

# Employment of drawing in psychology

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---Drawings were used in psychological treatments for the child at the same level as other techniques are used, such as playing and using dolls, and this activity allows the use of feelings and feelings as well as psychological representations. Especially those related to the analytical side of the personality. It is one of the techniques that allows to arouse the child's subconscious and allows it to be formulated at the same level of language as the adult. The child is able to use the drawing as an equivalent to the free associations used in the psychoanalysis of the adult. The credit for introducing the technique of graph analysis into the world of child psychotherapies is due to the laying of the foundation stone for child psychoanalysis in France 1887-1940. Sophie Morgenstern(( When I talked about a method of treatment for a child who suffered from mental dumbness))Mutes Psychogenic) where she used graphics and linked them with psychotherapy sessions. Psychology's use of drawings in general is increasing and expanding not only in the field of measuring mental abilities, but also in the field of in-depth clinical diagnosis, there are tests that measure intelligence such as the American man's drawing test Good enough Florence And some of them measure personality, such as the tree drawing of the Swiss scientist Koch 1934 And the French scientist, Renee Store And the "Ball" test, which collected the drawings of the house, the tree and the person in 1948.

### **The first specialists who cared about children's drawings**

Psychologists have been interested in studying children's drawing and its various uses in various fields, and we will discuss in the following some works related to trends and studies that have been concerned with children's drawings. And this enables us to say that children's drawings go through a life cycle of their own, and since we are interested in the expressive aspect of this activity, we will shed light on the specialists who dealt with this aspect of them: Loki was able toLuquet Dividing

the development of drawing according to the child's age stages, and showing that this activity defines an important period in childhood, as it is a rich means of expression. As for Prodomo Prudommeau Use the graphics to measure the mental level of the child and the sensory, motor and emotional disturbances of the children by asking the subjects to imitate some of the drawings. Through imitation to measure both the mental level. Gardner focus Gardner In his study of the interests of the child, he tries, through the pen and colors, to reveal his feelings and his external world, showing the relationship between drawing and the child's life.

I touched the Plaza Plaza In one of her articles on the role of drawing in the diagnosis of the psychologist, she mentioned that this activity is an expressive type for most children. As for Dobian Debiene She believes that drawing enables us to know the child's view of his external world and the way he perceives and expresses it, and this projected perceptual act allows one way or another to know the child's psychological, physiological and relational structure. Except for Fidelucci D. WIDLOCHER He is credited with highlighting three values for children's drawings: the expressive value, the projective value and the narrative value.

And he was able to give a new analysis of it, as he analyzed the drawing as he analyzed dreams. It is a technique that has added a lot to the interpretation of children's drawings, by giving importance to color, space, symbols and their representations. As to Winnicott WINNICOTT He created a new method in treating the child using drawing, as the psychotherapist creates a shape and the child must complete it. He called it the "Skigel" method. Squiggle.

As for F. DOLTO I used drawing in a special way, where I used an instruction saying to the subject: "Draw for me a beautiful drawing that makes you happy, not the school drawing." Fais moi un beau dessin, qui te fait plaisir, pas un dessin d'école». But it was taken a lot on this educational guide, which was intended behind the diagnosis only. But the most important thing is not the instruction to the extent that this method caused a tremor in the child's psychological treatment and considered it a rebellion against the classics of psychotherapy, because of the simple and easy results it achieved in getting the child out of his psychological, relational and personal crises.