

## The Implications of Integrative Arts Therapy Approach in University Education in the Age of Human and Disaster

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### Abstract

*The educational environment of the era of age of uncertainty and human and disaster, where nothing is predictable, so it is bringing about many changes. The purpose of this study is to suggest the implications of Integrative arts therapy in the educational field of unpredictable times as a way to move the minds of people living in various educational changes. As for the research method, the characteristics of the integrative arts therapy shown in the previous studies were examined through the literature method, and then through the cases in the modern education environment practiced we propose three things. First, in the field of university education, students should have an integrative arts therapy approach in terms of teaching methods, and also, second, in order to recover from failure and frustration, continuous gratitude sharing training to discover and acknowledge positivity in the situation by changing perspectives should improve students' self-esteem and self-efficacy. Third, professors should play the role of facilitators and also coaches in knowledge transfer. Therefore the coaching process should be integrated into the process of sustainable education when the integrative arts therapy is approached from the pedagogical curriculum.*

**Keywords:** Integrative Arts Therapy, University Education, Teaching Method, Thanks Sharing Training, Coaching

### 1. INTRODUCTION

In the rapidly unpredictable change, the trend of education is shifting from task-centered relationship-centered to teaching-centered to student-centered, from classroom-centered to field-centered, from event-centered to sustainable process-centered education. In other words, it is changing to Blended Learning, which is linked to the field, the lecture hall, and the field. And also, the corona-19, which began in late 2019, it has repeatedly mutated and re-spread even after declaring a pandemic on March 1, 2020. As a result, countries around the world face contemporary changes, and the daily lives of individuals enjoyed as human beings have been suspended since the end of the post-corona or corona. However, human life is not merely a nature that can be suspended, and man must live a life between man and man even in times of epidemics. However, someone who can't withstand this deferred period is being pushed to the edge of the brink by being forced into an unforgettable future called post-corona. In addition, today, the digitalized industrial technology, business management, and educational and cultural environment represented by the digital revolution are dramatically changing not only the technical dimension but also the everyday way of life in which we live. The pandemic

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situation caused by the COVID-19 virus, which has accelerated the entry into the digital society, has replaced the way of understanding the world with uncertainty, complexity, ambiguity, and variability, and the importance of fostering convergent capabilities that combine creativity and insight as the ability to flexibly cope with these changes is becoming more important.

As such the educational field of unpredictable has faced many changes. In particular, in the era of rapid development of state-of-the-art technology and unlimited competition, everything is changing so fast in our society, where efficiency and performance-oriented environment dominate, and school education is no exception. School is a place to make peer friends and form groups. It is also a place where students experience academic and social skills and spend the most time. It is also an opportunity to experience many things and find a compass of life [1]. Therefore, schools should stimulate students' imagination and creativity and help them live a happy life through holistic growth.

Nevertheless, students are living in a relationship with heavy academic and competitive peer groups in school, and competition-oriented education focusing on entrance examination is being carried out. Even after entering university, there are many stresses, conflicts, academic problems, employment problems and social pressures. It is expanding into cognitive, emotional and social problems.

So the purpose of this study is to suggest the implications of Integrative Arts Therapy in the educational field of unpredictable times as a way to move the minds of the living in the field of various educational changes.

## **2. UNDERSTANDING OF INTEGRATIVE ARTS THERAPY**

Various concept definitions coexist in integrative arts therapy. First of all, integrative art therapy is an art therapy that applies various art forms mutually and integrative, and it is defined as a process of inducing clients to experience catharsis and find stability in their minds by expressing dissatisfaction or inappropriate emotions accumulated in the client's inner side by integrating the areas of independent art therapy and using them in an integrated form in parallel with psychotherapy Integrative arts therapy is a psychotherapeutic mechanism that emphasizes the therapeutic characteristics of art [2, 3].

Single art therapy, which is operated with the characteristics of each medium of art, refers to the areas of art therapy, music therapy, drama therapy, literature therapy, dance and movement therapy, and film and photography therapy. Single art therapy has developed its own techniques based on the history and development background of each field and has been used in the clinical field. They have independently formed individual groups as separate disciplines. Recently, however, it has been applied not only in the clinical field but also in the pedagogical teaching method.

