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PROJECTIVE TECHNIQUE “CHILDHOOD”: PSYCHOLOGICAL DIAGNOSTICS OF INTRAPERSONAL EXPERIENCES OF A CHILD

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The article is dedicated to presentation and theoretical substantiation of author's projective technique of Sviatenko Yu.O. “Childhood”, which proved its effectiveness in psychological work with children. Diagnostically correctional essence is revealed, the procedure of application of the developed technique is introduced. The article contains a list of reference aspects (themes) from the life of a child, which are to be diagnosed using the technique, as well as color photos of simulative material.

Key words: *method “Childhood”, psychological diagnostics, projective techniques, projection, emotional state.*

Стаття присвячена представленню та теоретичному обґрунтуванню авторської проєктивної техніки Ю.О. Святенко «Дитинство», яка довела свою ефективність у психологічній роботі з дітьми. Виявлено діагностичну корекційну сутність, впроваджено процедуру застосування розробленої методики. Стаття містить список еталонних аспектів (тем) життя дитини, які малибути діагностовані з використанням техніки, а також кольорові фотографії імітаційного матеріалу.

Ключові слова: *метод «Дитинство», психологічна діагностика, проєктивні методи, проєкція, емоційний стан.*

Sviatenko Yu.O. PROJECTIVE TECHNIQUE “CHILDHOOD”: PSYCHOLOGICAL DIAGNOSTICS OF INTRAPERSONAL EXPERIENCES OF A CHILD

Стаття посвящена представлению и теоретическому обоснованию авторской проективной техники Ю.О. Святенко «Детство», которая доказала свою эффективность в психологической работе с детьми. Выявлена диагностическая коррекционная сущность, введена процедура применения разработанной методики. Статья содержит список эталонных аспектов (тем) жизни ребенка, которые должны быть диагностированы с использованием техники, а также цветные фотографии имитационного материала.

Ключевые слова: *метод «Детство», психологическая диагностика, проективные методы, проекция, эмоциональное состояние.*

Problem determination. The modern development of psychological science and practice with an orientation towards European standards puts forward new requirements to the practical work of psychologists. Significant efforts of psychologists are aimed at psychological work with children, which serves the goal of optimizing the educational process, preventing psychic trauma and harmonious development of the child's personality. Due to growing need for diagnostic and applied psychological researches, which are effective in correctional way, the urgent issue is development of effective techniques, which can be applied in consultative and psychotherapeutic work with children in order to diagnose the child's inner world, his feelings, experiences and difficulties. Projective techniques deserve special attention in the work with children, because they do allow to involve child's natural abilities into creativity and thereby to carry out the process of psychological work (diagnosis, correction) in a playful way, which is interesting for a child.

Analysis of recent researches and publications. The theoretical substantiation of

the projective techniques, used in the work with children, is based on the concept of «projection» (from the Latin “projection” – “throwing away”), which reflects the process, which is reversal to repression – elimination of repressed deep experiences from the unconscious to the «outside» into consciousness [2]. The projection is characterized by the endowment of external objects with internal subjective feelings, which manifests itself in behavior of a person in the form of attributing his own experiences, qualities, properties and features of character, which are not recognized, to other people or objects [5, p. 744]. Projection can be positive (attribution of positive, socially approved qualities, feelings) and negative (attribution of negative qualities, everything, which a person does not accept in himself or denies) [7, p. 340].

Methods of projective diagnostics of the person are based on the psychodynamic theories, the theoretical sources of which reach psychoanalysis and are based on the principles of systematicity, integrity of the person in the unity of its cognitive and motivational-affective aspects.

A projective technique is a tool, which is used to identify unconscious aspects of behavior. The method allows detecting various reactions of the subject, the maximum of his answers with a minimum of awareness [1; 2; 6]. The origins of projective technique reach Z. Freud's psychoanalysis (1896), and the first description of the projection process in a situation with stimuli, which allow their different interpretation, belongs to the well-known American psychologist Henry Murray (1935). L. Franck conducted theoretical substantiation of the projective technique in psychodiagnostics, he formulated the main task of a projective study - penetration into the inner world of the person by studying the nature of his projections (1939). Traditional experimental studies of the projective technique are verbal associations and visual stimuli of W. Wundt and F. Galton, the method of free associations by C.G. Jung (1904), the G. Rorschach inkblot test. According to modern classification, all projective techniques are divided into the following groups: techniques of structuring, constructing, interpreting, complementing, catharsis, study of expression and products of creativity [1].

