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EFFECTIVENESS OF THE USE OF ART THERAPEUTIC TECHNIQUES IN FORMING EMOTIONAL COMPETENCE OF STUDENTS OF A PEDAGOGICAL EDUCATIONAL INSTITUTION

Анотація. У статті здійснено теоретичний аналіз проблеми формування емоційної компетентності здобувачів освіти фахового педагогічного закладу з використанням різноманітних арт-терапевтичних технік. Актуальність окресленої проблеми зумовлена змінами у сучасній освітній системі України, в тому числі важливістю створення безпечного освітнього середовища в умовах високого психоемоційного напруження та постійних змін у суспільстві. У статті обґрунтовано сутність понять «емоційна компетентність» та «арт-терапія», важливість розвитку емоційної компетентності майбутніх вчителів початкових класів як важливої складової їх професійної підготовки. Обґрунтовано доцільність використання арт-терапевтичних методів у професійній підготовці майбутніх вчителів початкових класів.

У роботі представлено результати дослідницької роботи, проведеної на базі Комунального закладу Київської обласної ради «Білоцерківський гуманітарно-педагогічний фаховий коледж» серед здобувачів освіти спеціальності «Початкова освіта». З метою розвитку емоційної компетентності було впроваджено систему тренінгових занять з використанням арт-терапевтичних технік: ізотерапії, музикотерапії, казкотерапії, колажування, вправ із метафоричними асоціативними картками, рольовими іграми та творчими проектами. У процесі занять здобувачі освіти вчилися розпізнавати емоції, керувати власними станами, розвивати емпатію, професійну рефлексію. Та навички комунікації. Під час тренінгових занять учасникам пропонувалися розроблені апробаційні робочі аркуші, що давали можливість візуалізувати матеріал, що вивчається та зберегти як пам'ятку основну інформацію.

Аналіз результатів впровадженої програми підтвердив важливість використання арт-терапевтичних технік для формування емоційної компетентності майбутніх педагогів, зокрема емпатії, саморегуляції, рефлексії, комунікативної культури та готовності створювати психологічно безпечне освітнє середовище. У здобувачів освіти підвищився рівень емоційного інтелекту, знизився рівень тривожності, покращилися навички саморегуляції та ефективної взаємодії. Доведено, що використання арт-терапевтичних технік позитивно впливає на професійну підготовку майбутніх учителів початкової школи, розвитку емоційної стійкості, комунікативного рівня та готовності створювати психологічно безпечне освітнє середовище. За результатами проведеного дослідження розроблено методичний посібник щодо розвитку емоційного інтелекту засобами-арт терапії.

Ключові слова: емоційна компетентність, арт-терапія, педагогічна освіта, емоційний інтелект, тренінгові заняття, методики арт-терапії.

Abstract. Abstract. The article provides a theoretical analysis of the problem of forming emotional competence of students of a professional pedagogical institution using various art therapy techniques. The relevance of the outlined problem is due to changes in the modern educational system of Ukraine, including the importance of creating a safe educational environment in conditions of high psycho-emotional stress and constant changes in society. The article substantiates the essence of the concepts of "emotional competence" and "art therapy", the importance of developing emotional competence of future primary school teachers as an important component of their professional training. The feasibility of using art therapy methods in the professional training of future primary school teachers is substantiated.

The paper presents the results of research conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical Professional College» among



students of the specialty "Primary Education". In order to develop emotional competence, a system of training sessions using art therapy techniques was implemented: isotherapy, music therapy, fairy tale therapy, collage, exercises with metaphorical associative cards, role-playing games and creative projects. During the sessions, students learned to recognize emotions, manage their own states, develop empathy, professional reflexes. And communication skills. During the training sessions, participants were offered developed testing worksheets that made it possible to visualize the material being studied and save the basic information as a souvenir.

Analysis of the results of the implemented program confirmed the importance of using art therapy techniques for forming the emotional competence of future teachers, in particular empathy, self-regulation, reflection, communicative culture and readiness to create a psychologically safe educational environment. The level of emotional intelligence of the students increased, the level of anxiety decreased, the skills of self-regulation and effective interaction improved. It has been proven that the use of art therapy techniques has a positive effect on the professional training of future primary school teachers, the development of emotional stability, communicative level and readiness to create a psychologically safe educational environment. Based on the results of the study, a methodological manual was developed on the development of emotional intelligence using art therapy.

