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## TEACHING ACTIVITIES SELF-REGULATION BY MEANS OF ART THERAPY

*The purpose of the article is to study the peculiarities of teaching activities self-regulation by means of art therapy. At the first stage of the study, future teachers (n=77) were suggested choose their own way of self-regulation among music, fine arts, as well as arts and crafts. The goal of the second stage was to determine the effectiveness of the influence on the psycho-emotional sphere of different ways of self-regulation. Therefore, the reaction of the respondents to their application was analyzed. Regression analysis was applied for processing the obtained results. The third stage involved determining the levels of pedagogical activity self-regulation by means of Academic Self-Regulation Questionnaire by R. M. Ryan and D. R. Connell. In order to study the relationship of self-regulation of pedagogical activity with motivation, Motivation for Success and Fear of Failure Inventory by A. Rean was used. The results of the study indicate that self-regulation is an integrative property of an individual, which combines intellectual, motivational, volitional, and emotional spheres. One of the psychological means of self-regulation is art therapy, which is a type of psychotherapy and psychological correction, based on art and creativity. According to the research outcomes, there is a positive relationship between the indicators of external regulation, internal motivation and the motivation to succeed. This indicates that the interest in teaching activity self-regulation is conditioned by the motivation to succeed.*

**Keywords:** *self-regulation, emotional sphere regulation, teaching activities, future teachers, levels of self-regulation, methods of self-regulation, art therapy, musical art, arts and crafts.*

### Introduction

Moral well-being of a teacher is not a personal matter, because his/her mood is reflected on the students, their parents, and colleagues. Every word of a teacher not only contains information but also expresses his/her attitude towards it; the mark a student gets for his/her recitation is also a manifestation of how a teacher perceives his/her work, which has a strong impact on relationships in the classroom, creates a certain atmosphere of learning. It is difficult to achieve an optimal inwardness in pedagogical activity, since this occupation is emotionally intense, “it is the work of ‘the heart and nerves’; this is literally a daily and hourly expenditure of enormous mental powers. Our work is a permanent change of situations, which causes either increased excitement or inhibition” (A. S. Makarenko). The teacher must be able to maintain his/her working capacity, to control situations in order to ensure success in the activities and maintain his/her health. For this purpose, it is important to work on such a synthesis of qualities and personality traits that will make it possible to perform their professional duties confidently, without undue emotional stress: pedagogical optimism; self-confidence, lack of fear of teaching; ability for self-control, absence of emotional stress, etc.

All these qualities characterize psychological stability in professional activity. There is a positive emotional attitude towards oneself, students, and labor at the heart of it. Positive emotions activate, inspire teachers, give them confidence, providing them with joy, positively affect relationships with children, parents, and colleagues.

Negative emotions inhibit activity, disorganize activity, cause anxiety, fear, suspicion.

The study of peculiarities of teaching activities self-regulation, which can promote conscious, purposeful and effective implementation of profession-related actions based on value motives, is relevant for both modern theory and practice.

### Aim and tasks

The paper aims to study the peculiarities of teaching activities self-regulation by means of art therapy.

To achieve the goal, the following tasks are set: to generalize the peculiarities of the process of self-regulation, to identify the ways of art therapy, which are commonly used by future teachers to control the emotional state, to investigate the level of self-regulation of teaching activity and its relationship with the motivation to succeed.

### Research Methods

In order to find out which methods of self-regulation are most appropriate for teachers, the methods of surveys and expert assessments were used. The sample of the study consisted of 77 students of the 4th year of study of the Faculty of Mathematics, Physics and Technology of the Vinnitsia State Pedagogical University named after Mikhailo Kotsiubynsky. At the first stage of the empirical research, students were suggested to choose the ways of self-regulation among music, fine art, arts and crafts.

At the second stage, the goal was to determine the effectiveness of the impact of different ways of self-regulation on psycho-emotional sphere. Therefore, the reaction of the respondents to the application of these

methods was analyzed. To process the obtained results, methods of quantitative and qualitative analysis were applied, in particular regression analysis. Given that a simple comparison of results does not allow to determine the contribution of individual factors, the obtained data were considered as variables in multiple regression analysis. Linear regression makes it possible to see the individual influence of every variable (in our study, a way of self-regulation) on the final result (the psycho-emotional state of future teachers).