Consequently, projective techniques are techniques of study of the person, built on the interpretation of the answers of the person to external neutral questions, reactions to situations, which allow a number of possible interpretations during its perception by the subject [4]. The advantages of projective diagnostics are the ability to detect with its help unconscious or little-understood mental contents, hidden from the person himself, but significantly affecting (and even disturbing) the process of his mental functioning.

The aim of the article – to reveal diagnostic and correction essence of the author's projective technique «Childhood» and to substantiate theoretically its effectiveness in psychological work with children.

Statement of basic material. The projective diagnostic technique "Childhood", developed by us, is a set of pictures consisting of 48 colored separate thematic drawings, which reflect the most important situations from the child's life, related to family relationships, parents, siblings, relations with peers, teachers and other. It is used mainly for the study of the personal sphere of a child from the age of 4 years. The advantage of the technique «Childhood» over other existing projective techniques is that it allows you to detect immediately the psychodynamics of child experiences and feelings, which manifests itself only after a certain time in other conditions of diagnostic and psychotherapeutic work. Such an effect is achieved due to complex-

ity of the themes of technique, developed by us, which allows modifying broadly the genre pictures, quickly and accurately completing the diagnostic hypotheses, which arise from the psychologist. In addition, due to a wide range of themes presented before the child, a wide range of possible motives for expression (projection) of own feelings appears. An important diagnostic role is also played by a dialogic interaction with the child.

The value of the projective technique, developed by us, is that it allows you to identify individually unique ways of structuring living space by the child, his subjective perception of life situation, in which he finds himself. We rely on the fact that the child is indifferent to stimulating material, which, due to typical (and to a certain extent provocative) plot content actualizes aspects of his own experience in his perception. Stimuli «come to life» through the dialogue and become personal for the child.

The «Childhood» technique is recommended to use at the initial stages of counseling or psychotherapy, since it is a tool, which allows diagnosing:

- Current emotional state of the child, inherent to him now;
- The attitude of the child to himself, parents, mentors, peers, and to traumatic situation, which has happened;
- Leading motives of the current behavior of the child;
- Nature and character of the traumatic situation experienced by the child;
- Dissatisfied needs;
- Fears, phobias and anxieties;
- Content of the inner-personal conflict.

The application of the technique also ensures:

- Understanding of the psychological climate in the family, in which the child is brought up;
- Neutralizing psychological protection and resistance during psychodiagnostics;
- Establishing positive emotional contact with the child during psychotherapeutic work;
- The opportunity to discuss dramatic events from the life of the child.

Conduct procedure. Ready pictures, offered to the child, during application of the «Childhood» technique, cover the most significant spheres of the child's life. Each picture represents a theme on which the child responds according to his own internal experiences, internal «programmed response» on one or another behavior. Such programmed response, as a rule, is a consequence of the educational effects on the child and it is related to the nature of the psychological trauma, experienced by the child. The experience of



using technique by us testifies that the child quite easily agrees to present the story pursuant to pictures, because the themes, chosen by him, are psychologically close and familiar to him, which is additionally catalyzed by the nature of the image on the picture – in the style of “children’s drawing”. Thus, the child’s story pursuant to the picture is a form of psychic projection, when the child “takes out” the repressed, subconscious content of his own, not yet formed, but often already traumatized psyche: intrapersonal conflicts, fears, anxieties, aggression, difficulties of separation, jealousy to sibling, low self-esteem, difficulties in communication, experienced dramatic events in the family, violence, etc.

