

PSYCHOLOGY

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The Development of Primary School Pupils' affection by Using Animated Cartoon as the Therapy

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Abstract. The article contains the information about the animated cartoons, which always attract the child's attention. The watching of animated cartoons is one of the usual form of children's activities that has the greatest psychological influence on their affection. The impact of the cartoons on development of children's individuality was investigated indirectly. The aim of our research is the empirical analysis of the animated means as a factor of development of primary school pupil's affections. The emotiogenic effect allows choosing the principal complexes among them. In case of defining them, we will be able to understand the role of animated means in the emotional development of pupils and construct the systems, focused on effective use of education process and on selection of means that correct undesirable conditions. The basis of our psychognostic program was the art therapy techniques, our questionnaires for children and parents and the expert rating scale of cartoons for the psychologists and the teachers. The animated cartoon has the great psychological impact on the development of child's personality. This empirical investigation is represented the psychological content of the animated means as a condition of primary school pupils' emotional development. In this article were analyzed the results of empirical investigation. The invention of intervention method of working with the elements of animated cartoon was proved. The basics and principles of the psychotherapeutic method "cartoon therapy", which had been constructed, were developed and reported.

Keywords: *animated cartoon, the animated means, the psychological impact of animated cartoon, emotions, emotional regulation, emotiogenic factors, audio function of emotions, visual function of emotions, emotional – gnostic function of emotions, cartoon therapy*

Children spend much more time watching TV than participating in any other activity nowadays. The watching of animated cartoons is one of the usual form of children's activities that has the great psychological influence on the children's emotional sphere. This problem was represented in many researches [1, 2, 3, 4, 10, 12, 13]. The most scientists investigated the art characteristic of screenplay [1, 2, 3, 4, 5]. The others investigated the backdrop [8, 9, 11] and its goal [12, 13, 14].

The impact of the cartoons on development of children's individuality was investigated indirectly. The meaning of animated cartoons and some psychological characteristics were represented in the researches of native and foreign researchers such as K. Kapelhorodska, B. Kryzha-nivskiy, A. Shoupik, M. Bashova, M. Aromashtali, H. Bi and others. The psychological characteristics of child's perception of films and television production were analyzed by L. Bazhenovoy, Y. Zakharovoy, B. Stepantsovoy and others.

The aim of our research is the empirical analysis of animated means as a factor of development of primary school pupil's affection. The object of our research is the psychological content of animated cartoon. The subject of our research is the animated means of impact on the emotional development of primary school pupils.

The hypothesis of the research is the animated means include the various kinds of impact on the affection of primary school pupils. However, all these kinds of impact are combined in some complexes. The emotiogenic effect allows choosing the principal complexes among them. In case of defining them, we will be able to understand the role of animated means in the emotional development of pupils and construct the systems, focused on more effective use of education process and on selection of means that correct undesirable conditions.

The research has been conducted for 3 years (10.2011 – 05.2014) at Odessa School Number 81. There were 260 respondents, including 100 schoolchildren of the 1st

grade; 50 schoolchildren of 2nd grade, 50 schoolchildren of the 4th grade; 45 persons from the parents of first grade pupils and 15 experts (psychologists and teachers).

The basis of our psychognostic program was the art therapy techniques, our questionnaires for children and parents and the expert rating scale of cartoons for the psychologists and the teachers.

We have developed a form of scientific assessment. It contains 35 factors. The goal of our research was to appraise the level of their externalization for each animated cartoon. It was made available three groups of factors such as audio factors, visual factors and emotional – gnostic factors. The results of our pilot study had showed that the most popular animated cartoons were "Smeshariki", "Masha and the Bear", "Tom and Jerry", "Sponge-Bob", "Lountik". The visual factors were represented more. It has helped us to make the conclusion that these factors are the most effective. The emotional – gnostic factors were the second and the visual factors were the third in the context of impact on children's affection.

We had worked out the technique of art therapy named "The drawing of your favourite animated character". The task was to draw the most favourite character of any cartoon. The results have showed that the children get the strongest impressions from the fantastic events and fantastic characters. This is accounted by the age of the children. The pupils of this age have high-level imagination. The fantastic characters were the cause of leading emotions, such as fear, interest and joy. Secondly, the modern animated cartoon focused on making of popular and achievement-oriented production. It is the cause for superpower, glamorous and fantastic appearance of the lead character.

The modern foreign cartoons have the greatest impact. This is explained by the effects, which the modern cartoonists use. Bright colours, dynamic events and visual effects are represented them. The pupils of the second grade prefer antisocial characters.