At the third stage of our study Academic Self-Regulation Questionnaire by R. M. Ryan and D. R. Connell was used in order to determine the levels of self-regulation of teaching activity. In order to study the relationship of self-regulation of pedagogical activity and motivation, Motivation for Success and Fear of Failure Inventory by A. A. Rean was used.

### Theoretical Study Results

The process of self-regulation is expressed at the various levels of individuality. “Mental self-regulation involves managing one’s feelings, emotions, imagination, attention, etc. It includes the ability to change physical condition, restraining anger, irritation, and insult; cause calmness, working mood, demonstrate confidence, goodwill, optimism” [9, p. 32].

Elements of self-regulation are used in eclectic models of emotional intelligence. In particular, the model by Bar-On R. [11] is focused on adaptive abilities and strategies to overcome stressful situations. The models of K. Petrides and A. Fernheim [12] in their composition have mood as a component.

A number of scientists deal with the issue of the structure of self-regulation, its general laws. Self-regulation in modern psychology is considered as the ability of a person to initiate purposeful activity which results in high performance (O. Konopkin, V. Morosanov, R. Sagiev, et. al.).

O. A. Konopkin [5, p. 6] emphasizes the role of independence and interconsistency of choices and decisions in the regulatory processes. There are two aspects in the structure of the process of self-regulation: structural-functional, represented by regulatory processes, and the content-psychological, which contains psychological tools for the implementation of this process. The achievement of the goals set depends on the unity of these two aspects of self-regulation.

It should be noted that the process of teaching activity self-regulation has the following structure: planning – determining the sequence of implementation of the goals; modeling – taking into account conditions of activity; programming – determining the sequence of actions; evaluation of results – the correlation of results with the criteria of certain actions; control of results and correction of actions on the basis of individually accepted standards of success. By means of self-regulation, a person can set a clearly defined goal, plan the course of actions to achieve it, correct the result according to circumstances.

Owing to O. A. Konopkin’s research through the example of sensorimotor activity, individual-typological peculiarities of regulatory planning processes (goal ratio), the modeling of achievement situations, programming of actions, estimation of results and corrections, that is, processes that implement the main components of the system of self-regulation of activity of an individual, were identified.

The scientist interprets conscious self-regulation as “... a systematically organized mental process on initiating, constructing, managing, maintaining various kinds and forms of activity by the goals directly accepted by a person” [5, p. 10].

In the functional direction, it is possible to distinguish time limits, which determine two main types of self-regulation activities: tactical which is self-regulation, which has clear time limits for its implementation: involves managing behavior over a short period of time in specific situations of activity or communication; strategic which is continuous behavior self-regulation; it is associated with the planning of purposeful changes in a personality.

Physical analysis of psychological studies of self-regulation as a component of self-awareness makes it possible to distinguish its various mechanisms. I. D. Bech noted that the emergence and formation of regulatory mechanisms of self-regulation of the subject are due to his/her ability to dismember the inductive-operational and executive parts of the behavioral act in time [1].

The opinion of T. Kyrychenko is of particular interest, as she highlights the most important mechanisms of the process of self-regulation: the level of aspirations, value orientations, locus of control, motivation for approval, the need for success. At the same time, the author emphasizes that all the distinguished mechanisms are in constant interaction. “Psychological mechanisms constitute an integrative set of mental properties of the individual, determining the movement to regulate its actions and behavior and are grouped on samples, standards, values of individual and social nature” [3].

M. Boryshevsky believes that mechanisms of self-regulation can be based on such structural components as: self-esteem which is a result of thinking operations (comparison, analysis and synthesis), in which the emotional component is constantly present, self-image as a result of self-cognition; as a psychological entity, which provides the main function of self-regulation, namely the function of goal-setting. He emphasized that self-regulation can be carried out under the following conditions: when the individual can reflect and simulate the existing situation adequately; to transform his/her own internal and external activities in accordance with the model of the proposed situation; to overcome incentives in order to achieve a goal, if he/she has an opportunity to go beyond the existing situation [2].

