposite the client. The client's task is to explain why he chose this particular tree. What kind of particular information would you like to talk about each tree? What thoughts arise in the client after the work done? What are the feelings of the client after the work done!

Phase 3. The client is offered to choose from a set in an open way the image of the trees, which, according to his feelings, is the most similar to his parents.

These images are arranged on a card with a tree, which is similar to the client's feelings. And then decomposition is formed in the form of rows, which are located in the direction from the client. That is, approximately is formed a triangle the lower angle of which is directed to the client. The base of the bottom corner is a card which according to the client's feelings is similar to him.

For customers who do not know their parents, this item is also mandatory. And for them, the next line of cards will make the images of trees that are similar to those who replaced their native parents. There may be customers who do not know about their own family, but they know about the kind of people who have replaced their parents. For them, a work within the technique will be oriented to the study of the genus, which replaced the own one. If customers know some kind of information about their family, then work is carried out in the key of their own kind and in parallel with the kind that replaced their own.

The client's task is to tell exactly why he chose this tree. What kind of special information would each tree like to talk about?. What role does it play for the client?

What thoughts arise in the client after the work done? What are the feelings of the client after the work done!

Phase 4. The client is invited to choose from a set in an open way the image of the trees, which, according to his feelings, are the most similar to his native sisters and brothers, if any. The client's task is to tell exactly why he chose this tree. What kind of special information would you like to talk about each tree? What role does it play for the client? What thoughts arise in the client after the work done? What are the feelings of the client after the work done!

Phase 5. The client is proposed to choose from a set in an open way the image of trees, which, according to his feelings, are the most similar to all his relatives on the maternal line (even if they were already dead or the client did not know them but heard about them), here is included all information about aborted, missing persons, etc. The client's task is to explain why he chose this particular tree. What kind of special information would you like to talk about each tree? What role does it play for the client? What thoughts arise in the client after the work done? What are the feelings of the client after the work done!

Phase 6. The client is offered to choose from the set in the open way the image of the trees, which, according to his feelings, are the most similar to all his relatives in the parent's line (even if they were already dead or the client did not know them but heard about them), here is included all the information about aborted, missing persons, etc. The client's task is to tell exactly why he chose this tree. What kind of special information would you like to talk about each tree. What role does it play for the client. What thoughts arise in the client after the work done? What are the feelings of the client after the work done!

Phase 7. The client is offered to carry out a general reflection of the work done and to voice all the resources that he can take from his own genus or from genus of persons who have replaced his own one.

Very often, in the process of working with this technique, there are situations when the material raises the client's images of a particular member of the family. The task of the psychologist is to maximize the client's stabilization by focusing on

the fact that work within this technique is not aimed at working with images, but is directed at work with the search for resources of the genus. The next task of the psychologist is to isolate the situations of the images and orient the client for additional sessions, which will involve the work on each member of the family, that cause in client the feelings of insult. The number of additional sessions will correspond to the number of personalities in relation to which the client experiences the feeling of an insult.

Technique «Balance of Life»

It is directed for diagnostics and correction of psychological balance of the spheres of client's life.

Procedure.

A well-known fact is that in human life there are areas where he/she carries out the own self-realization. Each person has the following spheres of the life: family, children, career, friends, creativity, health, money, rest, etc. The laws of harmonious human life in the world assume that all these areas should be in the energy sector of psychological balance as one in relation to another, only then implements a general harmonization of personality's development.

Phase 1. For a work the client is invited to explore the own areas of life. The client takes in his hands the pre-formed basis in the form of a sheet A-3 on which is drawn circle broken into eight equivalent sectors. Each sector has a name that corresponds the sphere of life. In order to work within this technique we will take a family, children, career, friends, creativity, health, money and a rest. But each client can write the names of the spheres according to the own feelings.

Phase 2. The client is offered to take openly from the general set of phototherapy images of trees those, which, according to his feelings, correspond closely to each of the spheres of his life. The psychologist stimulates the client to argue with each choice of questions: "Why does this tree correspond to this area?", "What do you feel when you find a tree that corresponds to a particular field?" and others.

In general, the further work is carried out in the direction of tracking the balance of each sphere (each image is analyzed). Some customers choose the broken trees for some of the spheres of life, they are torn with roots, and so on. In this case, the task of the psychologist is to ask about these images: “Why is this tree in this state?”, “What it is necessary to do in order to help him?” etc. It is clear that the tree, in these cases, is a projection of the sensations of the real state of functioning of the client’s sphere of life like “in this place and at this time” and the joint task of the psychologist and the client is to find the ways of the resource use in the corresponding sphere. What techniques can achieve this? See point 3.

Phase 3. Let’s imagine that one of the circle sections contains a tree image that is broken and the client expresses his negative feelings about it and he is ready to work at the session in the direction of finding the ways to use a resource in the proper sphere of the own life. The psychologist offers the client to take from the general set as many cards with images of trees as wants the client. But the main condition is that each of the newly chosen trees will bring additional resources to the relevant sector that are necessary to balance and harmonize the appropriate field. The client reflects on each image, feelings, processes in the body, thoughts that appeared in relation to the tree that was in the sector from the very beginning, etc. The main task is to create a new visual model, metaphorically understandable to the client. This model will become a kind of strategies for harmonization of the client’s sphere of life, which requires additional resources.