Diagnostic and correctional work with children based on the technique “Childhood”, developed by us, can be conducted both with a group of children (up to five people), and individually. The main goal is the general study of the child’s personality, based on which the psychologist proposes a hypothesis about his psychological characteristics, the nature of psychological trauma, experienced by the child, psychological nature of his relationship with unambiguous conclusions about the child are not made – conclusions of the psychologist on the basis of the used technique serve as general guidelines for the recommendations on overcoming child’s psychological problems and they are the basis for further psychological work with him.

A psychologist may have a question before application of the technique: Where to start a conversation with a child about his experiences? What answers should be given when the child asks open questions or does not want to talk at all? What kind of psychological help can be given to the child, his relatives, and teachers?

Analysis of the story of the child pursuant to the proposed pictures should not necessarily be made according to the given schemes, because high efficiency is proved by an intuitive way. A psychologist, along with a child, can determine those pictures, which are especially energetically charged for the child, and begin work from them. These areas can be identified by the question: «Choose the pictures, which reflect your mood». Then psychologist may ask: “What exactly attracts you in the picture (or repels, or causes strong feelings)?”. An important step in the work is to find out what kind of feelings a picture pours out on the child. Attention is drawn to what looks strange or controversial in the story of the child, indicating to the presence of a specific problem area. It is important to draw attention to the repeated choices by the child of certain themes or repetition of identical

emotions, experiences, which are projected by the child on different storylines.

We consider it expedient to present the most typical children’s subject choices, which reflect the theme of the most relevant topics from the child’s life.

- The topic of relationship between parents.
- The topic of the conflict.
- The topic of the psychological climate in the family.
- The topic of intimate relationships between parents.
- The topic of fear, anxiety.
- The topic of upbringing, child’s reaction to punishment.
- The topic of punishment, violence.
- The topic of emotional state of the child in school, relationships with classmates.
- The topic of competition and jealousy between siblings (brothers and sisters).

The topic of relationship between parents. The topic of conflict. The subject of psychological climate in the family.

The practice of our work proves that family conflicts ruin the child’s personality. The situation of tension in relations of parents is perceived sharply and painfully by the child, which causes formation of low self-esteem, a sense of shame and guilt. The child always perceives high tones of parent’s talk as a threat to his emotional state, safety of life. As a result, the child may undergo development of fear of aggression, fear of independence, fear of intimacy or trust and fear of submission, which is manifested in violation of communication with parents and peers, blocking development of emotional sphere and inability to recognize, understand one’s own feelings and feelings of others.



Examples of questions:

- What do you see in the picture?

There are cases when a child is extremely hurt by conflicts of the parents that any hints of conflict are repressed in his consciousness, and therefore he seems not to see, not to perceive a conflict in the picture, the content of which explicitly indicates this. In this case, we give clarification questions:

- What does a girl/a boy feel in the picture?
- What thought, feelings does he/she have?

The topic of upbringing, the child's reaction to punishment.

Punishment leads to conveyance of guilt feeling in the child and conveyance of an external locus of control (since control over his actions is carried out not by him, but by his parents). Punishment causes child's fear of the parents, whom he loves and on whom he completely depends. Subsequently, this fear stabilizes and causes maladjustment of an adult in society, in personal and professional spheres of his life. The practice of our work confirms the words of the child psychologist Ross Campbell, who strongly does not recommend parents to apply corporal punishment because it causes feeling of guilt in the child. Because the child considers his punishment as a redemption for his bad behavior and a limiter of ill-treatment. Subsequently, such a position is transformed into self-abduction.



Questions, which catalyze expression of the child's attitude to the situation of punishment by parents, expression of fear of punishment and blame for own actions:

- The girl got (played) in the puddle, what would her mother say to her?
- The girl is standing in the corner. Why was she punished? Who stood her in the corner?
- The boy went on the rampage. What will the mother say to him?

The practice shows that most children's responses point to feeling of guilt and fear of punishment, the child treats himself from the point of view «I'm bad».

The topic of emotional state of the child in school, relationships with classmates.

Emotions of the child are closely related to his inner world and difficult situations, in which he finds himself in his own life. If in the early, infancy age emotions are directly related to immediate influences, then in pre-school age they begin to mediate preschooler

attitude to certain phenomena, primarily social ones. Emotional states become generalized, become conscious and, to some extent, manageable. During the childhood, emotions change due to complication of the child's relationship with the surrounding world.

