



Egyptian  
Journal

# For Specialized Studies

Quarterly Published by Faculty of Specific Education, Ain Shams University



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المصرية  
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## Correspondence:

Editor in Chief

365 Ramses St- Ain Shams University,

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Tel: 02/26844594

Web Site :

<https://ejos.journals.ekb.eg>

Email :

[egyjournal@sedu.asu.edu.eg](mailto:egyjournal@sedu.asu.edu.eg)

ISBN : 1687 - 6164

ISSN : 4353 - 2682

Evaluation (July 2024) : (7) Point

Arcif Analytics (Oct 2024) : (0.4167)

VOL (13) N (46) P (1)

April 2025

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الصفحة الرئيسية

م	القطاع	اسم المجلة	اسم الجهة / الجامعة	ISSN-P	ISSN-O	السنة	نقاط المجلة
1	Multidisciplinary عام	المجلة المصرية للدراسات المتخصصة	جامعة عين شمس، كلية التربية النوعية	1687-6164	2682-4353	2024	7



التاريخ: 2024/10/20  
الرقم: L24/0228 ARCIF

سعادة أ. د. رئيس تحرير المجلة المصرية للدراسات المتخصصة المحترم  
جامعة عين شمس، كلية التربية النوعية، القاهرة، مصر  
تحية طيبة وبعد،،،

يسر معاميل التأثير والاستشهادات المرجعية للمجلات العلمية العربية (أرسياف - ARCIF)، أحد مبادرات قاعدة بيانات "معرفة" للإنتاج والمحتوى العلمي، إعلامكم بأنه قد أطلق التقرير السنوي التاسع للمجلات للعام 2024.

ويسرنا تهنئكم وإعلامكم بأن المجلة المصرية للدراسات المتخصصة الصادرة عن جامعة عين شمس، كلية التربية النوعية، القاهرة، مصر، قد نجحت في تحقيق معايير اعتماد معاميل "أرسياف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وللاطلاع على هذه المعايير يمكنكم الدخول إلى الرابط التالي: <http://e-marefa.net/arcif/criteria>

وكان معاميل "أرسياف Arcif" العام لمجلتكم لسنة 2024 (0.4167).

كما صنفت مجلتكم في تخصص العلوم التربوية من إجمالي عدد المجلات (127) على المستوى العربي ضمن الفئة (Q3) وهي الفئة الوسطى، مع العلم أن متوسط معاميل "أرسياف" لهذا التخصص كان (0.649).

وبإمكانكم الإعلان عن هذه النتيجة سواء على موقعكم الإلكتروني، أو على مواقع التواصل الاجتماعي، وكذلك الإشارة في النسخة الورقية لمجلتكم إلى معاميل "أرسياف Arcif" الخاص بمجلتكم.

ختاماً، نرجو في حال رغبتكم الحصول على شهادة رسمية إلكترونية خاصة بنجاحكم في معاميل "أرسياف"، التواصل معنا مشكورين.

وتفضلوا بقبول فائق الاحترام والتقدير

أ.د. سامي الخزندار  
رئيس مبادرة معاميل التأثير  
"أرسياف Arcif"



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# **Art Education and Art Therapy Teacher**

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**Prof. Mustafa Mohamed Abdel Aziz <sup>(1)</sup>**

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**Prof. Afaf Ahmed Mohamed Farraj <sup>(2)</sup>**

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(1) Professor of Psychology, Expression Analysis Art for  
Children and Adults Arts Faculty of Art Education, Helwan  
University

(2) Professor of Psychology of Art Education Department of Art  
Education Sciences Helwan University

## Art Education and Art Therapy Teacher

Prof. Mustafa Mohamed Abdel Aziz

Prof. Afaf Ahmed Mohamed Farraj

### Abstract

**Research problem:** The problem of the current research focuses on the position of the art education teacher, which collects it for the extraordinary of his students, it resorts to a therapeutic strategy through which he seeks to achieve his goals related to guidance and psychological counseling, and this strategy is more expensive in time, effort and money than the strategies followed by the teacher towards his ordinary students, and the current research deals with shedding light on the therapeutic strategy of the art education teacher, or the so-called art therapy, refers to the definition of art therapy, its history, foundations, objectives and some Trends and theories on which art therapy is based.

