

ART THERAPY IN SENIOR DEVELOPMENT – GERAGOGICAL AND CULTURAL SOCIOLOGICAL PERSPECTIVES

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From a sociological perspective, arts-based therapeutic activities for older adults play an important role in preventing social exclusion and promoting social integration. Ageing often entails reduced social contact, the loss of previous social roles, and an increased risk of isolation. Creative activities, such as music therapy, visual arts, and theatre, provide a space in which older adults can rebuild or strengthen their social capital, understood as networks of relationships, mutual trust, and support. Participation in group activities fosters a sense of belonging, enables individuals to assume new social roles, and increases the visibility of older adults within local communities. Creative engagement supports personal development while strengthening community ties and improving the quality of life of the community as a whole. Psychological and neurobiological research indicates that learning and development continue throughout life, including in old age. The brain retains its capacity for neuroplasticity, enabling older adults to acquire new skills, develop interests, and remain cognitively active. Arts-based therapeutic activities support older adults' development by engaging their emotions, cognitive processes, and social lives. They facilitate self-expression, the discovery of new interests, and sustained creative engagement. Participation in these activities contributes to improved quality of life, greater self-efficacy, and stronger social ties, all of which are essential to a more fulfilling experience of later life.

Keywords: arts-based therapies; older adults; social integration; social exclusion; social capital; creative engagement; lifelong learning; quality of life.

Introduction

Contemporary demographic changes, including the systematic increase in life expectancy and the growing proportion of older adults, necessitate a redefinition of strategies aimed at supporting the quality of life of seniors. Current scholarly literature increasingly emphasizes not only the medical or caregiving dimensions of ageing but also various forms of activation that stimulate and develop human potential in late adulthood. In this context, educational and artistic initiatives – well aligned with the concept of lifelong learning – play an important role, as they assume that learning and competence development continue throughout the entire lifespan. Art therapy – encompassing activities in music, visual arts, theatre and creative expression – is now one of the most frequently recommended forms of psychosocial support for older adults. Research demonstrates that participation in artistic activities helps maintain cognitive functioning, enhances creativity, strengthens the sense of agency and improves psychological well-being. These activities also have a rehabilitative dimension: they stimulate motor coordination, increase mobility and help preserve functional independence. Emotional sensitivity, which influences how aesthetic stimuli are perceived, is considered particularly significant and is one of the key factors determining the effectiveness of therapeutic interventions. Despite the need for methodological objectivity, researchers point out that authentic testimonies provided by participants of art therapy sessions constitute a highly valuable source of data. Seniors' accounts of their engagement in artistic activities reveal their experiences, motivations and emotions, and offer insight into the meaning and role of creativity in old age. Such qualitative perspectives reflect a broader trend in contemporary ageing research, which acknowledges the multidimensional nature of human functioning.

From a sociological perspective, artistic activities play a crucial role in building social capital. Participation in creative work fosters social integration, strengthens interpersonal bonds and counteracts isolation and social exclusion among older adults. Collaborative artistic expression develops communication skills, supports intergenerational dialogue and enhances the feeling of community. These processes contribute to the formation of social belonging, illustrated by the artistic project discussed in this article, carried out with seniors in Zamość, which highlights the practical application of art-based interventions in a local community context. The aim of this article is to analyze the importance of artistic activities in the social and emotional activation of older adults, with particular emphasis on their role in building social capital, enhancing psychological well-being and maintaining cognitive functions. The point of departure is a case study of a project implemented in Zamość, which serves as an example of the effective use of art as a tool supporting successful ageing. The article draws upon qualitative research findings, contemporary theories of ageing and an interdisciplinary perspective that integrates pedagogy, sociology and art therapy.

Art therapy with geragogy and andragogy

Art therapy is a very broad concept. It encompasses many types of therapies based on the broadly defined arts. Its scope includes visual art, music therapy, bibliotherapy, choreotherapy, theater therapy, and ethesiotherapy. It also includes film therapy, cultural therapy, and horticultural therapy [14, p. 265]. The issues related to creativity and its therapeutic value have gained wider interest among representatives of both scientific and artistic disciplines. For centuries, artistic abilities have been fascinated, and