The practice proves that it is often difficult for children to cope with their emotions, with their emotional surges. Those situations, which can be easily perceived by adults, are a matter of deep concern for the child. The technique, developed by us, allows a child to form an understanding of personal emotions and feelings and their causes, as well as to form the skills of managing one's own feelings and emotions (anger, anxiety, fear, guilt, shame, sympathy, compassion, empathy, pride, love etc.).



The questions allow catalyzing emotional experiences of the child, associated with the situation of social interaction:

- What does a girl feel, while speaking in front of the class?
- Why does the girl not want to go to school?
- Why did the boy return from school in the upset mood?
- The boy got low grade in his diary, what will his parents tell to him at home?

We draw attention to the fact that each picture is projective in the sense of understanding it by particular child with his particular sibling position in the family. Due to the efficacy of archetypal symbols in revealing the content of emotions, a small person can project his own individual dramatic situation and experience on the picture (for example, a picture is archetypal, it does not depict heroes, but only a belt, which many associate with the punishment by the parents in childhood).

Diagnosis of emotional state of the child is carried out in the following way. The child is proposed to choose the pictures, which he likes, and to present a story about the deployment of the plot, depicted on them.

The child may be asked the following questions:



- What title would you give to this picture?
- What is depicted on it?
- Who is depicted on the picture?
- What in your opinion does a girl/a boy feel in the picture?
- What feelings, emotions (joy, enthusiasm, sadness, anxiety, fear, aversion, anger) have children, depicted in the picture?
- Whom of the children do you like more?
- Whom of the children you don't like, why?
- Whom could you be in this picture, in the role of someone (or what)?
- Choose a card, on which the hero has the feelings as you have. Tell about his feelings, experiences.

The basis of the **analysis of technique** is the content of the children's answers, stories, created by them on the ground of stimulus pictures. Answers of children, which have significant differences between what the child tells about the picture and the story, which is really depicted in this picture, are of particular interest. Such "false" attribution is a consequence of the protective process of repression, which indicates the "problem area", as well the fact that the child has psychological problems.

Dominant tendencies. All pictures of the technique can be nominally divided into trivial and provocative (catalyzing stressful emotions) incentives. If during the whole work with the child, he constantly returns to the primary or the same topic, this indicates its dominance. On the other hand, the dominant topic can take principal position over the other, trivial themes. A certain figure with a certain stimulus can catalyze a dominant tendency. For example, a child can tell a story pursuant to trivial pictures in a calm, consistent, non-emotional way, until he encounters a picture, which provokes strong emotions – punishment, conflict, etc. It is important to pay attention to emotions, which caused themes, first of all signs of sadness in the stories with depressed themes or trivial themes.

The effectiveness of application of our technique is stipulated by the fact that the more a child conceals dissatisfaction with his environment, parents, himself, the more he reflects it on the outside world, and hence on the images-stimuli, offered by the psychologist.

We paid attention to manifestation of psychological protection of the child during the work with pictures-stimuli, appearance of which indicates the manifestation of the "problem area", a psychological trauma. Namely:

1. Denial of a separate picture or several pictures, which express a similar tendency.
2. Partial repression: when only one of the pictures, which causes anxiety, is denied.
3. Inhibition: prolonged silence over some kind of picture.

4. Conversion to the opposite: a repressed tendency turns into an opposite, which has manifestation in the narrative, the content of which is completely removed from the plot, depicted in the picture.

5. Rationalization: denial of the picture is explained by the child in the way that it is unclear, fuzzy, and ugly.

6. Isolation: description of the picture is carried out in an indifferent voice, without emotional expression.

Diagnostic work according to the technique is based on reveal of the **dominant child's identifiers**, which allows identifying the dominant theme in the child's life.