**Research Objective:** To reveal what art therapy is, its objectives, the foundations on which it is based, and some trends and theories that it resorts.

**Research hypothesis:** There is a positive relationship between the combination of creative artwork through the use of artistic media in plastic art activities and the elements of psychotherapy.

**Research Methodology:** The current research follows the descriptive approach in its correlation and survey forms.

**Keywords:** Art Education, Art Therapy Teacher

### ملخص:

**العنوان :** مدرس التربية الفنية والعلاج بالفن

**المؤلفون :** مصطفى محمد عبد العزيز ، عفاف احمد محمد فراج

**مشكلة البحث:** تتمحور مشكلة البحث الحالي حول موقف معلم التربية الفنية الذي يجمع عليه غير العاديين من طلابه، فيلجأ إلى استراتيجيات علاجية يسعى من خلالها إلى تحقيق أهدافه المتعلقة بالتوجيه والإرشاد النفسي، وهذه الاستراتيجيات أكثر تكلفة من حيث الوقت والجهد والمال من الاستراتيجيات التي يتبعها المعلم تجاه طلابه العاديين، ويتناول البحث الحالي إلقاء الضوء على الاستراتيجيات العلاجية لمعلم التربية الفنية أو ما يسمى بالعلاج بالفن، ويشير إلى تعريف العلاج بالفن وتاريخه وأسس وأهدافه وبعض الاتجاهات والنظريات التي يركز عليها العلاج بالفن. هدف البحث: الكشف عن ماهية العلاج بالفن وأهدافه والأسس التي يركز عليها وبعض الاتجاهات والنظريات التي يركز عليها.

**فرضية البحث:** توجد علاقة إيجابية بين الجمع بين العمل الفني الإبداعي من خلال استخدام الوسائط الفنية في أنشطة الفنون التشكيلية وعناصر العلاج النفسي.

**منهج البحث:** يتبع البحث الحالي المنهج الوصفي في صيغتي الارتباط والاستقصاء.

**الكلمات الدالة :** مدرس التربية الفنية ، العلاج بالفن

**Research problem:**

The problem of the current research focuses on the position of the art education teacher, which collects it for the extraordinary of his students, it resorts to a therapeutic strategy through which he seeks to achieve his goals related to guidance and psychological counseling, and this strategy is more expensive in time, effort and money than the strategies followed by the teacher towards his ordinary students, and the current research deals with shedding light on the therapeutic strategy of the art education teacher, or the so-called art therapy, refers to the definition of art therapy, its history, foundations, objectives and some Trends and theories on which art therapy is based.

**Research Objective:**

To reveal what art therapy is, its objectives, the foundations on which it is based, and some trends and theories that it resorts.

**Research hypothesis:**

There is a positive relationship between the combination of creative artwork through the use of artistic media in plastic art activities and the elements of psychotherapy.

Research Methodology: The current research follows the descriptive approach in its correlation and survey forms.

**Boot:**

There is no doubt that the educational process in general is a complex process, in which many factors are intertwined, and a good teacher is the art education teacher who is aware of these factors, their importance and functions, and he is the one who works to benefit from them during his educational positions, putting in front of his eyes the processes of growth and improvement that his student must go through from time to time.

The art education teacher in his educational positions that bring him together with the normal and ordinary of his students, and through the provision of technical expertise seeks to achieve

many and varied goals, including those related to guidance and psychological counseling, and these goals can be achieved through development and preventive strategies, as it relates to the development strategy Developmental what is provided to ordinary students to achieve more efficiency and compatibility to the maximum extent during their longevity growth journey, and relates to the preventive strategy All psychological immunization operations against problems, disorders and mental illnesses. That is, this strategy cares about the healthy and healthy before it cares about the sick.

As for the art education teacher, in his educational attitudes that bring him together with the extraordinary, he seeks to achieve his goals related to psychological guidance and counseling through a therapeutic strategy. It needs a more precise specialization in psychological aspects if compared to the development and prevention strategies, as well as this strategy is more expensive in time, effort and money and does not guarantee that its success rate will be 100%. The following are some highlights of the therapeutic strategy of the art education teacher or the so-called art therapy (Hamed Zahran 1980).