«supernatural possibilities» have been perceived in them. In ancient times, the gift of creation was considered a privilege of the gods. To emphasize the act of «creation,» the epithet «divine» was then given. Today, if God is understood in this way, as Creator, regardless of religion, we can recognize that humanity is His creation. Many thinkers ask: did humanity possess the ability to create from the moment of its creation? Or is this a potential, developmental ability that conditions the eternal capacity for transformation of the natural world, particularly things and ideas? Civilizational, scientific, technical, artistic, and social changes indicate that everything produced by creative humans is subject to constant quantitative and qualitative changes. The individual is subject to phenomena of constant acceleration. He creates new and original qualities. Everything that is not the work of nature is its product [24, p.22]. Before every work and its creator exists an unlimited space of novelty and change. Research on the psychology of creativity indicates that humans live and develop through a dual mechanism: adaptation and differentiation, adaptation and creativity. These characteristics can take diverse forms: from a predominance of a tendency to adapt, to adaptation to constant change and dynamic development[24. P. 23]. Art takes on material form, in the form of a concrete product, but also ideological form, as an image. It is a thought for which the attempt to record it is a secondary activity, a trace of a creative act [14, p. 268]. Art therapy has its uses among both young and old [14, 269]. Considering the term «art therapy,» we learn that it comes from the words «arte» (Latin), which means to perform something perfectly, masterfully, and «therapy.» It is related, among other things, to the expression «therapeuēin» (Greek), which means «care,» «treatment,» or «worship.» It is a therapeutic activity through the means of art, and this process takes place without the need to use the resources of conventional medicine [24, p. 426]. Such activities were first noticed in the 1930s in the United States. A similar term was used in 1942 by British artist and teacher Adrian Hill [14, p. 269]. At the turn of the 20th century, therapy using various art techniques began in psychiatric hospitals, where artists and painters struggling with various mental ailments were treated [14, p.269].

It is worth mentioning that the «creative process», the essence of which is to reorganize existing experience and create new combinations and juxtapositions based on its elements, combines these experiences in an original and unexpected way [35, p. 60]. Here, we can list the processes that occur in art, and therefore also in art therapy. It involves the creation of a work, i.e., expression, and its reception, i.e., perception. Expression is an activity that utilizes a variety of techniques. Its effect can be a creation that helps us understand the personality of its creator. Perception is understood as contact with art, experiencing it. It is connected to the process that serves an individual to learn about the world around them. It is part not only of the reception of art but also of its creation [9, p. 17-19]. Thanks to the development of various branches of cognitive psychology, significant progress has been made in explaining the nature and structure of abilities and the course of the creative process. Numerous models based on a staged strategy have been created. The effects of creative activity have been linked to the level of a person's intellectual development. Research tools have been developed to measure various predispositions in action. This type of research facilitates the interpretation of the general mechanisms of creativity, skill development, and artistic education [24, p. 13]. New terms are emerging that address this development and education of seniors. One of them is «cultural geragogy [20, p. 1]. „Geragogy» is part of a broader field – gerontology. These activities support personal development, education, and social integration [8, p. 1]. This name comes from the combination of pedagogy and gerontology, the study of old age. In 1952, German physician Ferdinand Kehrler initiated a philosophy aimed

at recognizing that old age is a significant stage in a person's life [16. P.156-158]. It requires different educational methods, adapted to changing needs and opportunities. Education in this area is not only a training and development program, but also a shift in public awareness. The public often harbors the stereotypical belief that old age is not a good time for self-realization and development [9, p. 492]. In 1956, gerontologist and educator Hans Mieskes informed us about This [38, p. 19]. In the United States, the «old-age education» movement was pioneered by Wilm T. Donahue [6. P. 493]. In Germany, Otto F. Bollnow used the term gerontogogy as a discipline dealing with the education and «guidance of old people» in 1962 [38, p.1-2]. The application of these terms therefore concerned what can be defined as education related to the aging process and old age. Olga Czerniawska introduced terms such as gerontagogy, geragogy, and geriagogy [16, p. 156-158]. She believed that educational gerontology, which exists as a subdiscipline of social gerontology, is important [38, p. 79-80]. Another term used to define adult education is «andragogy» (Greek: *ανηρ, ανδρος* – man + *αγω* – I lead) [23, p. 57-77]. This pedagogy can take place in schools, community centers, and cultural center [17, p. 32]. Andragogy, like gerontology, is a practice-oriented discipline that emerged in the 20th century. Initially, it was a component of general pedagogy and the philosophy of education. Its development was connected to philosophical anthropology, adult psychology, ethics, sociology of culture, upbringing, the history of education, and general pedagogical thought [23, p. 55-77]. It is associated with the search for institutional and non-institutional forms of providing assistance. Through life experiences and their interpretation, adults simultaneously become co-creators of the educational process. Today's andragogy cannot ignore the analysis of difficult life experiences in its research. This discipline focuses on forms that will help overcome them [5, p. 8-10]. It is an interesting field of interest for both practitioners and researchers [34, p. 330-332]. It concerns the essence of the problem, the need, the purpose, the conditions, the regularities, and the effectiveness of adult education and self-education [18, p. 223]. Adult education is not only about filling educational gaps. It prepares people to function rationally, consciously, and responsibly in their professional, social, cultural, and family lives [34, p. 9]. In Poland, this idea gained importance after the publication of the European Commission's «Memorandum on Lifelong Learning» and the Ministry of Education and Sport's strategy for the development of lifelong learning until 2010 [18, p. 224]. These legal acts clearly state that adult learning and education are essential for achieving equality, social inclusion, and reducing poverty among seniors. They support the process of building a just and tolerant knowledge-based society [3, p. 18]. This applies to the various activities, acceptance, and opportunities for development that this period of life offers a person.