And integrative arts therapy is said to be aimed at presenting various aesthetic experiences to the client through the combination with other art forms and media, and expanding the possibility of treatment by using their emotions and senses in an integrated manner [3]. In addition, integrative arts therapy is defined as helping individuals to lead a harmonious life by resetting their relationships with society through personal growth, self-expression, insight, and change through artistic activities such as art, theater, dance/movement, and music [3, 4]. As such, there is a slight difference in understanding integrative arts therapy among various scholars. However, in common, it is necessary to consider the preference of the client and the characteristics of the individual, and the possibility of treatment by alleviating the tension of the body and presenting various aesthetic experiences. In addition, previous studies on integrative art therapy in Korea have already claimed that integrative art therapy programs have a positive effect on college students' self-identity, and it is confirmed that depression and anxiety scores of students decrease when combined with integrative art therapy programs [5]. There is a preceding study that when applied to students with problem behaviors, emotional intelligence and happiness are improved [6].

### **3. AN ANALYSIS OF PREVIOUS STUDIES OF INTEGRATIVE ARTS THERAPY**

In Korea, research on art therapy began with the establishment of the Korean Art Therapy Association in 1992, the Dance Movement Psychotherapy Association was founded in 1994, and the Korean Music Therapy Association was established in 1996, and academic research and therapeutic approaches to art therapy began. Since 1997, the university has established independent art therapy departments such as music therapy department, art therapy department, drama therapy department, and literature therapy department, and has formed a consensus on the value and meaning of art in society as a whole. As a result, many studies on the therapeutic function and effect of art have been announced and their achievements have been recognized until today [3-5] [7].

In particular, a total of 217 studies were found as a result of searching for integrated art therapy research in KCI. Most of the researches were conducted from a therapeutic point of view on people who experienced children with disabilities, disaster victims, North Korean defectors, depression in old age, developmental disabilities, programs of integrative arts therapy, gambling addiction, and child abuse. There was a lack of papers to approach the integrative arts therapy method from the pedagogical point of view.

Previous studies since 2011 have confirmed that the use of art media affects depression, anxiety, and interpersonal skills, and research results suggesting the possibility of using art media suitable for relieving and preventing depression and anxiety of adolescents are emerging. Especially, It is necessary to closely analyze and approach in accordance with the subjective situation. These studies quantitatively verified the effects of integrated art therapy programs on students' reduction in depression, anxiety, and emotional expression [7-11].

University students are in preparation for becoming a full-fledged adult, and they must have the physical and mental abilities to adapt to a modern society where complex and fast work processes are taking place.

In the midst of the COVID-19 pandemic, people are missing people and there is a strong desire to restore relationships. In particular, in order for foreign students to adapt to college life, an institutional device is needed to detect depression, a negative psychological emotion, at an early stage and systematically manage it [12].

Students of this era feel a big gap between the college life they think before entering college and the college life they feel in reality. Therefore, in the field of career psychological counseling, an integrated art therapy approach is desperately needed to resolve subordinate conflicts and career anxiety about major contradictions experienced in college life [13].

Universities are places where autonomous responsibility and choice are required to escape from the protection of society and family that have been received during the middle and high school years, and it is a time of confusion that experiences the most conflicts of human relations. The negative perception of the body along with the problems of employment, economic, career, and future in college age is rather stressful for university life to be enjoyed in college life.

Therefore, in order to solve these problems, a more diverse and new type of psychological healing program that can provide psychological stability and confidence in self-expression is required. Considering the realistic limitations of university education, which is difficult to apply as a further psychological healing program, it is also necessary to apply integrated art therapy teaching methods to students in terms of teaching methods in accordance with the characteristics and circumstances of each department so that continuous coaching process can be achieved. Therefore, this study is valuable in that it suggests the implications of the integrative arts therapy approach in the teaching method in the field of university education in the era of unpredictable VUCA and human and disaster.