The study of Yu. A. Mislavsky is worth attention, where he found that the system of self-regulation is being formed and developed only in the process of communica-

tion, which provides certain forms of activity and development of a personality [6]. From the standpoint of E. M. Penkov, behavior self-regulation should be considered only in the “society-personality” interaction, because everyone should be able to predict the nature of the reaction to their actions, and actions of the society [7].

Summarizing the above, it can be argued that teaching activity self-regulation is an integrative property of a person, which combines its intellectual, motivational, volitional, and emotional spheres. In general, it can be stated that the teacher’s self-regulation is the unity of social and psychological manifestations of consciousness and self-consciousness of his/her personality.

The content-psychological aspect of teacher’s self-regulation contains psychological means of this process

realization. One of such means is art therapy which is a type of psychotherapy and psychological correction, based on art and creativity. Musical, artistic and decorative varieties of art can affect mood or create it. T. Koval believes that the most effective means of solving the problem of self-regulation is engaging future teachers to interact with works of art [4, p. 395].

#### Empirical Research Results

At the first stage of the empirical study, 77 students of the Faculty of Mathematics, Physics and Technology of the Vinnytsia State Pedagogical University named after Mikhail Kotsiubynsky were asked to choose the best way of self-regulation among the varieties of musical art (MA), fine arts (FA), arts and crafts (AC). The results of the first stage of our study are presented in Fig. 1.

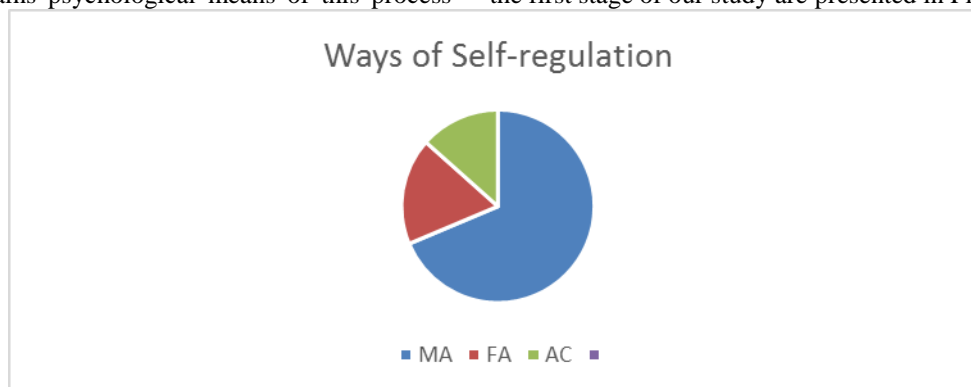


Fig. 1. Distribution of students according to the ways of self-regulation

Fig. 1 shows that among the proposed methods of self-regulation, the smallest number of students have chosen arts and crafts (3.4%). A greater number of the respondents have chosen fine arts as a means of self-regulation (18.0%). It has turned out that the best way for self-regulation most for future teachers (68.6%) is music.

At the second stage, the effectiveness of influencing the psycho-emotional sphere of various methods of self-regulation was determined. All musical works can be divided into activating, relaxing, and calming. The perception of music is closely associated with mental processes, that is, it requires attention and intelligence. V. M. Bekhterev, emphasizing this feature, proved that one establishes mechanisms of the influence of music on the human body, it would be possible to cause or weaken the excitement.

Numerous methods of music therapy provide both integral and isolated use of music as the main and leading factor of influence (listening to musical works, individual and group listening to music), as well as musical accompaniment of other correction techniques to enhance their influence and increase efficiency.

An increase in the possibilities of studying self-regulation of teaching activity is facilitated by the application of a level approach based on the theory of self-determination by E. Desy and R. Ryan, who determine the

following levels of motivation: 1) extreme or external; 2) introjected; 3) identified; 4) intrinsic or internal [8, c. 584]. On their basis, we have identified four levels of self-regulation of teaching activity: extreme, introjected, identified, and intrinsic.

At the third stage, in order to examine the levels of the respondents’ teaching activity self-regulation, Academic Self-Regulation Questionnaire by R. M. Ryan and D. R. Connell [10] was applied. It contains 32 statements aimed at determining the level of external regulation maturity (extrinsic or external motivation of educational activity), introjected regulation, identifiable regulation and self-motivation (intrinsic or internal motivation).