Key words: emotional competence, art therapy, pedagogical education, emotional intelligence, training classes, art therapy techniques.

Introduction. The system of modern education, especially in the conditions of martial law, needs specialists who not only possess professional knowledge, are able to transfer it and form the necessary competencies in pupils, but also possess a high level of emotional competence. Educators must be able to manage not only their own emotions, but also interact effectively with other people and create a positive educational environment. Professional pedagogical activity involves systematic and purposeful interaction with students. Parents, colleagues and the administration, and therefore it is important to learn to manage one's own emotions and the emotions of other people, understand the psychological state of others, maintain a positive microclimate and create a safe educational environment. Therefore, it is especially important for future primary school teachers to master emotional competence even during the period of study at an institution of professional preliminary higher or higher education, so as not to establish an effective connection with students in the first steps of their professional activity.

In the scientific study of I. Sukhopara couples emotional competence is defined as an important component of professional training that is related to motivation, creativity, partnership interaction and humanization of the educational process [11].

The relevance of the study of this problem is further strengthened in connection with the situation of uncertainty in Ukraine, constant air alarms, educational overload and general psycho-emotional stress. In such conditions, the educational process needs to update approaches to the training of specialists in the field of primary education. Future teachers should be ready to work in an emotionally stressful environment, adapt to the individual needs of schoolchildren, effectively and quickly overcome professional challenges, including those related to the consequences of military aggression against Ukraine.

However, analyzing the traditional system of training future teachers, we note that it is more focused on the formation of theoretical knowledge and methodological skills than on the development of the emotional sphere. This situation necessitates the use of new methods and technologies that will contribute not only to the professional but also to the personal development of the future teacher.

Analysis of the problem and the essence of the study. One of the effective means of forming emotional competence, including emotional intelligence, is art therapy techniques, which contribute to the harmonization of the emotional state and the development of the creative potential of the individual, while in no way harming either the emotional or mental state of the person.

As noted by O. Sova [9], art therapy has significant potential in the development of emotional self-knowledge, empathy, social and communicative skills and the ability to self-regulation. The researcher indicates that art therapy methods contribute to emotional self-expression, help a person better understand their own experiences and develop internal resources. The use of drawing, fairy tale and sand therapy, music, metaphorical maps, books, collage and other techniques creates conditions for safe expression of emotions and improvement of a person's internal state.

As noted by O. Bedichenko and Ya. Raevska [1], art therapy is a psychological method that makes it possible to solve psychological problems, develop emotional intelligence and harmonize a person's internal state.

It is also important that art therapy techniques do not require a high level of creative abilities and are not evaluated, but are aimed primarily at self-expression, reflection and emotional relief. That is why art therapy techniques can be useful in the educational process of pedagogical educational institutions.

Thus, the problem of using art therapy techniques in the formation of emotional competence of future primary school teachers is relevant. Its solution will contribute to improving the quality of professional training of future teachers in the formation of emotional stability, the development of empathy, communicative culture and the ability to create a psychologically safe educational environment.

The problem of emotional intelligence was considered in the works of foreign researchers D. Goleman, P. Salovey and J. Mayer, as well as native researchers L. Gilova, M. Zhuravlova, N. Kulyk, S. Podofey, I. Sukhopara. The theoretical foundations of art therapy are highlighted in the works of I. Ilchenko, N. Kalka, A. Kopytina, Z. Kovalchuk, L. Lebedeva, G. Odintsova and others. Researchers prove that art therapy has a positive effect on the development of emotional self-regulation, empathy and creative thinking.

The development of emotional intelligence and emotional competence of future teachers is quite actively considered in psychological and pedagogical literature and various studies. Researchers pay special attention to the formation of emotional culture, the development of empathy, communication skills, the ability to self-regulation and the creation of a safe educational environment.