Old age and education

Old age is a natural stage in human life. It is determined by the very fact of birth, but this does not mean that we view it favorably or calmly. We accept its arrival with the conviction that it will be a process associated with a greater or lesser acceptance of certain limitations. This understanding of old age does not apply only to older people or those on the verge of old age, but to most individuals, groups, and communities. Old age causes a certain fear of experiencing it. From a social science perspective, in an era of rapid transformation in social life, the issue of interpreting the dimensions of old age across all generations should be crucial. Knowledge, and thus awareness of how older people are perceived within broader communities, allows us to discern the sources of social behavior. This issue is very significant, and the negative stereotypes that exist in society reflect the situation of older people. It represents society's perceptions, attitudes,

and thinking about old age [26, p. 201]. Of course, aging is associated with numerous changes in body and mind. These changes impact the daily lives of seniors. It is essential to develop appropriate educational methods that take into account the individual needs of this age group. The body's structure and functions weaken, a person's position in society changes, and their adaptation to the environment and other people is impaired. Some older people suffer from illnesses and diseases. These may include mental disorders caused by degenerative processes in the body [36, p. 15-20]. These changes affect health and cognitive skills. They require consideration in educational processes. Adapting to new conditions, strengthening self-esteem, and maintaining mental and physical fitness will therefore be crucial. Research on psychological changes in older adults demonstrates a series of regressive changes. From the age of forty onward, sensory impairments, decreased learning ability, poorer memory, lower stress tolerance, and increased emotionality are observed. On the other hand, they portray old age as a phase of life in which further human development occurs [36, p. 63]. Modern society increasingly utilizes the resources of older adults. They share their experiences with the younger generation and develop their passions [12, p. 360-370]. Respect for older adults doesn't have to mean «leaving them alone.» On the contrary, we should support and encourage their social and artistic activities. Working with older adults is based on principles that enable an effective approach to education. A holistic approach to development should be linked to the activation of the senses, which will enable seniors to fully engage in the educational and therapeutic process. Discovering and nurturing the «inner child» encourages rediscovery of the joy of learning, just as it was in childhood. Another aspect is respect for the «inner child.» This relates to respecting the potential of seniors, both from themselves and the world around them. It is important to enable seniors to work independently with learning materials, strengthening their self-esteem through the opportunity to correct mistakes and repeat exercises multiple Times [12, p. 365-371]. Activities in geragogical work related to reactivating memories and activating seniors through sharing their experiences and memories stimulate their mental activity. Working with older adults demonstrates attitudes that require empathy and authenticity. This will then establish a certain coherence between the thoughts, emotions, and behavior of the person accompanying the senior [12, p. 365-372]. In the case of art therapy and art education, it serves many functions. Instrumental ones will be noticeable when education becomes a remedy for various existing problems and difficult life situations. Others will concern socio-cultural values, where learning is a lifestyle and a way of experiencing old age. Such a lifestyle, as a result of the interaction of cultural and civilizational factors, emphasizes the role of learning in human life and development. It determines an individual's social position in the era of the information society. Education provides an opportunity for development, stimulates personality transformations, and allows for adaptation to the changes brought about by old age itself and the older person's living environment [12, p. 370-373]. Neurobiological research on the functioning of the human brain confirms the potential for learning and development in old age. It is a value of life and guides people in their pursuit of personal wholeness – full maturity. Without the opportunity to learn, they would lose the opportunity to become fully human, the chance to experience their full humanity. It is crucial when education becomes emancipation, liberating people from various types of dependencies, enslavements, and stereotypical thinking about old age. As emancipation, it promotes independence and, above all, freedom, as a universal characteristic of human existence. Functions related to existence concern education, which will foster understanding of the phenomenon of life. This will allow them to address the most difficult life tasks, such as illness, suffering, and Heath [15, p. 148-153]. A human being is a rational being