In order to find the relationship between teaching activities self-regulation and motivation, the methodology Diagnosis of Motivation for Success and Fear of Failure Inventory was used. It consists of 20 statements aimed at determining the level of motivation for success (positive motivation, according to which the person starting a case, strives to achieve something constructive, positive, hope for success and the need for success), as well as motivation for preventing failure (negative motivation, according to which the activity of the individual is focused on the need to avoid punishment or failure).

The generalized results of the study are presented in Table 1.

Table 1.

**Relationship Between Indicators of Teaching Activities Self-Regulation  
and Motivation for Success and Prevention of Failure in Students**

Levels of teaching activities self-regulation	Indicators of self-regulation, %	Motivation for success
Extrinsic	34.3	-0.28*
Introjected	43.2	0.21
Identified	26.8	0.17
Intrinsic	10.4	0.43**

NB: \*- at the level  $p < 0.05$ , \*\* - at the level  $p < 0.01$

Table 1 shows that the greatest number of the respondents are characterized by the introjected level (43.2%) of self-regulation by means of art therapy, which is indicative of formal, forced execution of the given tasks. The students with the introjected level of self-regulation when performing teaching activities are guided by partly learned norms, rules and attitudes of reference persons, manifest emotional dependence on them, have overestimated requirements for themselves and others.

A quite significant number of the respondents have the extrinsic level of expressiveness of self-regulation (34.3%), which is characterized by the passive subjective position. To a great extent, these students rely on the reference individuals in the self-regulation of pedagogical activity, which is why they have high demands for them and a low level of awareness of their own responsibility for the results of their activities. Such students are characterized by external motives of self-regulation of pedagogical activity, which is guided by awards and punishments.

There are 26.8% of the respondents who have the identified level of self-regulation of pedagogical activity, guiding by the learned patterns of behavior. They are sensitive to appraisals of reference persons, authorities, have an initiative and self-confidence in the performance of pedagogical activities, which is governed by a sense of their own choice, previously regulated from the outside.

Internal (autonomous) self-regulation is peculiar for 10.4% of the students. They have a congenital need, motivation, which characterize them as responsible and self-organized, initiative and active in making important decisions, inclined to creative problem solving, showing interest in self-regulation of teaching activity, which determines its success.

Let us analyze the results of the study of the relationship of the levels of self-regulation with the integral indicator of motivation to achieve success (Table 1). There is a positive relationship between the indicators of external regulation, internal motivation and motivation to succeed. The negative relationship between the indicators of external regulation and the motivation for success proves that students are guided by the system of encouragement and punishment in the self-regulation of teaching activity. They have little motivation for achievements, avoid complex tasks for preventing failures.

The positive relationship of internal motivation for self-regulating pedagogical activity with the motivation to achieve success proves that the interest in this process is interdependent with the motivation to succeed. Consequently, the students who strive for success in self-regulation of pedagogical activity show curiosity, activity not only for the sake of future professional success, satisfaction of ambitions, but because they are really interested in it.

#### Discussion

The results of our study confirm the findings of O. I. Kuznetsov and K. I. Fomenko, who studied motivational peculiarities of academic self-regulation of students, in particular, determined the degree of correlation of its various levels [8, p. 587]. A comparative analysis of the data obtained with the results of M. V. Yatsyuk [10], who determined the types of autonomous-dependent self-regulation of adolescents, taking into account psychological mechanisms of their development, confirms the research outcomes. The comparison is presented in Table 2.

Table 2.

**Indicators for the distribution of levels of self-regulation  
students in the research of various scholars**

Self-regulation levels	S. Hubina		M. Yatsiuk		O. Kuznetsov, K. Fomenko
	N=77	%	N=440	%	N=44
Extrinsic	23	34.3	130	29.5	18.2
Introjected	29	43.2	238	54.1	20.5
Identified	18	26.8	55	12.5	19.8
Intrinsic	7	10.4	16	3.6	19.7

Table 2 shows that the introjected level of self-regulation prevails in the research outcomes of all the studies compared. The smallest indicators refer to the intrinsic level. Though in the research by O. Kuznetsov, K. Fomenko the extrinsic level is peculiar for the smallest number of the students, which is caused by the fact that they investigated academic self-regulation of students.