However, the issue of the systematic use of art therapy techniques in the process of forming the emotional competence of future primary school teachers remains insufficiently studied. It also requires clarification of which art therapy methods are most appropriate for future teachers, how they affect the development of emotional self-awareness, self-regulation and professional reflection.

No less important is the fact that in conditions of martial law, the search for safe, accessible and non-violent methods of psychological assistance to both teachers and students becomes particularly relevant. Yes, art therapy techniques have significant potential, but their use in the system of professional training of future primary school teachers requires further scientific substantiation.

The purpose of this article is to substantiate the effectiveness of art therapy techniques in forming the emotional competence of students of a pedagogical educational institution.

The methodological basis of the study is the provisions of personality psychology, pedagogical psychology, the theory of emotional intelligence and the art therapeutic approach. The study is based on the understanding of emotional competence as an important component of the professional training of a future teacher, which provides the ability to self-knowledge, emotional self-regulation, interaction based on empathy and constructive communication.

In the process of the study, theoretical and empirical research methods were used: analysis of literature on the research problem, synthesis, generalization, comparison, systematization, pedagogical experiment, testing, analysis of activity products. The chosen methodology makes it possible to comprehensively consider the problem of the effectiveness of using art therapeutic techniques in the formation of emotional competence of students of a pedagogical educational institution.

Theoretical foundations of the study. The essence of the concept of «emotional competence» in modern psychological and pedagogical science is considered as an important component of the professional competence of a teacher. Zh. Stelmashuk defines the emotional competence of a teacher as a dynamic combination of knowledge about emotions, the ability to express, understand and manage one's own emotions and the emotional state of students, as well as personal qualities that ensure the organization of the educational process on the principles of empathy, respect and cooperation [10].

In studies devoted to the emotional competence of a primary school teacher, two main components are distinguished: personal, which includes the expression, understanding and management of one's own emotions, and interpersonal, which involves the ability to perceive, understand and influence the emotional state of students.

M. Shpak emphasizes [12] that the emotional competence of a teacher is a necessary condition for effective professional activity, as it ensures constructive interaction with students and a positive psychological climate in the classroom.

J. Mayer, P. Salovey and D. Caruso [15] define emotional intelligence as the ability to perceive, evaluate, understand emotions and manage them to promote thinking and personal development.

Based on the analysis of scientific approaches, the emotional competence of a future teacher can be defined as an integrated professional and personal quality that provides the ability to be aware of one's own emotions, regulate them, understand the emotional states of other people, show empathy and build constructive pedagogical interaction.

The concept of «art therapy» is interpreted as the use of art and creative activity for the purpose of emotional development, self-expression, psychological support and harmonization of the personality. The American Art Therapy Association defines art therapy as a professional activity in the field of mental health that combines active art creation, the creative process, psychological theory and human experience within the framework of therapeutic relationships [14].

O. Voznesenska [2] notes that art therapy is a universal method of psychological assistance, which allows a person to safely express emotions, experiences and internal conflicts through creativity. A. Kopytin defines art therapy as a method of personality development that promotes self-knowledge, development of creative potential and emotional harmonization [5].

The formation of emotional competence is especially important for future primary school teachers. It is the primary school teacher who accompanies the child at the stage of adaptation to school life, helps him build the first educational relationships, forms trust in the educational environment and supports positive motivation for learning. At the younger school age, children are still actively learning to recognize their own emotions, name them, control behavioral reactions and interact with peers. Therefore, a teacher with developed emotional competence is able not only to transfer knowledge, but also to be an example of emotionally mature behavior.

Experimental part. Professional training of future primary school teachers should include the formation of their ability for emotional self-regulation, empathetic listening, reflection, non-violent communication and the creation of a psychologically safe environment. The Bila Tserkva Humanitarian and Pedagogical Vocational College trains students in the specialty A3 Primary Education, which in turn creates the basis for the implementation of practice-oriented forms of work aimed at developing professionally significant qualities, the so-called soft-skills of a future teacher.

At the first stage of the study, in order to determine the level of emotional competence, 210 students - future teachers of the primary level were offered the Hall method, the analysis of the results of which showed that 38 students (18.1%) have a high level of emotional intelligence, 112 students (53.3%) have an average level of development, and 60 future teachers (28.6%) showed a low level of emotional intelligence.