There are cases when customers filled the segments of the spheres of life with images and these images, at first glance, are from the category of traumatic experience (cut, broken, burned). In the process of reflection, the client says that this tree should be in this area, it suits him for the moment. Analyzing this behavior of the client, one can make several hypotheses: 1) the client translates the state of the victim and he needs it for something; 2) the client is at the stage of transformation of the corresponding sphere of life; 2) the psychological mechanism of protection is activated, etc. The task of the psychologist, in such cases, is to go for the client, to

find his “actual development zone”. The main thing is the ecology of psychological support.

Phase 4. The option, in terms of technology, maybe the work on consideration of the each sphere separately. This work is carried out in the same way as the previous one. In general, on the sheet of paper A-3, a circle with the same segments is depicted. The circle is signed as “Sphere of my life (for example,”Rest”). From the general set are selected the trees which, according to the client’s feelings, are the components of the sphere of life “Rest” and metaphorically reflect them. Further a psychological support is carried out under the above-stated scheme.

Phase 5. Completion of the exercise. General reflection, summing up, voicing over of client’s own experiences, outline of the strategies for further work towards harmonization of the own spheres of life.

Technique “I’m real. I’m perfect”

It allows identification of the client’s beliefs about his I-real and I-ideal and identifies the true feelings of the client towards himself.

Procedure.

Phase 1. The deck is decomposed in front of the client in a way that he has the opportunity to see all the images and make his own choice without difficulty.

Phase 2. The client chooses two cards from the general set - I-real and I-ideal, decomposes them in front of him and reflects on why these images he chose to feel in relation to the selected images, how he realized that these images correspond to the I-real and I-ideal, which sensations in the body arose when he selected the images, etc.

Phase 3. The psychologist offers the client to put each card on a clean sheet of paper A-4.

Phase 4. Further work will be aimed at creating a list of qualities that must fit each of the tree. The list of qualities should be at least 30. So, in the end, in front of the client will lie two sheets of paper on which trees are imprinted metaphorically, according to the client’s feelings, correspond to his own understanding of the concept “I am real” and “I’m perfect”, and under the images are drawn the lists from about thirty qualities (on each sheet), which characterised “I-real” and “I-ideal”. The client

reflects on how he created the corresponding list, which as he felt was difficult and achievable in the course of the relevant work that conclusions can be made in general after the work at this stage of using the technique.

Phase 5. The next stage of work, within this technique, will be the work on selection from two lists of those qualities that are inherent to both trees. The customer writes out these qualities on a separate sheet of paper A-4. He highlights the qualities which he already has and the ones he lacks.

Phase 6. The client chooses from a general photodetector deck the tree that has all the characteristics from the third list and reflects on why this tree has such characteristics.

Phase 7. The psychologist asks the client to examine carefully the image of the third tree and imagine that the tree can talk and addresses to the client itself with the words that it gives these qualities to the client as a resource. The client carries a reflection.

Phase 8. The client carries out a general reflection of the work done.

Technique “The tree of my Prosperity”

The technique is aimed at developing the skills of forming in a client the state of the own psychological well-being “in this place and at this time”.

Procedure.

Phase 1. The client is invited to choose an image from the general set, which, according to his feelings, corresponds to the topic “My welfare tree”. The client performs a general reflection voicing over the information about why he chose this image, which sensations arose when viewing all the images and feelings that arose when the required image was found.

Phase 2. The psychologist offers the client to distinguish characteristics that gave the client a reason to testify that this is a tree “about his welfare”. Characteristics are written on a sheet of paper. The following is an analysis of the records. The task is to analyze each of the characteristics and determine if there is an appropriate feature in the client. If any of the features the client does not have, then an important condition for further work will be the construction of a scheme, through

which, the client can obtain the appropriate characteristics. An option for this work can be the answers to the questions presented below.

- What do you think, why do not you have such characteristic features?
- Why do you need this feature?
- Where did you find the information that this characteristic feature corresponds to the concept of well-being?
- What should your actions be to get this characteristic?
- If you had this feature now, what would you feel?

Further questions should be formed according to the current state of the client.

Phase 3. The next stage of the work will be an “appeal” on behalf of the image, which was previously selected by the client. The client is offered for a moment “to imagine himself a Tree of Welfare” and to turn on its behalf to the client himself with the phrase “I am the tree of your welfare and I allow you to be in this place and at this time to use my strength and to feel well in a state of welfare”. The psychologist asks the client to withdraw from the role of the Tree of Welfare and to reflex all that happened to him.

Phase 4. Completion of the exercise. General reflection, summing up, announcing of the own client’s experiences, outlining strategies for further work in the direction of developing the feeling of the own welfare.