### Conclusions

It is extremely difficult to reach an optimal inwardness in pedagogical activity because this occupation is emotionally intense. A teacher should be able to save his/her working capacity, control situations in order to ensure success in work, etc. Self-regulation as an ability for independent initiating purposeful activity makes pedagogical process efficient.

The structure of self-regulation involves the following two aspects: structural and functional, presented by regulatory processes, as well as content and psychological, which includes psychological means of implementing

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this process. One of the means of self-regulation a teacher can use is art therapy, which is a type of psychotherapy and psychological treatment based on art and creativity. Such types of art therapy as music, fine and applied arts have a significant impact on the psycho-emotional state of teachers. Most often future teachers choose listening to music to relieve emotional stress and demonstrate introjected and extrinsic levels of self-regulation of pedagogical activities.

The results of the study indicate a positive relationship between the indicators of external regulation, internal motivation and the motivation to succeed. It means that that the interest in self-regulation of teaching activity is mutually conditioned by the motivation to succeed.

Further research studies are planned to be focused on the influence of book therapy, nature therapy, animal therapy, etc. on the psycho-emotional sphere of pedagogues.

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### САМОРЕГУЛЯЦІЯ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ ЗАСОБАМИ АРТ-ТЕРАПІЇ

Основним елементом внутрішньої техніки педагога є регуляція його емоційної сфери, формування емоційної стійкості у професійній діяльності. Тому актуальним є дослідження особливостей саморегуляції майбутніх учителів, яка може сприяти свідомому, цілеспрямованому і результативному здійсненню професійно направлених дій, керуючись ціннісними мотивами, вибором оптимального та гармонійного способу діяльності. Метою статті є дослідження особливостей саморегуляції педагогічної діяльності засобами арт-терапії. Для отримання емпіричних даних, з метою з'ясувати, які конкретні способи саморегуляції є найбільш прийнятними для майбутніх учителів, використовувались методи опитування, анкетування та експертних оцінок. На першому етапі емпіричного дослідження майбутні педагоги обирали власний найкращий спосіб саморегуляції серед різновидів музичного, образотворчого та декоративно-прикладного мистецтва. На другому етапі було поставлено за мету визначити ефективність впливу на психоемоційну сферу різних способів саморегуляції. Тому було проаналізовано реакцію аудиторії на їх застосування. Для обробки отриманих результатів було застосовано методи кількісного та якісного аналізу, зокрема регресійний аналіз. Отримані дані було розглянуто як змінні у множинному регресійному аналізі. На третьому етапі для визначення рівнів саморегуляції педагогічної діяльності було використано опитувальник академічної саморегуляції Р. М. Райана і Д. Р. Коннелла. З метою дослідження взаємозв'язку саморегуляції педагогічної діяльності з мотивацією застосовано методіку «Діагностика мотивації успіху і страху невдачі» А. А. Реана. Результати дослідження вказують на те, що саморегуляція майбутнього вчителя є інтегративною властивістю особистості, яка об'єднує її інтелектуальну, мотиваційну, волюву, емоційну сфери. Одним із психологічних засобів саморегуляції є арт-терапія – вид психотерапії та психологічної корекції, заснований на мистецтві та творчості. Музичний, образотворчий та декоративно-прикладний різновиди мистецтва можуть впливати на настрій, створювати його. Більшість майбутніх педагогів послуговуються прослуховуванням музики для зняття емоційного напруження та виявляють інтроєктований і екстринсивний рівні саморегуляції педагогічної діяльності. Результати дослідження вказують на позитивні зв'язки між показниками зовнішнього регулювання, внутрішнього спонукання та мотивацією досягнення успіху. Це свідчить про те, що інтерес до саморегуляції педагогічної діяльності взаємоумовлений мотивацією досягнення успіху.

**Ключові слова:** саморегуляція, регуляція емоційної сфери, педагогічна діяльність, майбутні вчителі, рівні саморегуляції, способи саморегуляції, арт-терапія, музичне мистецтво, декоративно-прикладне мистецтво

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