Thus, a dominant theme can be detected through a sequence of characteristic positive or negative identifiers. Frequent identification with the hero of pictures can mean good adaptation – if the stories are well ordered, or a sign of egocentrism (narcissism). If identification is rare, then it may indicate predominance of a child's feelings of guilt, the attitude towards himself, as "I'm bad". If a child in the vast majority of cases does not identify himself with someone, this means a high level of emotional excitement, anxiety.

Analysis of reaction time. We understand speed of reaction as the time between the demonstration of the picture and the child's first response to the storyline. It allows tracking the emergence of protection, agitation. Very quick answers are considered an attempt to solve independently psychologically destabilizing situation or the effect of the opposition's protective mechanism. When the answer is given with a great delay, we may state repression, protest tendencies, obstinacy, blocking of activity due to excessive agitation.

Conclusions. The projective technique "Childhood", elaborated by us, is for the diagnostics of the inner-personal and communicative sphere of a child from 4 years of age, it solves the problem of comprehensive approach to diagnosis of the child's personality in the unity of his affective, behavioral, cognitive and social components. A complex of thematic pictures allows you to engage the child in the process of psychological work in a full way, to catalyze important aspects of his experience, identification of which helps to eliminate the child's traumatism and develops his personal potential. Long-term experience in the practice of applying the technique proves its effectiveness during application with children, since dialogic interaction pursuant to the picture reduces resistance and barriers of the child while imagining the obtained (often traumatic) experience, the ability to choose from a large

number of pictures contributes to spontaneous manifestation of child's activity, and thus catalyzes relief from negative feelings. The technique, developed by us, also involves the child's natural abilities to creativity and thus to carry out the process of psychological work (diagnosis, correction) in the form of a game, which is of interest to the child; allows to identify individually unique ways of perceiving living space, life situation of the child, in which he is.

An important line of further research is theoretical substantiation of practical results of application of the technique, as well as deepening and specification of the procedure for its application, elaboration of such important components as dialogue, interpretation, criteria for selection of pictures, the scheme of processing interpretation of the technique.

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ІНДИВІДУАЛЬНА ОСВІТНЯ ТРАЄКТОРІЯ: МІЖДИСЦИПЛІНАРНИЙ АНАЛІЗ ФЕНОМЕНУ

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У статті проаналізовано напрями дослідження проблеми індивідуальної освітньої траєкторії, що здійснені вітчизняними та зарубіжними дослідниками у царині педагогіки, соціології та психології.

Ключові слова: індивідуальна освітня траєкторія, освітній маршрут, індивідуальна траєкторія психічного розвитку, професійно-освітній потенціал, неперервна освіта.

В статье проанализированы направления исследования проблемы индивидуальной образовательной траектории, осуществленные отечественными и зарубежными исследователями в области педагогики, социологии и психологии.

Ключевые слова: индивидуальная образовательная траектория, образовательный маршрут, индивидуальная траектория психического развития, профессионально-образовательный потенциал, непрерывное образование.

Sukhenko Ya. V. PERSONAL LEARNING PATH: CROSS-DISCIPLINARY ANALYSIS OF PHENOMEN

The article analyzes the directions of research of the problem of individual learning path which are carried out by Ukrainian and foreign researches in the field of pedagogy, sociology and psychology.

Key words: individual educational trajectory, individual learning path, individual trajectory of personal development, professional and educational potential, continuing education.

Постановка проблеми. Швидкі та кардинальні зміни сучасного світу відбиваються у його назвах і концепціях: концепція VUCA-світу (англ. *volatility* – мінливий, нестабільний; *uncertainty* – невизначений; *complexity* – складний; *ambiguity* – неясний, двозначний) прийшла на зміну концепції SPOD-світу (з англ. *steady* – стійкий, *predictable* – передбачений, *ordinary* – простий, *definite* – визначений). Експонен-

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ціальний розвиток інформаційних та цифрових технологій, зростання обсягу знань актуалізують потребу особистості в освіті впродовж життя, концепції та технології особистісно зорієнтованого навчання виходять на перший план, потреба у репродуктивному засвоєнні та відтворенні знань поступається місцем здатності швидко орієнтуватися в нових знаннях, знаходити, систематизувати, продукувати їх.