Technique “Garden of joint efforts”

The technique can be used to develop teambuilding skills, to analyze the importance of each participant in the tasks performed.

Procedure.

Phase 1. The participants are encouraged to create a garden, which will symbolize prosperity, activity, efficiency, importance of each tree, etc. It is necessary to prepare a sheet of paper A-5, color pencils and other means for the depiction. The main condition is that each member of the group will select several trees, arrange the images on a sheet of paper, and a place for them, using the means for the depiction. The technical condition is that tree images should not be glued or trimmed. Group

members should prepare a garden presentation, justifying why each tree “grows” in the garden.

Phase 2. As soon as the work on the first task is completed, the psychologist asks for the removal of cards with images of trees and shows that in their place there were empty places. The psychologist reports that only the presence of trees made the sheet look like a garden, just as the presence of each member of the group makes this group a strong collective with a huge resource.

Phase 3. Participants carry out a general reflection answering the question: “What gave them work in the field of technology?”, “What feelings do they have during the work?”, “What difficulties did they face?”, “What was the general atmosphere during the work?”, “Why, in their opinion, the psychologist proposed to use exactly this technique?” etc..

Technique «Sociometric study»

The technique is used to establish the sociometric status of the team members and can be used for correction.

Procedure.

Phase 1. Participants of the group are invited to choose from a single deck a tree and imagine that the table is just a plowed plot of land. The objective of the participants is to place the tree in an imaginary area in a way of comfortable growing in a young garden.

Phase 2. The psychologist asks each member of the group to argue why he believes that it will be convenient for a tree to grow on the appropriate part of the plot. The participants answer.

Phase 3. Completion of the exercise. General reflection, summing up, announcing by the participants of their own experiences and opinions.

In the process of work can be done also a corrective work. For example, you can ask the group members: “What does everyone feel when looking at the trees that are located next to their personal tree?”, “Is it comfortable for the personal tree on the imaginary plot of land to be next to other trees?”, “If it is not comfortable, where it would be better?” etc. The work of the psychologist, in this case, will be aimed at the

harmonization of psychological climate in the team, emphasizing the importance of each member of the group and the group as a whole, coverage of the information on the ecology of the stay of each member of the group in a single team, respect for each person's space, tolerance etc.

Technique “The tree as a feeling and a state”

The technique can be used to identify the range of feelings and states of the client, research of the root causes of somatic manifestations, etc.

Procedure.

Phase 1. The psychologist asks the client to choose 3 cards from the general phototherapeutic set in the closed way and put them with shirts upside down in front of him.

Phase 2. The client alternates with each card and answers the questions below.

- You see in front of you an image of a tree, what kind of feeling it causes in you (with what kind of feelings you could identify it)?
- Why do you have these feelings in relation to this tree?
- What caused these feelings?
- Didn't you have such feelings that arose when you saw the image or you felt it before you saw it?
- If this tree could feel, what would it feel?
- If you could imagine that the tree is the human body, where would you focus the feelings you are telling about?
- How do you think is it good for the tree with these feelings?
- If not, what can be done to make this tree good?
- If you imagined yourself instead of the tree, what would you feel?
- What kind of feeling appeared in your body and why?
- If the feeling is bad, what needs to be done in order to be good?
- What resources can you take from this tree?

This procedure is carried out in relation to each image. Questions should be unobtrusive. If a psychologist feels that the quality of the question is traumatic to the

client, they should not be included in the discussion. An important and compulsory job is the last question about tree resources.

Phase 3. Completion of the exercise. General reflection, summing up, announcing of the client's own experiences regarding the overall work within the techniques, selection of the information about what gave the client a work in the field of technology.

Technique "The needs of the tree"

The technique is suitable for those clients who are working on the determination of their basic needs that are not provided in the process of life and this state of unfulfilled needs causes the internal tension.

Procedure.

Phase 1. The psychologist asks the client to choose 5 cards from the general phototherapeutic set closely and put the shirts up.

Phase 2. The client alternates with each card and answers the questions below.

- What do you see in the image?
- What is this tree?
- What kind of feeling does it have for you?
- What are the needs of this tree?
- Does this tree have the unprovided needs?
- If you imagine that on this card you are depicted instead of the tree, will you have such unprovided needs?
- If so, what are the ways to meet the needs?

The work on the appropriate scheme is carried out with all following four images.

Phase 3. Completion of the exercise. General reflection, summing up, voicing of the client's own experiences regarding the overall work within the technique, the selection of information about what gave to the client a work in the field of technology.

Researching the topic of the use of art-therapeutic technologies in the process of forming the emotional stability of the individual, it should be noted that metaphorical

associative images, in the condition of the correct use of the appropriate tools, can become effective and ensure the quality of the process of psychological and pedagogical support of the individual who is experiencing the consequences of being in typical stressful situations, which increase the level of emotional instability. Metaphorical associative images will be useful in developing training programs, seminars, express-consultations and other events aimed at creating and improving the level of emotional stability of the individual.

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