The results shown in Figure 1 indicate that the majority of students demonstrated an average level of emotional intelligence. Such indicators indicate that future teachers are able to recognize their own emotions and the emotions of other people, but they are not always able to effectively manage emotional manifestations, act thoughtfully and effectively in critical situations, and maintain emotionally safe relationships.

Almost a third of students showed a low level of emotional intelligence, which indicates the need for targeted work aimed at developing emotional regulation, empathy, reflection, and positive communication skills. It should be noted that it is important for future primary school teachers to have a high level of emotional competence, as they are constantly in close contact with children, parents, and colleagues, and having highly developed emotional intelligence will help not only overcome, but also proactively anticipate a large number of negative situations.

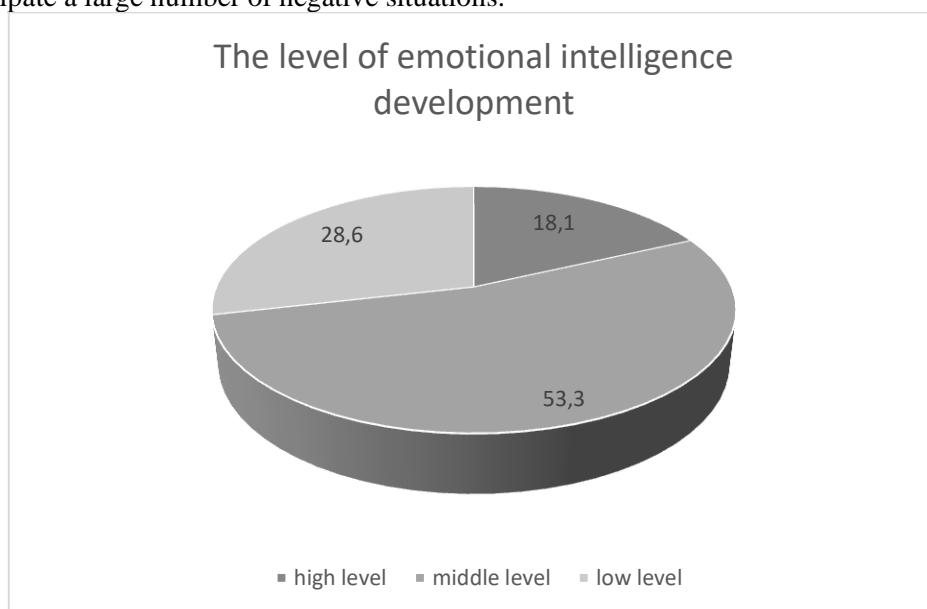


Fig. 1. Results of the level of emotional intelligence development of future primary school teachers

On the basis of the Bila Tserkva Humanitarian and Pedagogical Vocational College, a system of classes was introduced based on the use of training classes with art therapy techniques in order to develop the emotional competence of students in the specialty Primary Education. The program was aimed at developing emotional self-awareness, the ability to recognize and name one's own emotions, the formation of self-regulation skills, empathy, group interaction and professional reflection.

Each session was clearly structured and included the following stages: introductory, main and reflective. The introductory part included an exercise for getting to know each other, establishing group rules and their acceptance, exercises for setting the tone for understanding the topic and motivation. The main part covered the largest part of the session and included the perception of new material, various exercises, and work with worksheets.

In Figure 2 you can see samples of worksheets for the training sessions.



Fig. 2. Sample worksheets for training sessions 1,3,5.

The relaxation part was aimed at reducing activity, resting and summarizing.

The program included various art therapy techniques: isotherapy, collage, fairy tale therapy, music therapy, work with metaphorical associative cards, exercises with color and images, group creation of creative projects.

Isotherapy allowed students to visualize their own emotional states, better understand the causes of tension, anxiety or uncertainty. Collage contributed to the formation of a positive image of "I am a future teacher", the understanding of professional goals and personal resources.

Fairy tale therapy exercises were aimed at developing empathy, the ability to see the situation from another person's perspective, analyze the behavior of characters, and transfer these conclusions to pedagogical situations.

