

## The Relation “Positive Psychotherapy” and Art in the Process of Therapy

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### *Abstract*

Psychotherapy is considered to be the most difficult and at the same time the most attractive manifestation of psychological competence, the pinnacle of psychological realization, the master profession. For the therapist, who aims to support the client's autonomy, art is key in the work process. This article discusses some of the art forms that used in the psychotherapeutic setting turn psychotherapy itself into art. The aesthetic experiences that the psychotherapist and the client go through on the way to achieving the desired goal are considered.

**Keywords:** psychotherapy, symptom, psychosomatic disorders, psychoanalysis, art, aesthetic experiences.

### 1. Introduction

Psychotherapy is considered to be the most difficult and at the same time the most attractive manifestation of psychological competence, the pinnacle of psychological realization, the master profession. For the therapist, who aims to support the client's autonomy, art is key in the work process. This article discusses some of the art forms that are used in the psychotherapeutic setting to turn psychotherapy itself into art. The aesthetic experiences that the psychotherapist and the client go through on the way to achieving the desired goal are considered.

### 2. Method

As difficult as it is to penetrate long-gone times, we must accept that psychotherapy, as an expression of sympathy for the sufferer, as an encouragement or a ritual that gives hope for healing, is as old as humanity. Its earliest beginnings, as a component of medical knowledge, are found in the writings of ancient authors: Platon, Seneca, and the famous Thracian healer Zalmoxis say: “The soul is healed by chants and these chants are good speeches.” At present, developing actively in recent years, psychotherapy has resorted to art, with the help of which the therapeutic process is easier and hassle-free for the client. Often, in support of his oratory skills, the psychotherapist adds to his arsenal of techniques and methods of intervention and the ability to select the appropriate art to evoke an aesthetic experience in the sufferer and automatically shift the focus from the trauma. The psychological foundations of art are rooted in the context of sensory processes. In 1860, Gustav Fechner proposed a method for the scientific analysis of the

human senses in his book *Elements of Psychophysics*. In 1876 he also introduced an “Introduction to Aesthetics” and argued that art could be studied through elements of perception. It is these elements that balance the high levels of anxiety that are registered in clients at the beginning of therapy. The psychological foundations of art are rooted in the context of sensory processes. In 1860, Gustav Fechner proposed a method for the scientific analysis of the human senses in his book *Elements of Psychophysics*. In 1876 he also introduced an “Introduction to Aesthetics” and argued that art could be studied through elements of perception. It is these elements that balance the high levels of anxiety that are registered in clients at the beginning of therapy. In the process of therapy, I use all the methods of art therapy and interventions that include art. As a result, the most appropriate is below.

### 3. Results

Music therapy is one of the most common forms of application of projective and creative techniques. Nowadays it is developing in three main directions: psychoanalytic, socio-psychological, and empirical-clinical. Its socio-psychological interpretation contributes to the development of group therapy. Empirical-clinical music therapy, also called “music pharmacology”, works with a wide range of musical styles, including modern and fun music and jazz. In all three cases, it is an auxiliary psychotherapeutic method to psychoanalysis and psychotherapy. Today, music therapy is an established method in the complex therapy of neuroses, disorders of the psychosomatic spectrum, as well as psychoses. Mystical notions of music as a reflection of transcendental supernatural forces have long since been overcome. Music is a kind of art related to the social existence of man. From the earliest childhood, a person has certain means of expressing his feelings – facial expressions, gestures, exclamations, and words, as singing and music expand and improve these means. Music is a rich field of specific human emotional experiences. Music is the most emotional of all the arts.

The musical language is a kind of aesthetic reflection of reality with a pronounced expressive and dynamic character, which enriches our sense of the world and especially of ourselves, representing a direct expression of the subjective world of human feelings.

On all the above facts are based the therapeutic goals of music therapy, generally formulated by C. Schwabe (1980) in four cycles: (1) Activation of emotional processes and stimulation of intrapsychic processing and overcoming pathogenic conflicts; (2) Activation and unlocking of social interactions on a non-verbal level, which help to overcome communication and behavioral disorders with pathogenic value; (3) Control of psychotherapeutically conditioned disorders of regulation and in particular of functionally conditioned organ disorders and other states of psychophysical stress; (4) Development and differentiation of the ability for aesthetic experience and enjoyment, where the goals of music therapy are intertwined with those of music pedagogy, without ceasing to be therapeutic – aimed at overcoming the existing deficit of emotional and aesthetic experiences in the client (Chodorow, 2010 ).

This is the core of the modern definition of music therapy as a psychotherapeutic method, using specific communication processes that unfold on a non-verbal level as inter-and / or introductions with a certain mental and somatic impact.

Music therapy is practiced in two main methodological varieties: receptive, or passive, and active. In receptive music therapy, the therapist provides the patient with music selected for therapeutic purposes with technical devices for reproduction or with the help of musical instruments. In active music therapy, the therapist deals with music for therapeutic purposes with an individual patient or with a group of patients with simple instruments, piano, other instruments, or in a choir. In receptive music therapy, the patient only perceives the music, and in active music therapy, he actively plays music himself. Receptive music therapy finds greater practical application.

