



THE FUNCTIONAL ROLE OF ART THERAPY IN THE PROCESS OF LOGOPEDIC CORRECTION

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Abstract

This article analyzes the functional role of art therapy in the process of logopedic speech therapy. Based on scientific sources, the sensory-motor, emotional-regulatory, and communicative components of art therapy are examined in terms of their impact on the remediation and compensation of speech disorders. The study also highlights the significance of art therapy in enhancing motivational engagement, strengthening neuropsychological integration, and establishing a multimodal learning environment within speech therapy sessions. The findings indicate that art therapy methods function as effective supplementary corrective mechanisms that support the development of speech functions when integrated into logopedic practice.

Introduction

Art therapy represents a multimodal interventional approach situated at the intersection of corrective pedagogy, clinical psychology, and speech-language pathology. This method aims to activate sensory-motor, visual-cognitive, emotional-regulatory, and communicative mechanisms through artistic activity in order to support specific components of mental functioning.

Speech disorders are characterized by varying degrees of functional impairments in phonetic-phonemic, lexical-grammatical, semantic, pragmatic, or articulatory-motor systems. These impairments are often underpinned by complex neuropsychological factors, sensory integration dysfunctions, insufficient development of auditory and visual discrimination processes, emotional-social factors, and reduced communicative initiative. Recent decades of research demonstrate that delays in speech development are frequently accompanied by heightened sensory sensitivity, emotional imbalance, social communication difficulties, visual-motor coordination deficits, and diminished motivational components.

Within this context, art therapy can enhance the effectiveness of logopedic correction by creating an emotionally safe environment, fostering a multimodal learning context, increasing motivational engagement, strengthening communicative initiative, and supporting neuropsychological integration. In particular, art therapy is reported to exert an indirect influence on speech-related components such as sensory-motor integration, visual structuring, breath-voice coordination, lexical initiative, and pragmatic functions.

However, analysis of the existing literature reveals that a comprehensive conceptual model of art therapy integration in logopedic correction remains insufficiently developed. The functional mechanisms are not systematically described, integration protocols lack

standardization, and empirical evidence regarding its impact on speech functions remains fragmentary. This gap defines the scientific relevance of the present study.

Research Problem and Objectives

The scientific problem of the study lies in the systematic identification of the functional role of art therapy in logopedic correction, theoretical substantiation of its components, and evaluation of its practical application.

The objectives of the study were defined as follows:

1. To enlighten the psychological and pedagogical foundations of art therapy;
2. To analyze the sensory-motor, emotional, and communicative components of speech disorders;
3. To identify points of intersection between art therapy and logopedic correction;
4. To describe the mechanisms through which art therapy influences corrective effectiveness;
5. To evaluate existing application models and intervention protocols.

The scientific novelty of the study lies in the development of a systematic conceptual model interpreting the functional role of art therapy in logopedic correction, clarifying multimodal intercomponent relationships, and describing the mechanisms by which art therapy affects speech functions.

The practical significance of the study is associated with expanding the integration of motivational, emotional-regulatory, and sensory-integrative mechanisms into speech therapy interventions.

Methodological Framework

This study analyzed methodological approaches to incorporating art therapy elements into the process of logopedic correction. The methodological system is based on a multimodal approach involving the simultaneous activation of sensory-motor, emotional-regulatory, and communicative components.

Art therapy can be integrated into speech therapy sessions through four primary methodological blocks:

1. Sensory-Motor Block

This block aims to support articulatory functioning, fine motor skills, and overall sensory integration. Activities include plasticine modeling, collage-making, finger painting, texture exploration, and graphomotor exercises. These activities may indirectly enhance articulatory precision, breath-voice coordination, and motor components of speech production.

2. Visual-Cognitive Block

This block facilitates structuring of objects and events through drawing, distinguishing object attributes, understanding cause-effect relationships, and expanding semantic components of speech. Activities include coloring, object drawing, situational compositions, and sequencing stories through visual representations. These exercises contribute to the development of phonosemantic and syntactic processes.

3. Emotional Expression Block

As a core component of art therapy, this block focuses on emotional expression through visual means, strengthening emotional regulation and self-awareness. Activities include identifying emotions through color, metaphorical drawing, thematic compositions, and dramatic improvisation. Improved emotional regulation supports communicative initiative, motivation, and spontaneity in speech production.



4. Communicative Block

This block aims to develop expressive and pragmatic components of speech through storytelling based on drawings, visual dialogues, object-based communication, and creative dramatization. These methods facilitate sentence sequencing, question–answer exchanges, naming, describing, evaluating, and narrative construction, thereby strengthening pragmatic language skills and social communication strategies.

Results

The integration of art therapy components into the logopedic correction process produced measurable dynamics across two domains:

1. Verbal-speech skills
2. Emotional-volitional and sensory performance indicators

Visualization of speech processes through artistic materials facilitated phonetic-motor coordination, particularly during the reproductive phase of correction (sound production, syllable blending, formation of dynamic speech stereotypes). After 12 weeks of systematic observation, the greatest progress was noted in an articulatory precision, phonemic differentiation, and communicative activity.

In children with Autism Spectrum Disorder (ASD), the structured visual framework of art therapy simplified speech movements through external visual guidance.

Emotionally, art therapy reduced social anxiety associated with speech impairments. Observational data and therapy protocols indicated decreased resistance to speech tasks and increased self-expression needs, thereby enhancing motivational support for speech consolidation.

Sensor-integrative modalities such as plasticine modeling, sand therapy, collage-making, and coloring activated kinesthetic cognition. When integrated into standard speech therapy sessions, these modalities reduced response latency in prompted speech tasks and decreased the frequency of repeated instruction requests.

Overall, art therapy transformed the correctional process into a multisensory system supporting speech rehabilitation simultaneously across cognitive, sensory, motor, and emotional domains.

Discussion

The findings confirm that art therapy functions as a multifunctional module within logopedic correction. Given the interconnectedness of phonetic, phonemic, lexical, grammatical, and pragmatic components, multimodal activation enhances corrective outcomes.

Drawing, modeling, and collage techniques appear to create an external model for speech movements—conceptually describable as a “visual-motor verbal mediator.” This mechanism was particularly evident in children with ASD.

Additionally, emotional regulation plays a critical role in successful speech correction. Speech impairments often generate secondary effects such as social anxiety and avoidance of dialogue. Art therapy provides emotional release, reduces psychomotor tension, and enhances self-awareness, thereby preparing children for effective verbal output.

However, effectiveness may vary depending on age, type of speech disorder, emotional background, sensory-motor maturity, and individual adaptation characteristics. Future research should therefore focus on selective group analysis.

Conclusion

The study demonstrates that integrating art therapy into logopedic correction exerts a comprehensive impact on multiple aspects of speech disorders. Art therapy supports not only phonetic-phonemic and articulatory skills but also communicative initiative, sensory-motor integration, and emotional-regulatory functions.

The multimodal approach confirms its functional superiority in speech therapy practice and provides a foundation for developing integrative methodological models. Future studies should examine art therapy applications across various speech disorders and age groups, compare individual and group intervention formats, and explore digital-visual integration to enhance interactivity and engagement.

In conclusion, art therapy should be considered not merely as an auxiliary technique but as a functionally essential component of logopedic correction aimed at optimizing speech development within a multidisciplinary pedagogical framework.

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