with free will. Freedom is granted to them by virtue of being a being endowed with the dignity of a human person from the beginning to the end of their existence [33, p. 128]. It is inextricably linked to responsibility for one's surroundings and action [4, p. 49]. One of these may be participating in educational and therapeutic activities and the opportunity to cultivate one's passions. These activities require the support of accompanying individuals and institutions. They should serve as an example of building mutual respect, understanding, a sense of commitment, and altruism. They become a source of social integration [7, p. 115-116].

Education should support acceptance of transience and affirm life in all its manifestations. These activities have revitalizing functions and psychologically strengthening qualities. The effort of learning and creating stimulates the body to think. Through the acquired knowledge and new skills, individuals gain a greater desire to continue living. This can be a recreational element that can be a panacea for the unpleasant and sad state of old age [15, p. 1-25]. Such actions are an example of affirming life and giving it value – an excellent incentive for longevity.

Art therapy with music

Art therapy is a rich source of therapeutic methods that can bring numerous benefits to educational work with older adults. It can be individual or group. Art therapy sessions, utilizing various forms of creative expression, have the potential not only to improve physical fitness but also to support the mental health of seniors. Therefore, it is crucial to properly plan art therapy sessions to match the participants' abilities. Excessive physical exertion should be avoided, but this does not mean that some forms of physical activity will be ineffective. Music and dance, which are very popular among seniors, are examples. Regular participation in dance classes can contribute to improved physical fitness, motor coordination, and well-being. It engages both body and mind. Another element of art therapy is music creation, which can take various forms, from learning to play instruments to singing together. Musical art therapy has a strong mood-boosting effect and can be an excellent opportunity to express emotions, release tension, and evoke positive memories. The human response to music is an extremely complex process, the outcome of which can be difficult to predict. It is a combination of psychological and physiological responses triggered by various aspects of the music itself. It is filtered through our personal and cultural experiences, training, associations, and expectations [27, p. 64]. Tadeusz Natanson mentions that the recipient's perception is influenced by their individual psychophysical characteristics, tastes, and preferences. These include habits, traditions, experiences, expectations, current attitudes, and needs. Thomas Clifton shares a similar perspective in his phenomenological theory of music. Norwegian researcher Even Ruud also discusses the importance of understanding music in art therapy. He believes its effectiveness stems not only from the music itself, but also from its grounding in experience. Each sensory organ sends information directly to the specialized centers of the cerebral cortex, creating a mental representation of the surrounding world. Beyond the process of perception and memory, there is an emotional layer and response to music, which takes place in numerous brain structures. A few researchers, such as Robert Zatorre from the Montreal Neurological Institute, have explored this challenging field of research [21, p. 55]. Modern knowledge about music processing in the human brain is largely due to non-invasive imaging techniques, such as positron emission tomography (PET) to examine increased neural activity in the brain listening to music. Electroencephalography and magnetoencephalography were used to examine the electrical and electromagnetic activity of neurons, respectively [21, p. 55]. A significant role in research is played by