### **Changing perception of art therapy:**

Some people working with the disabled used to rely on work – therapy through work – and work means manual labor alone as a means of treatment, such as ironing clothes, or repairing shoes, and the idea of relying on creative activity was seen with a kind of irony, as work therapy was the pillar, but this idea has now changed greatly and creative work has become an important role in treatment through plastic arts and other types of arts.

### **History of art therapy:**

Through our reading in the history of the arts, we find that artistic expression existed since the existence of the first man and cave drawings testify to the validity of that time, and that the artist's drawing of these things was not often just for fun and pride



in mastering the work of art, but the goals were psychologically deeper. The drawings of cave artists were aimed at subconscious relationships with the subjects of their drawings. Throughout history, we find that man has tried and is still trying to express himself through the arts, whether music, or plastic arts and theatrical arts with their diverse and evolving faces and forms over time.

These arts have been throughout the ages helping man to bear the burdens and difficulties of life and try to treat him psychologically indirectly, and in Europe philosophers began to pay attention to the therapeutic process in some forms of art, especially in music, and began to notice the extent of their therapeutic impact on neurological and hysterical diseases. They then began to design musical compositions that had a special impact on psychiatric patients (Feder 1981) and from that moment began the history of music therapy.

As for treatment through plastic arts, there were no clear scientific positive features of its therapeutic importance until the studies of the psychologist Freud (1856-1939 AD) gave way to some lines indicating what art is and the ability of plastic arts to embrace psychological feelings directly related to the artist revealing his psychological personality. Freud says in that regard, "the artist expresses unconscious desires in polite symbolic forms, prevented from showing the truth of the superego" (Carter 1972), and in fact that Freud, with his lack of practice of art, unlike other contemporary psychologists, but he had the mental abilities to understand the role of plastic art to highlight the unconscious symbols that the work of art contains, and in his analytical study of Leonardo da Vinci (1948) one of the attempts to understand some of the expressions through which the The character of that artist.

As a contemporary of Freud, Yungy appeared, who became famous in the field of analytical psychology and disagreed with Freud on some ideas, including sexual motives. As for talking about art and its role in highlighting unconscious

symbols, he emphasizes that formal symbols are personal experiences that have been partially formed and have special global meanings and relationships, in addition to that, he focused on the innovative and artistic process within the general framework of his therapeutic theory, due to its importance in helping the specialist to identify the patients' personal condition.

Freud and Young's findings and explanations of the unconscious gave art therapy practitioners ways and methods to detect psychological symptoms. The methods of art therapy are based on two powerful sources, speech, drawing and formation as a basis for extracting repressed meanings, as artistic expressions, as analysis, allow the soul to express subconsciously, where meanings and symbols come out without the patient's awareness or (expressive). As a result of the art therapist's practice in these types of artistic expressions, he can analyze, extract symbols, discuss them with his patient, and then guide the treatment methods.

These ideas put forward by psychologists attracted the attention of pioneers of art therapy such as Margaret Naumburg in the forties in New York and others who devoted all their efforts to serving the idea of art therapy. Numberg employed art as psychoanalysis in the forties due to her experience in the field of psychoanalysis, where she studied and applied psychoanalytic theories at the same time. Nemberg was followed by another pioneering scientist in the field of art therapy, Edit Kramer.) in the fifties, which practiced the idea with children in schools until their psychological problems are exposed and then directed artistic programs directed to solve those problems. This was the modern beginning directed in the field of art as therapy, which caused a scientific stir, and some of it still exists until now in the world of therapeutic psychology, art and education through art alike, and since the first dash in the forties, enthusiasts of art education in the United States began to study psychology and employ their artistic expertise, in addition to their deep belief that art is not just a brush and cloth, chisel and stone only, but deep

ideas and sensations that have direct relevance to the artist and his social background in addition to This is their knowledge that the work of art is not just an image subject to certain artistic rules, but in addition to that it carries certain symbols that tell an experience, but rather hidden psychological experiences that have a direct relationship to the personality and nature of that person.