Music therapy was used for emotional relief, developing the ability to self-regulate, and creating a positive atmosphere in the group.

Working with metaphorical associative maps helped students verbalize complex experiences, develop reflexivity, and find personal resources to overcome difficulties.

Group art therapy exercises were of particular value for the development of emotional competence, as they contributed to the development of communication skills, mutual support, tolerance, and the ability to work in a team. During the classes, students not only performed creative tasks, but also discussed their own experiences, analyzed emotional reactions, learned to give feedback, and accept the opinions of other group members.

During the training sessions, special attention was paid to the use of practical exercises, role-playing games, art therapy methods and game situations that contributed to the development of emotional competence of future primary school teachers. The sessions were structured in such a way that students could not only get acquainted with the theoretical aspects of emotional intelligence, but also practically practice the skills of emotional self-regulation, empathy, reflection and constructive interaction.

The session «Introduction to Emotions and Emotional Intelligence» used the exercise «Circle of Emotions». Participants took turns naming the emotion they felt at the beginning of the session and briefly

explained its cause. The exercise contributed to the development of emotional openness, the formation of reflection skills and the creation of a trusting atmosphere in the group. Future teachers learned to be aware of their own emotional states and voice them safely.

During the lesson «Recognition of emotions and nonverbal communication», the game «Guess the emotion» was played. Students were shown photos with different emotional states or participants independently showed a certain emotion using facial expressions and gestures. Other participants had to identify the emotion and name the signs that helped them understand it. Using this game contributed to the development of observation, the ability to analyze the child's nonverbal behavior and better understand the emotional manifestations of younger schoolchildren.

During the lesson «Emotional self-regulation of a teacher», the exercise «Emotional thermometer» was used. Participants assessed their own emotional state on a scale from 1 to 10, after which they discussed ways to reduce emotional tension. Future teachers performed breathing exercises, relaxation exercises and short self-soothing techniques. The exercise helped to form self-control skills, awareness of their own state and prevention of emotional burnout.

During the lesson «Working with Negative Emotions», the art therapy exercise «Transform Anger» was conducted. First, the participants depicted a situation that caused anger or irritation, and then created a new, more positive drawing in which the situation was resolved peacefully. For example, a conflict between students was transformed into a situation of cooperation or mutual assistance. This exercise helped future teachers realize the possibility of controlling their own reactions, developing positive thinking and finding constructive ways to resolve conflicts.

The lesson «Empathy in the professional activities of a teacher» used the role-playing game «Teacher and student». One participant played the role of a child experiencing fear, insult or anxiety, and the other - the role of a teacher who must support the student. After the situation was completed, the participants analyzed the words of support, intonation, and the teacher's ways of responding. The game contributed to the development of empathy, pedagogical tact and emotional support skills of younger schoolchildren.

During the lesson «Emotions in the educational process of primary school», the game «Emotions in situations» was used. The participants were offered pedagogical situations: the child was not accepted into the game, the student received a low grade, the schoolboy is afraid to answer at the blackboard. Future teachers determined the child's possible emotions and suggested methods of pedagogical support. The exercise helped to form the ability to analyze the emotional state of students and build humane interaction.

In the lesson «Art therapy as a means of emotional development», the exercise «Draw your mood» was used. Students conveyed their own emotional state using colors, lines and images. After completing the drawings, a discussion was held, during which the participants explained the meaning of colors and images. The exercise contributed to the development of emotional self-expression, creativity and the ability to better understand internal experiences.

In the lesson «Emotions and music», the exercise «Music and mood» was conducted. Participants listened to various musical compositions and described the emotions they evoke. After that, they discussed how music can affect the psycho-emotional state of children in primary school. Using this exercise helped future teachers understand the possibilities of music therapy for creating a positive atmosphere in the lesson and emotionally relieving students.

During the lesson «Pedagogical communication and team interaction», the exercise «Compliment in a circle» was used. Each participant had to say a positive characteristic or words of support to another group member. The exercise contributed to the formation of a friendly attitude, the development of supportive communication skills and the creation of a positive psychological climate.