We have conclude that the reason is the behaviour of the main characters. They are unceremonious, impudent and fearless. These qualities attract the pupils because at this age the child tries to compensate the hidden fear and avoid the issues of school.

Secondly, these main characters are often presented in commercial cartoons. They are oriented on the popularity, avoiding use and development.

The schoolchildren of the 2nd grade, as distinct from the schoolchildren of the 1st grade, like the cartons that prefer the better part of the same year pupils.

It has been determine that these cartoons have the deep imprint in child's memory. The intensity of colours is showed the high level of emotionality. For example, yellow colour is demonstrated the active process of development the 2nd grade pupils' affection.

The results of theoretical and empirical research of impact the animated cartoon as a factor of emotional development were analyzed. The essential impact of the cartoons was determined in our research. It has shown that special conditions must be constructed. It will help to render the salutiferous effect.

Our experiment was form. Therapeutic and correction evaluative value was achieved by watching the cartons and constructing own scripts. For this reason the development and testing of correction evaluative program "cartoon therapy" is very important.

Cartoon therapy is a new direction in psychotherapy. It is a kind of the cinema therapy. This is a type of psychotherapeutic care. The definite cartons are its basis. The participants watch them, discuss and analyze with the psychologist the behaviour and the peculiarity of the plot. The children express their point of view and ideas. The cartons help to learn a new behaviour pattern in difficult situations. The children understand the positive aspects of these situations. Cartoon therapy is some kind of art therapy.

The program "Cartoon therapy" has been developed. It is a program of the emotional development of the children by animated methods. The program consists of two phases.

At the first phase, the kids watch the cartoons. The mechanism of identification and projection is the main idea of this process. The kid lives, plays and feels the same with the favourite character. It happens deep in unconscious. In this case watching cartoons has therapeutic effect.

At the second phase, the methods of art therapy are used. The psychologist discusses the plot, important problems of the cartoon with the children and find the decision. They play the game "We are animators" after that. They create the plot, draw main characters and ply. The important problem is the basis of the plot. It is the main principle of therapy. This problem is thrashed out during the proses of cartoon therapy.

The program of cartoon therapy has been tried out. We got positive results. It was educed that creative abilities are developed by animated cartoons. Theoretical and practical classes are combined in it. The result of these classes is the output of individual creative work. This program helps to develop children's sensorimotor qualities and activate the perception of proportion, cubature, square, line, special relation, colour, rhythm, movement. Creative abilities can be formed upon condition of use unstandardized techniques and things, avoiding stereotypes. Animation is an art. It contains the different kinds of visual art such as drawing, painting, sculpture and design. They are equal in animated cartoons. This creative process contains literary, musical, dramatic and acting classes. They help to create the descriptive characters and add new meaning into them. The children want to have the definite result and their activity is sensible and results-oriented. This factor is very appropriate for development of creativeness. The criterions of choice were educed. Among them were the humanly aesthetic contents, the clarity of drawing and idea, precision of composition and clarity of character's speech. The quotients that coincide the age of the children were described. They were the variety of the characters, the dynamics of the forms, the multiplicity of the picture settlement, the colour and the variety of graphic technics. If the child does not like his drawing, quick result is very important. The kid can appreciate it in the big picture on-screen. The watching and discussing help to be aware of her or his as an author.

The possibility to involve a child in the events of the favourite carton and the process of the creation is very important for therapy. The possibility to influence and change the carton is very valuable. The effectiveness of using cartoon therapy has been tested and proved. It is important to note that the functions of the animated cartoons are educational, developmental, correctional and therapeutic.

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Дишель К.А. Развитие эмоциональной сферы младших школьников средствами мультфильмотерапии

Аннотация. В статье теоретически обусловлено важность изучения влияния мультипликации на личность ребенка. Представлено, что мультипликация, по своему психологическому значению играет важную роль в развитии личности ребенка. Проанализированы основные психологические теории в аспекте влияния эмоций на развитие психики личности. Показано, что концептуальные представления, раскрываются в рамках концепции эмоциональной регуляции, могут выступить основой для познания эмоциогенного влияния мультипликации на развитие ребенка. Выделены внутренние мотивационно-волевые и гностические особенности личности и внешние эмоциогенные факторы, которые детерминируются условиями мультипликации.

Ключевые слова: мультипликация, психологическое воздействие мультипликации, эмоции, эмоциональная регуляция, эмоциогенные факторы, аудиальная, визуальная, эмоционально - гностицизма функции эмоций