These great efforts by artist educators in the United States of America led to the establishment of the Art Therapy Association in 1960 and in 1969 it was adopted that the function of the Art Therapy Association is to spread the idea and practice of art therapy in the United States and then other countries. This association has worked to achieve its goal by starting to convince American universities to open graduate departments in the field of art therapy. To date, there are several master's programs and four doctoral degree programs. It is worth mentioning here that the Art Therapy Association directly supervises all study programs in universities in addition to all areas of work, including hospitals and private clinics. The Art Therapy Association of America is eligible to grant practice certificates. Here are some important aspects of the subject of art therapy.

### **Definition of art therapy:**

Fink et al. know Fink et.al. (1967) Art therapy as "that system that blends elements of psychotherapy with the patient's sources of creativity and expression" (Corsini, 1981). The American Art Therapy Association (1981) defines art therapy as "the opportunity for non-verbal expression and communication, and there are two main trends in this area, the first: art as therapy, which means that the creative process can be a means of reconciling emotional conflicts, and fostering self-awareness and personal growth. The second direction is art as a means of psychotherapy, in which product and dilapidated meanings are used in an effort to help the individual find a more harmonious relationship between his inner and outer world" (Corsini, 1918).

Rubin (1984) states that art therapy "generally refers to understanding and helping the individual through art, by using art as a tool for continuous catharsis and unfolding."

Wadeson (1987) defines art therapy as "a descriptive expression that defines the type of treatment to which it refers, finding that therapy is the noun, and art is the adjective."

London (1988) points out that "creative work becomes a cure if it has two basic conditions, the first of which is when the two parties concerned – the client and the therapist – have a clear common goal, which is to put forward unwanted life experiences, and replace them with fruitful and valuable experiences, while the second circumstance is achieved when creative science and the topics it generates are used as a mirror of the mind in the materials that the client projects and explores of ideas and events related to himself, his life and the world around him."

Dalley & Case (1992) define art therapy as "the use of different artistic mediums through which the patient can express the themes and interests that have driven him to therapy."

Abdul Muttalib Al-Quraiti (1995) points out that "art therapy is a relatively new professional and academic field, and it is based on adapting plastic artistic activities, and employing them in an organized and planned manner, to achieve diagnostic and therapeutic and psychological developmental purposes through the use of possible artistic media and materials in individual or group activities, restricted (directed) or free (optional), according to the objectives of the treatment plan and the development of its stages and the purposes of both the therapist and the needs of the client himself."

Colman (2000) defines art therapy as "a form of psychotherapy in which the client or patient is encouraged to express their feelings and internal struggles through art."

While the Credentials Board The Art Therapy (2000) defines the profession of art therapy as "a humanitarian service

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that uses artistic media, images, the creative artistic process, and the patient/client's response to the artistic product that has been created as a reflection of the growth and development of the individual in terms of his abilities, personality, interests and conflicts, the practice of art therapy is based on knowledge of progressive and psychological theories that have been widely applied as assessment and treatment models, which include psychodynamic, cognitive, and interpersonal. Any other therapeutic means that reconcile emotional conflicts, support self-awareness, develop social skills, control behavior, solve problems, reduce anxiety, help to move towards reality, and increase self-esteem. Art therapy is an effective treatment for people with developmental, medical, educational, social and psychological disabilities, and can be practiced in mental health and rehabilitation institutions, medical and educational institutions, and art therapists serve humans of all ages, genders and different cognitive backgrounds in an individual, bilateral, family or group form.

The conclusion of art therapy is a system that mixes the elements of psychotherapy and creative work, through the use of various artistic media in plastic art activities, through which the patient can express and communicate non-verbally, vent and reveal the unconscious by projecting feelings, emotions and conflicts in the artistic product, and then talk about them, which helps him to clairvoyance the reality of his problems underlying his illness, and work to solve them.

### **Foundations of art therapy:**

The genesis of art therapy is based on a set of foundations, defined by "Nomberg" (1987) as follows:

- \* Unconscious feelings and thoughts are easier to express automatically in images than in words.

- \* The projection of an individual to his internal conflicts in a visual image does not require skill or technical training.

\* The projection of one's internal conflicts into a visual image leads to the development of symbolic communication between the patient and the therapist.

\* The artistic expression produced in art therapy embodies unconscious materials such as dreams, conflicts, childhood memories, and fears.