the analysis of deficits in stroke survivors. There are many methods of music therapy. Some argue that music therapy is always active because it involves the patient's internal activity. Therapy is a change, and therefore an activity. This can occur both physically and mentally, or solely mentally. Hence, music therapy techniques are divided into active, which rely on the participant's involvement through various musical activities (singing, playing instruments, moving to music, improvising), and receptive, which are based on listening to music, relaxation, and visualization. Unlike receptive forms of music therapy, which most often use ready-made recordings, in active music therapy, the participant is also the creator of the Music [27, p. 76]. Such actions may also be related to cultural geragogy. In aging nations, a significant percentage of the population is past working age. Creating appropriate living conditions for this segment of society becomes crucial. The growing number of older people brings certain consequences – an increased number of people with illnesses, and therefore disabilities [37, p. 7-9]. They require support in the recovery process and therapy. One such form is art therapy using music. Another form is painting and drawing. This gives seniors the opportunity transforming their experiences into concrete visual forms, promoting relaxation, improved concentration, and the development of manual dexterity. Furthermore, more dynamic forms of creativity, such as collage, ceramics, and sculpture, engage participants in a creative process that combines creativity with precise manual skills. Poetry and storytelling, on the other hand, are an effective way to organize thoughts, allowing seniors to describe their memories, emotions, and life's difficulties, as well as leave them in written form for future generations. Art therapy offers seniors a variety of methods for self-expression, improved well-being, and activation in every aspect of life [1, p. 1]. Art therapy is a form of self-therapy that allows for the release of tension, the expression of emotions, and a better understanding of oneself. It stimulates memory, concentration, and creativity. Regular sessions support mental agility, helping to prevent dementia. Working with various art materials, such as brushes, clay, and embroidery needles, develops fine motor skills and improves coordination, which translates into better physical fitness. Art therapy in groups promotes integration, building relationships, and reducing loneliness. The key is to adapt the art form. Whether it's music, dance, sculpture, or theater, sessions should take place in a safe, comfortable environment, free from any pressure. Patience and openness to the creative process are key, not the pursuit of perfection at all costs [1, p. 1-5]. Art therapy helps seniors cope with depression, anxiety, and frustration. It often acts as a form of meditation, promoting calm and peace. It is also effective in relieving pain associated with chronic illnesses, offering the opportunity to focus on the positive aspects of life. For people with communication difficulties, such as those who have suffered a stroke or Alzheimer's disease, art becomes an alternative to words. It allows them to express their thoughts and feelings [1, p. 6]. Furthermore, art therapy opens the door to discovering new passions and talents that were previously unknown or overlooked.

Discussion and conclusions

Art therapy isn't just a professional form initiated by a psychotherapist. Art is used not only in diagnosis or therapy, but also in the broader context of supporting development and coping with various emotional difficulties. It expresses symbols, which became a subject of interest for psychoanalysts such as Freud and Jung. Art can support cancer patients, reducing symptoms of anxiety, depression, and fatigue. Art therapy helps in understanding and accepting emotions and experiences – enabling relaxation and a broader perspective on the future. It supports building mental resilience

and improves working memory. Art therapy, when used in groups, helps improve well-being, and regular sessions significantly reduce stress and anxiety. It's worth noting that this method isn't limited to clinical patients. Through the development of creativity, it can raise self-esteem and improve emotional and social functioning in everyone. This publication aims to inform us about methods and tools that enable the experience of art therapy. These include various forms of activity and suggestions that encourage exploration of art and working with emotions [2, p. 14-28]. Art therapy is a unique form of support for seniors, combining the creative process with therapy. Its goal is to help them cope with emotional and physical difficulties. Through art, seniors have the opportunity to rediscover themselves, build connections with others, and derive satisfaction from the creative process. It can become a part of everyday life – bringing joy. Art therapy is used in the treatment of mental illness, addictions, affective disorders, family relationship problems, and social and emotional difficulties related to disability. It often supports individuals struggling with trauma, loss, and cognitive and neurological difficulties. Art in art therapy is a path to discovering one's identity – overcoming internal barriers [1, p. 14-29]. Creative work provides a sense of growth, goal achievement, and fulfillment. It influences the development of creative skills and an increased need for self-creation. In the United States and Great Britain, art therapy is recognized as a professional therapeutic method. It is used in hospitals, clinics, and rehabilitation facilities. It should be noted that, like in other countries, it is also gaining increasing recognition in Poland. It's becoming an effective form of mental support. For older adults, it appears to significantly improve their quality of life and emotional well-being.

Summary

Polish art therapy, although seemingly developing, faces significant challenges. Factors such as the lack of appropriate regulations for art therapy and job insecurity cause many people to abandon this career path. One exceptional place is the Masovian Specialized Health Center in Pruszków. Psychiatric rehabilitation is provided there under the National Health Fund. Art therapy centers are being established in Warsaw, and more frequently, with art therapists working in clinics, psychological counseling centers, and day care centers. As many art therapists note, the first step towards establishing an art therapy profession in Poland should be standardizing education in this profession.