During the lesson «Professional reflection of a future teacher», the exercise «My resource» was carried out. Participants created a collage or symbolic drawing of their own resources that help them overcome difficulties and maintain emotional balance. This contributed to the development of reflection, awareness of their own strengths and the formation of a positive attitude towards their future profession.

The program turned out to be effective and efficient, because after its implementation, there was a noticeable positive dynamics in the development of emotional competence of students. Participants in the classes began to better recognize their own emotions, used self-soothing techniques more often, demonstrated greater openness in communication and readiness for cooperation. There was also a noticeable increase in the level of empathy, self-confidence and the ability to analyze pedagogical situations taking into account the emotional state of the child.

In order to study changes in the development of emotional intelligence, after the implemented program, Hall's diagnostics was repeated among the participants of the experimental group, which included

22 students (students who attended the psychological studio). The diagnostic results showed that 10 students (45.5%) had a high level of development, 10 students (45.5%) also had an average level, but the low level significantly decreased and was detected in 2 students (9%), which is shown in Figure 3.

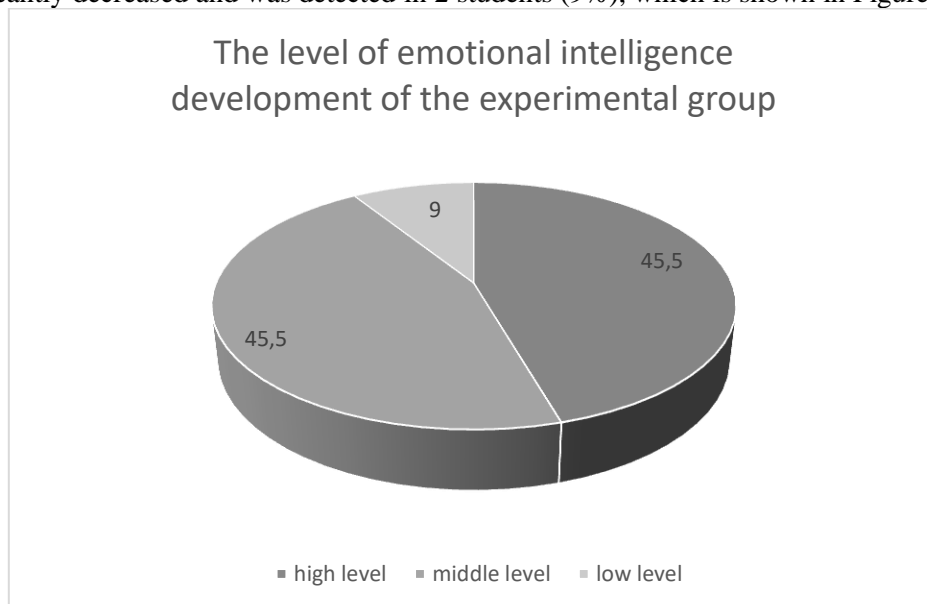


Fig 3. Results of repeated diagnostics of the level of emotional intelligence development

Also, after completing the program, during the conversation, students noted a decrease in anxiety, an improvement in their psychological well-being and an increase in interest in the future profession of a teacher. They admitted that they were able to more actively use creative approaches during the implementation of professional activities, for example, during various types of practice, better establish contact with children and at this stage they demonstrated greater confidence in interacting with primary school students.

Thus, the implemented system of training sessions using art therapy techniques has confirmed its effectiveness in the professional training of future primary school teachers. Art therapy methods contribute not only to the emotional relief of students, but also to the formation of important professional qualities: empathy, self-regulation, reflection, communicative culture and readiness to create a psychologically safe educational environment.

The conducted research and analysis of scientific literature confirms the assumption that art therapy techniques are an effective means of forming emotional competence of students of a pedagogical educational institution. They contribute to the development of emotional self-awareness, self-regulation, creative thinking and communication skills.

Prospects for further research. Prospects for further research in this area consist in the development and testing of a comprehensive program for the formation of emotional competence of future primary school teachers using art therapy techniques. It is advisable to conduct an empirical study to determine the levels of emotional competence of students before and after using such a program. The issue of integrating art therapy methods into the content of professional training of teachers in institutions of professional pre-higher and higher education also requires further study.

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