\* Works projection of conflicts and internal fears in a visual image to crystallize them in the form of tangible fixed resists forgetting, and be evidence of the launch of conflicts from the subconscious, begins the patient to separate from his conflicts, which makes him able to examine his problems objectively increasing.

\* The patient's explanation of his artistic production verbally leads to free collapse around his artistic projections, which increases his ability to express verbally, especially in those who find it difficult to express themselves verbally, and the patient's subjectivity is encouraged by his increased ability to participate in the verbal interpretation of his artistic production, and gradually replaces his previous dependence on the therapist with a narcissistic emotional charge towards his art, and the patient is gradually freed from excessive dependence on the therapist.

Abdul Muttalib Al-Quraiti (1995) also points out that art as a self-creation gives the patient a growing sense of success and a sense of ability to achieve, which acts as a means of compensating for the inability and frustration that the patient may feel, which leads to supporting the patient's ego, and contributing to the growth of his psychological organization that can work under pressure without collapse.

Based on the above, art therapy has originated and derived its foundations from the principles of Freudian psychoanalysis in understanding psychological dynamics, and that the main difference between art therapy and psychoanalysis is that the patient's unconscious pictorial experiences such as dreams and

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fantasies are replaced directly in art therapy in a visual actual way, while in psychoanalysis internal visual experiences are translated from non-verbal communication to verbal communication.

### **Objectives of art therapy:**

The specific goals of the art therapy process vary depending on the type of problem experienced by the patient applying for art therapy, but here we will address the general objectives of art therapy, as Levick (1981) points out that art therapy aims to:

- \* Provide a venting experience by using art as an outlet for inner feelings and experiences.

- \* Strengthening the ego, by releasing the psychological energy that has already been exhausted in the process of suppression, by venting these components in the artwork, and returning this psychological energy back to the ego, which leads to supporting and strengthening the ego.

- \* Reduce guilt.

- \* Developing the ability to integrate and communicate  
Corsini, 1981.

Landgarten B. Helen (1981) argues that art therapy aims to help patients understand themselves more deeply, recognize how they perform their different roles, as individuals, as part of the family, or within the collective system, facilitate creativity, and reduce the requirements of the superego.

From the above, the primary goal of art therapy is to provide a venting experience that contributes to strengthening the ego to achieve self-control, personality integrity, and the ability to communicate with others. On the one hand, and on the other hand, there are limits to the use of art therapy, as both "Robin" (1984-1988) and "Gladding" (1992) point out that some individuals resist doing anything creative because they believe that art therapy is only used with individuals who are very



troubled, and art therapy is not the same. Effectiveness with people working with art (visual artists), those with Concrete Thinkers, and the mentally disturbed, as well as the potential for abuse of art therapy by unskilled, or undertrained therapists (Moss L., Deborah (1993)).

### **Some trends and theories in art therapy:**

Woodson ( Wodesom, Harriet 1987) to the existence of a division with a historical dimension in the profession of art therapy, and that this division was more prominent in periods than others, and this division appeared in the approach to art therapy in the writings of both "Margaret Nomberg" (1996), and "Edith Kramer" (1971), and this division was officially recognized in the first debate at the annual conference of the American Society of Art Therapy in (1982)

Naumberg considers art a symbolic language, and is more interested in its meaning, relying on verbal interpretation, clairvoyance and transformation, with less emphasis on artistic quality, and this trend is called "art psychotherapy." Art Psychotherapy While Kramer's orientation varies, it encourages and provokes creative activity not as a means of revealing subconscious hidden material, but as a means of raising disturbing motives, or primary energies, and turning them into an achievement supported by the ego, where creative activity is used to produce something of positive value (artwork), which gives the individual a sense of satisfaction with achievement (Dileo H., Joseph 1993).

Thus, "art becomes a means of compensating for what the individual feels of helplessness and shortcomings psychological, or physical, or social, through artistic expression can satisfy the individual to some degree his needs and desires frustrated that he was unable to achieve in reality, and find his wishes that he seeks, and his perceptions of the future, not only for himself, but for the world that aspires to exist (Abdul muttalib Alquraiti 1995).