Proposed standards have already been developed by, among others, the Art Therapy Section of the Polish Psychiatric Association. These standards include standards for master's degree programs and certification of art therapists. The Polish Psychiatric Association issues certificates that can confirm the competence of art therapists, covering various specialties, including clinical art therapy. Further research is needed to confirm the effectiveness of this therapy. Many publications are valuable sources on this subject. Art therapy used in practice can be analyzed from a theoretical perspective, encompassing views and concepts, as well as a practical perspective. It is associated with active therapeutic action. In this context, many areas can be distinguished. Research on its application includes assistance in cases of physical violence, sexual abuse, and support for people suffering from post-traumatic stress disorder (PTSD). It supports the treatment of addictions, including alcohol and drug addiction. It helps people with senile dementia; it supports palliative treatment in oncology patients. It supports the treatment of people with eating disorders. It supports the resocialization process and also supports the treatment of people suffering from more severe clinical disorders such as schizophrenia, bipolar disorder, and personality disorders. It is important to remember

that art therapy can also be helpful for grandchildren of seniors struggling with various problems, often with autism and ADHD [11, p. 1-9]. One of the solutions and functions of art therapy may be intergenerational integration, enabling mutual understanding. Polish literature provides examples demonstrating that art therapy significantly contributes to improving the biopsychosocial well-being of social groups. This is particularly evident among people struggling with disabilities. An example is the work methods and effectiveness of art therapy for deafblind individuals [19, p. 2-10]. Other studies focus on observations of cancer patients [29, p. passim]. There are studies showing the impact of color in art therapy, both in terms of the biochemical changes that occur in the brain under the influence of color and its impact on the psyche [30, p. passim]. The images created in the patient's mind provide the basis for gaining insight into their subconscious problems. This allows for the next stage of therapy, which is appropriate guidance in the patient's internal experience and interaction [28, p. 116-118]. Art therapy is a method that takes into account both the psychological and physical aspects of a person. It is worthwhile to strive for the further development of innovative therapeutic methods that effectively combine clinical psychology with psychotherapy, pedagogy, and art [31, passim]. Psychologists and educators are devoting increasing attention to therapy that offers opportunities for engaging with art. These interests represent a certain congruence that provides the right *Direktion* – moving the mind. They can also lead to a certain tendency to engage selectively with something, even for pleasure [22, p. 50]. The advantage lies in the tangible psychological benefits – real support in the process of quality of life and health restoration. The methods mentioned are sometimes treated as alternative practices, not scientifically documented. However, from a global perspective, they are increasingly being classified as evidence-based practices [13, p. 164]. Considering the above, there is a strong need for legal regulations that apply to the profession of art therapist.

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**АРТ-ТЕРАПІЯ У РОЗВИТКУ ЛЮДЕЙ ПОХИЛОГО ВІКУ —
ГЕРАГОГІЧНІ ТА КУЛЬТУРНО-СОЦІОЛОГІЧНІ ПЕРСПЕКТИВИ**

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З соціологічної точки зору арттерапевтичні заняття для людей похилого віку відіграють важливу роль у запобіганні соціальному виключенню та сприяють соціальній інтеграції. Старіння часто призводить до обмеження соціальних контактів, втрати попередніх соціальних ролей та ризику ізоляції. Творчі активності – такі як музикотерапія, образотворче мистецтво чи театр – створюють простір, у якому літні люди можуть відновити або зміцнити соціальний капітал, тобто мережу стосунків, взаємної довіри та підтримки. Участь у групових формах діяльності сприяє відчуттю належності, дозволяє приймати нові соціальні ролі та підвищує видимість літніх людей у місцевій спільноті. Творча активність підтримує не лише розвиток особистості, а й зміцнює громадські зв'язки та покращує якість життя всієї спільноти. Психологічні та нейробіологічні дослідження підтверджують, що процеси навчання та розвитку тривають протягом усього життя, у тому числі й у старості. Мозок зберігає здатність до нейропластичності, що означає, що літні люди можуть набувати нових навичок, розвивати інтереси та підтримувати когнітивну активність. Арттерапевтичні заняття підтримують розвиток літніх людей, залучаючи їхні емоції, когнітивні процеси та соціальне життя. Вони допомагають самовираженню, відкриттю нових захоплень та збереженню творчої активності. Участь у таких заняттях сприяє покращенню якості життя, відчуттю власної ефективності та зміцненню соціальних зв'язків, що є ключовим для повнішого досвіду життя у пізнішому віці.

Ключові слова: арттерапія; люди похилого віку; соціальна інтеграція; соціальне виключення; соціальний капітал; творча активність; навчання впродовж життя; якість життя.

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