Art therapy is the other widespread art form that helps the therapeutic process. Even though art therapy uses all types of art, the term has been reserved for the application of the fine arts for healing purposes. Painting and sculpture are of the greatest practical importance. Group art therapy is one of the catalysts of the group process in group psychotherapy and aims to improve contacts and make sense of interactions with emotionally significant content, to overcome barriers to spontaneous self-expression, to encourage better self-understanding and self-acceptance, and to others, to expand the range of experiences and expressive abilities of the individual and the group in which he fell. Different drawing techniques are used – watercolor, painting, graphic, finger painting, or whole hand painting – a technique widely used in children's practice. It is drawn on a given topic, such as "My fears", "My sadness", "Conflict", "My husband", etc., or without thematic focus or restriction. The discussion of the drawings in the group saturates the group conversation with the content of the patients' problems, facilitates the reaction of the affective tensions, helps the silent and self-confident to get out of their anonymity in the group. Plastics can be used very effectively in group psychotherapy - in the form of modeling with plasticine or clay (Wolpert, 1972).

Bibliotherapy uses literature material for targeted psychological impact on the patient's personality in the context of individual or group intervention. The so-called thematic discussion groups, representing a kind of group psychotherapy, centered on the conflicting experiences of patients with a relatively shorter duration of the treatment course. It is applied in closed groups. By discussing the literature, their members learn their views and strategies in given or similar conflicts and are allowed to judge them more soberly from a distance and through the eyes of other group members and the therapist and possibly correct them. At the same time, they do not always have to openly name their problems. As a modification of the method, a short story, short story, and fable are offered, interrupted at a key point of the action – the group must develop the end of the plotline on its own.

The attitude of the therapist to the patients in both cases is non-directive – he helps them to achieve accurate and thorough self-reflection and to process their psycho-traumatic experiences constructively. In this sense, the discussion of theatrical performances visited by the group is very impressive. With a good knowledge of patients and their problems, these visits have a psychotherapeutic result when the productions are selected adequately to the problem (Schwabe, 2000).

Imagotherapy is another interesting psychotherapeutic method with proven psychoneurological benefits from its application. This type of therapy is a kind of group or individual "theater for oneself." The stage incarnation is reached in the highest, third stage of the healing process, in which the classes are held in a healing drama studio on the stage. At this stage, imagotherapy grows into a "therapeutic theater" and the mastery of the various means of stage play acquires the same significance as in the theater. In its first stage, imagotherapy is limited to retelling similar literary material, and in the second stage, it works with a dramatization of the story. The total duration of the first and second stages is 3-6 months, and only some of the participants reach the third, final stage.

The staging test is another method in psychotherapy borrowed from art. Scenotest therapy belongs to the constructive projective methods and was created for practical work with neurotic children and adolescents. The test contains standard material from miniature toys – dolls and wooden figurines, which allow recreating scenes saturated with certain issues, with specific characters, with the interior and exterior of the setting. The material stimulates the child's natural tendency to play to move on to the diagnostic test. The content of the stage test shows the current needs of the researched person – inclinations, desires, inclinations, interests, fears, inhibitions, affective relationships, motives for action, and more. The points of contact of this technique with psychodrama and game therapy make it a preferred method of intervention. In itself, stage test therapy can be an auxiliary method of work or a stand-alone method. When the therapist decides

to use it as a stand-alone method of influence, then the stage test is practiced in the form of targeted, group, or mixed type of therapy. When it is used as an auxiliary method, it is most often applied in the first phase of therapy to facilitate contacts and self-exploitation of individual group members (Galinska, 1974).

Movement, in particular dance, is one of the widely used methods for feeling the unity of body and mind. Dance therapy is often used in psychoanalytic psychotherapy. With dance and movement, it becomes possible to restore the lost harmony to before the break, to cultivate harmony between expression and suppression, while at the same time satisfying the needs for proper somatic functioning. Therapy through dance and movement creates interest in restoring the lost harmonious whole of the body and psyche, contributes to the acceptance of catharsis as part of the regression process, leads to insights, encourages improvisation, considers the musculoskeletal system as a starting point for self-expression. actions and movements, and leads to one's interpretation of learned movements.

#### 4. Discussion

Along with all the above methods of art therapy, psychotherapy not only uses their help, but it is art itself. Psychotherapy cannot be called a profession; it is a kind of activity on the border between occupation and art. Formal training cannot make a person a psychotherapist and a good specialist. Only the connoisseurs of the human soul can sense the torments of another's soul, and touched by it, to apply their entire arsenal of techniques and methods for providing first aid to the other person.

#### 5. Conclusion

Thus, this “dialogue” between psychotherapy and art helps thousands of people a year to get rid of emotional pain and realize the symbiosis through which they have managed to rebuild their lives.

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