This trend is called "art as therapy." Art as Soil. Waddison (1987) argues that the art therapist should be guided by the needs of his patients, as "art as therapy" may be a more appropriate method for those who are unable to clairvoyance, as well as those who are attracted by the practice of art. Art MakingShe adds that she has worked with many patients who have benefited from both directions entirely, and there were those who were more receptive to "art as therapy" during certain periods, and the "clairvoyance-oriented method." Insight Oriented Approach in other periods (Wadson, Harriet 1987).

Wadson (1987) agrees with Levik (1986) above, stating that few art therapists continue to stick to one method, and that many of them have become more aware of the fact that some people benefit from one method more than the other, and art therapists often mix the two methods, and a skilled art therapist is able to provide the best means of artistic expression for a particular patient, regardless of which method he prefers (Mosis L., Deborah 1993).

Despite this division in the theoretical orientation in the field of art therapy, this field has not developed a theoretical basis that can be applied. Wadson (1987) states that in contrast to Jung's psychoanalysis and analytical psychology. Jung, Gestalt therapy, or even behavior modification, art therapy did not provide a conception of the psychological structure of man, nor did he develop certain concepts, such as the concept of ID Freud, or the concept of stimulus in behaviorism, or any other concepts used in other methods and theories of psychology (Wadson, Harriet).

Moss explains. Moss (1993) that art therapists have learned to mix artistic skills with different psychology theories, and therefore some art therapists work on the basis of psychoanalytic theory, and some follow behaviorism or gestalt, and so on (Moss).

The research on the theory of art therapy continues to the present day and the research has resulted in trends and concepts

that may come at the right time to come together and become a theory of art therapy. But nowadays this field is still linked to its first roots, so we find it necessary to talk about some psychological theories and their connection to art in addition to the assumptions and practices of art therapists to reach a conscious understanding of the source of the idea of art therapy and its philosophical trends, which may one day be marketed to the expected theory.

### **Psychodynamic Approach**

From the theories of the dynamic direction of the psychologist we find the analytical theory, which contains some of its outlines on the study of the unconscious, where Freud represented the human soul with the iceberg that floats above the surface of the ocean does not seem from it only a small part of the surface of the water and from that came out with the idea of dividing the personality into three factors or sections of the ego, it, the superego, as each of them is related to the other to form a balanced personality. Freud was interested in dreams as an outlet for the unconscious and repressed experiences that shape the personality, and Freud noticed in his early working life that many of his patients describe his dreams in the form of visual forms. Visual Images Images, scenes, and movements and from that observation Freud came out in his way (ideas fall apart) Free-Association Here, the therapist asks the patient to explain his thoughts, dreams, or anything through free and irregular talk, and this method helps the patient to remember certain and repressed situations that have caused the creation of current psychological problems.

Returning to dreams, we find that Freud's discoveries of the importance of the image of dreams came as the basis of the forces of direction for treatment through art, as the practice of art and artwork is given a greater possibility to express dreams or any other feeling. Citing Freud's writings, Margaret Numerberg said of the importance of expression through art: "The patient experiences dreaming as formal images ... Part of the problem is

that we try to translate dreams into writings, distracting from the nature of those dreams, and the patient says that the dream can be drawn but does not know how to explain it linguistically (Naumburg, Margaret (1987)). Art therapy and the school of psychoanalysis, regardless of some differences between them, meet in helping the patient to evoke subconscious thoughts to the state of feeling, and when the patient feels And realizes the problem causing his pathological symptoms The treatment process is just to face the problem and conclude a solution to it that agrees with the wishes of the individual in the form of socially ill.

The process of perception of the causative problem occurs through drawing, when the patient produces a work of art, whether it is drawing, ceramic formation, or others. The theory here is that any work of art – With the difference of the material used – It contains formal symbols that came out subconsciously during the artistic production stage. And that these symbols are directly related to the problem that patient suffers from. Then the specialist tries to identify these symbols and link them in one way or another to the patient's background and his medical condition, trying at the same time to extract any information about the patient in relation to those symbols, and after the link between the relations between the symbol and the case occurs, the patient begins to remember certain cases related to a particular incident and at this moment the process of perception of the problem occurs. The art therapist then designs an art program where the aim is to try to adapt to these topics and try to convince the patient to adapt to them and create appropriate solutions to accept the cause and accept its consequences. In the process of the patient's perception of the pent-up problem and trying to adapt it to his current situation, the treatment process occurs, all this process occurs by practicing art from the beginning until the patient ends up making his solutions on paper or through formation.