### **4. MOTIVATING INCREASED POSITIVITY CONTINUOUS SHARING GRATITUDE ACTIVITIES AND TRAINING**

The experience and expression of gratitude is recognized as the most basic and desirable aspect of human character and social life regardless of culture and era [14]. Therefore, the inevitability of education related to gratitude is raised, and it is possible to see the view that gratitude should be conceptualized as a dimension of emotional disposition [15, 16].

Grateful disposition refers to the generalized tendency of such an emotional state, in which grateful people recognize the help of others and feel gratitude for positive events or situations in their daily lives [17].

Gratitude propensity is explained by dividing it into four categories: Intensity, Frequency, Span, and Density [18]. A person with a high gratitude disposition is at the level of feeling gratitude more specifically for positive situations, and the frequency often experiences gratitude. Range experiences appreciation for various objects in life. Density is feeling more grateful to multiple objects for one event [18]. Therefore, people with a high gratitude disposition tend to actively cope with various stressful situations [19]. Since 2014, students of Department H have kept a gratitude diary (3 to 5 items per day) and have been making gratitude a habit and internalizing it through a step-by-step practice process to improve the gratitude disposition. They are also practicing expressing their gratitude through letters of appreciation [20, 21].

Since the pandemic, thanks-sharing activities have been continuously conducted using programs organized according to the four elements of positive psychological capital (hope, efficacy, resilience, and optimism) [22]. The composition of the program consists of Optimism (appreciating what is taken for granted), Resilience (finding positivity in any situation and being grateful), Efficacy (appreciating yourself for doing your best), and Hope (appreciating future dreams and hopes). Through this, it was found that the attitude of gratitude improved.

The researcher opened 'Personality and Self-Development', a liberal arts subject, and carried out gratitude education, music, poetry, photography, and art activities in accordance with Thank H.E.R.O (Hope, Efficacy, Resilience, Optimism) to change students' positive minds. Improvements in stability, confidence, and resilience were observed.

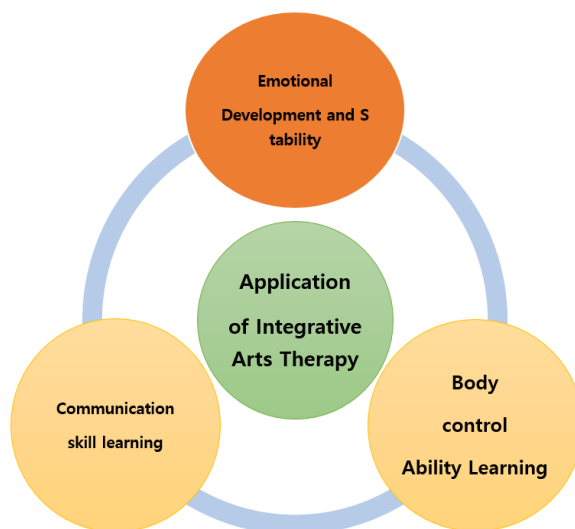
The case of the researcher and the following are the case of H University's Career Psychological Counseling Center. During the pandemic, a program linked to 'art and psychological analysis', a liberal arts subject, was conducted to help students overcome psychological atrophy, anxiety, and depression and find a sense of stability. A group art therapy program to improve the mental health of college students who participated in art psychology analysis liberal arts was selected as an excellent mental health support project as its effectiveness in developing ego resilience, emotional expression, and sense of control was verified [23]. In addition, a music therapy program using musical instruments was operated for enrolled students, and opportunities for treatment were provided through the expression of inner feelings using music media. Participants said being able to express their thoughts and feelings helped relieve stress [24].

## **5. IMPLICATIONS OF INTEGRATIVE ARTS THERAPY TEACHING METHOD IN UNIVERSITY EDUCATION**

The essence of integrative arts therapy seeks to improve the quality of human life. In the field of integrative art therapy, there are music, art, dance, dynamic, photography, literature, etc., and the range of application and applicability in the field of school education are endless. Integrative art therapy is a form of cure. It is not easy to make art activities easier and more comfortable for students to access. It is also a field of counseling, and it is also a teaching technique that can be applied in the educational field. Integrated art therapy techniques have three advantages when combined with teaching techniques.

