

ARTS THERAPIES AS A RESOURCE IN THE EDUCATIONAL ENVIRONMENT: THE LATVIA SITUATION

Dace Stieģele¹, Ivita Pelnēna¹

1 Liepaja University



Name: D. Stieģele, I. Pelnēna
Webpage: www.liepu.lv
E-mail: dace.stiegele@liepu.lv, ivita.pelnena@liepu.lv
Institution: Liepaja of University
Address: Liela Str. 14, Liepaja, Latvia, LV-3401
Phone: +371 26167420
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Research purpose (topic, problem, aim). The research topic is about arts therapies as a resource in the educational environment in Latvia. The Latvian Art Therapist Profession Standard states that art therapists work in the field of health, social care, or education, performing their professional activities independently, as part of a multi-professional or multi-disciplinary team, however, in Latvia, an art therapist as a specialist is not included in the team of school support staff. The purpose of the study is to select and analyze the regulatory acts regulating the professional activity of art therapists in Latvia, the official guidelines and regulatory documents of the Republic of Latvia on educational policy issues, and scientific publications on research on arts therapies in the educational environment in Latvia and the world.

Keywords: art therapist, arts therapies, educational environment, support team

Research Methodology. The research was implemented as a theoretical study, during which an analysis of the selected sources – the official guidelines and regulatory documents of the Republic of Latvia's education policy and the regulation of the professional activity of art therapists in Latvia and scientific publications on research on art therapy in the educational environment in Latvia and the world – was carried out, using the methods of induction, deduction, and comparison.

Results / Findings. The educational process is implemented by the basic values of inclusive education, therefore it is essential to provide individually suitable support for each student, as well as extensive support for teachers for the implementation of a high-quality teaching and upbringing process. Research on the strength and causal mechanisms of the relationship between the arts and teaching and learning demonstrates the ability of the arts to create environments and conditions that result in improved academic, social, and behavioral outcomes for students from early childhood through the early and later school years. In Latvia, studies in arts therapies have been carried out focusing on the reduction of attention disorders in students with learning disabilities, the opinion of educational staff on the need for music therapy, music therapy in a group to reduce the signs of teacher burnout, and the assessment of the goals and needs of music therapy in the educational environment in Latvia, as well as a scoping review of visual plastic art therapy in the general education school environment has been carried out.

Originality / Practical implications. The results of this study will be used for further research on arts therapies as a resource in the educational environment.