The analytical process of the symbol and trying to adapt it to the required situation is not an easy process in itself, as it requires extensive experience from the art therapist, as that specialist must be familiar with the patient's psychological condition and the history of the pathological condition and greater experiences in symbolic expression in the community from which that patient came in addition to an in-depth understanding of the quality of the technical material given to the patient and the extent of his acceptance of it, and through understanding the technical material chosen to work during which the patient can express freely Without technical disabilities, it stands in the way of the exit of unconscious and repressed symbols through the work of art.

The art therapist who follows the analytical direction is not primarily interested in artistic mastery, but rather in the work of art that contains a message or symbol. These symbols are usually hidden in the quality of the lines, the way they color, or the choice of color itself, in the way they are planned or shaped, and in the strength or weakness of the formative movement of the work or the way it is performed. Therefore, we find that most trends of art therapy do not require previous artistic experience, and if there are previous experiences, even if they are high-level, they do not affect much in the diagnostic or therapeutic process. The path to oneself is something that an art therapist knows and is experienced in reaching his goals.

### **Young's analytical psychology:**

One of the greatest pioneers of the analytic school and influencer of the growth of art therapy, Carl Jung C. Yung 1975 – In 1961, he was born in Zurich and became acquainted with Freud after several years of studying and practicing psychoanalysis.

Jung meets with Freud in the outline of the analytical direction, but disagrees with him in other aspects, and one of the things that he disagreed with Freud are the types of unconscious, Younger divides the unconscious into the personal unconscious

and the collective or ethnic unconscious. Dr. Fakhir Aqil explained in his book – Psychology Schools – These two types and in that mentions (that the personal unconscious composed partially, and as Freud pointed out, of the emotional things and other knowledge that forgot or parted from the feeling, and finally on the other materials obtained by man subconsciously, and the collective unconscious basic and more than the personal unconscious, and from it result both the individual's life emotional and unconscious, and this deep unconscious does not appear only rarely and that in dreams and neurosis, but the fantasies of crazy people really sometimes reveal strange ideas and ways of thinking They look like drawings (or traces of racial primitives). Accordingly, attention can be drawn to the surrealist style of plastic art. Where does the artist get his ideas, his symbols and the ways of surrealist expression, all of this comes out through the collective unconscious where we notice primitive thinking and exaggerated emojis talking about things that the artist himself cannot talk about frankly and clearly.

Young in his working life as a psychiatrist and leading researcher in his field had a strong relationship with art, a relationship that may be called the relationship of searching for the formal symbol. Image Through which the researcher and therapist can access symbols related to the psychological state of the individual, and then the researcher has reached a conclusion that may help solve a problem or understand a specific point in the personality of that individual (see Rubin. J. A 1987).

One of the efforts of following Jung in art therapy is to take the idea of the formal symbol and research it deeply, where they came to collect certain symbols that have meanings and related to society and universal symbols found in all societies, appearing through drawings produced through works of art. I have collected these symbols and explained them in one book called the Dictionary of Symbols Dictionary of Symbols It was printed for the first time in 1962 at the beginning of the artistic therapeutic movement, where it relied a lot on dream symbols and a few

artistic symbols, while the second edition in 1971 contains a lot of formal symbols and explains their concepts effectively patients.

Specialists generally follow the general analytical method of treatment. But as for the diagnosis, there is a big difference, as those belonging to Jung's theory see that the energy produced in the patient's artwork is not necessarily the result of a sexual contract, but rather different energies resulting from different motives and has different relationships that may be social or religious stemming from society and the environment, and then we must look for social and religious symbols that most reach an assessment of the core of the problem and saved time and effort from searching for things and symbols that may lead to distance from the subject and from Then not reaching a specific result.

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تقديم المجلة (يونيو ٢٠٢٤) : (7) نقاط

معامل ارسيف Arcif (أكتوبر ٢٠٢٤) : (0.4167)

المجلد (١٣) - العدد (٤٦) - الجزء الأول

أبريل ٢٠٢٥

(\*) الأسماء مرتبة ترتيباً أبجدياً.