First, students can express their emotions in a comfortable atmosphere and contribute to the emotional development and stability of students. Second, students can naturally learn the ability to control their own body. Third, it can contribute to actively helping communication skills in the educational field [8, 9, 10, 23].

As shown in Figure 1. It means that applying the integrative arts therapy in terms of teaching method can create an atmosphere in which students can naturally express emotions that are deeply embedded in their hearts, thereby learning the ability to recognize and also they can control their own mind and body changes then learn communication skills each other at the same time in the classroom. Integrative arts therapy is used in terms of teaching methods, it can contribute to fostering natural communication skills through psychotherapy mechanisms that integrate and apply various arts media so that students can voluntarily evolve their consciousness through integrative arts therapy experience and realize their value as a cosmic being.



**Figure 1. The effect of integrative arts therapy**

In generally all the society they are very interested in the MZ generation because they are in conflict with the older generation and also they are faced at the center of many changes. N-give up-generation refers to a generation that has abandoned many things such as love, marriage, and home purchase due to social and economic pressures. It means a dictionary definition that there are too many abandoned ones to count.

The reason why such N give up Generation appeared is that they gave up many things in the midst of continuous severe job shortages, deepening polarization, and various social conflicts. The students who are currently being educated at the university are these N give up Generation and have a negative psychology of anxiety and helplessness [25].

In addition, the researchers of this study carried out the practice of sharing gratitude for more than 9 years at the Department of Air Tourism at H University. and also applied the integrated art therapy technique to the education field of navy officers. As a result, I was able to confirm the effect of studying for more than 9 years that students' emotional development, stability, body control ability, and communication skill learning are achieved [6, 9, 20, 21, 23, 24,26].

And also it is possible to enhance self-esteem and self-efficacy of students by training to appreciate what they think is natural to increase positivity and resilience among integrated art therapy techniques and positive psychological capital factors students can express their emotions in a comfortable atmosphere and contribute to the emotional development and stability of students [1, 9, 20, 21, 22, 27, 28]. Second, students can naturally learn the ability to control their own body. Third, it can contribute to actively helping communication skills in the educational field.

The scope of application of integrative arts therapy can be broadened in the field of universities, and research on various approaches to integrative arts therapy in terms of teaching methods is still insufficient.

First of all, there is a limit to the development and operation of professional programs because the university is facing a difficult crisis in which the university is merged due to the shortage of students due to the decrease in population. Therefore, studies for efficient operation in university education should be carried out in various ways. Career coaching for students majoring in each department through coaching as well as teaching should be done together. Through this, it will be a basic data for realizing correct values formation, resilience and self-esteem, self-realization, and improvement of quality of life. Based on this, this study emphasizes that future effectiveness verification research and detailed program research should be done in various ways.

## 6. CONCLUSION

In conclusion, we would like to propose three things in this study. First, it is suggested that students in the education field. This study proposes an integrated art therapy teaching method that recognizes the value and vision of life and enables self-expansion. This is because it can be applied to the field of career psychology counseling to relieve anxiety about career, dissatisfaction with the major inconsistency experienced in college life (degrading the quality of study) and the part that was thought before admission. Second, to increase the positiveness and resilience among the positive psychological capital elements, it is necessary to practice gratitude and appreciation. This practice can be a viewpoint change to recover the failure and frustration, and by finding affirmation in any situation, students can strengthen self-esteem and increase self-efficacy.

Third, the professor should perform the role of facilitator and coach in knowledge transfer. Finally, when integrative art therapy is approached from the pedagogical curriculum, it is suggested that the process of coaching should be integrated into the process of sustainable education. So it is to be hoped that this study will contribute to the further development of integrative art therapy as a teaching method.

Finally, in the next follow-up study, we will conduct an empirical study that can verify the effectiveness of applying integrative arts therapy in terms of teaching curriculum.

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