

A Study of Psychological Presentation and Intervention in Child Development through Graffiti Art

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Abstract: In recent years, with further research in child psychology, the importance of graffiti art for children's trauma repair and psychological rehabilitation has been gradually recognized. However, there are still many problems to be solved in terms of how to use graffiti to implement psychological intervention for children and how to recognize the symbolic meanings embedded in graffiti. In addition, parents and teachers often do not have sufficient knowledge and skills to effectively guide children to use graffiti to express their feelings and resolve their worries. Therefore, how to use graffiti art to achieve children's trauma repair and psychological rehabilitation has become an important work that can be explored and researched in the field of child psychology.

Keywords: graffiti art, children's trauma repair, psychological rehabilitation

Introduction

Children, as the future and hope of society, have attracted widespread attention from society for their mental health. However, some children are plagued by psychological trauma due to their family environment, school pressure and peer relationships. Such trauma may lead to a reduction in their quality of life and even affect their physical and mental development.

As a result, it is particularly important to explore the search for an effective way to relieve their psychological pressure and promote the recovery of their mental health. Against this background, research on trauma repair and psychological rehabilitation centred on graffiti art has gradually surfaced. Graffiti art, a kind of direct, real and free expression, is very suitable for children's nature, and this paper takes this as an entry point to explore the role and value of graffiti art in children's trauma repair and psychological rehabilitation.

Graffiti art, due to its simple and easy-to-understand characteristics and varied forms, allows children to vent their emotions and release their inner pressure in graffiti. By analyzing children's graffiti, we can better understand their psychological state, thus providing an effective path for psychological counselling. Further, graffiti art also helps to enhance children's self-identity and self-efficacy, which is of positive significance for children's trauma repair and psychological rehabilitation^[1].

1. Graffiti for mental health psychological principles

The seemingly simple art form of graffiti art is deeply loaded with a plethora of psychological principles. In its own unique way, it mirrors the three main ideas of psychology, namely expressive therapy, non-verbal communication and self-discovery, and provides valuable support for individual mental health.

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The principle of expressive therapy, graffiti art as a stage for emotional catharsis, pictures, colors and shapes combine to form a sea, spit out the ripples in the heart, presenting a complex and realistic emotional world. This process is in line with the core concept of expressive therapy. Through this art creation activity, individuals are given the opportunity to express the emotions hidden deep in their hearts, and they do not have to worry about the wording, as long as they make the colors and lines jump, they can develop a deep level of emotional communication.

The charm of non-verbal communication, graffiti gives individuals a new path of communication. Just as non-verbal communication plays a vital role in psychology, graffiti art also breaks the confinement of language, new space for expression can be opened up, hidden behind the language is not easy to grasp the emotions and experiences, can now be directly displayed through graffiti.

The exploratory function of graffiti. Each painting is a special description of the painter's state of mind, which coincides with the principle of self-discovery in the field of psychology. During the process of doodling, the individual will have a deeper understanding of himself, his feelings and thoughts will become clearer, and a clear and complete self-knowledge will gradually be formed.

2. The role that graffiti plays in children's psychology

Doodle art is the closest thing to a child's inner world. It doesn't need fancy words, it doesn't need complicated grammatical rules, it just needs colors and lines to describe the world. In this process, the art of doodling acquires a special meaning: the expression of emotions, the learning to create and the exercise of hand-eye coordination.

In terms of emotional expression, for children who have not yet mastered a large vocabulary, words cannot express the complexity of their feelings. However, doodling gives them a stage to communicate their inner feelings with others. Every brush stroke and every drop of colour relays the child's happiness and sadness, allowing the child's heart to be truly expressed.

From the point of view of the cultivation of creativity, graffiti, as a kind of cradle of innovation, can inspire children's inspiration and broaden the space of imagination. In scribbling, children create their own world, which not only has a positive effect on their intelligence, but also promotes the development of their cognitive ability.

In terms of hand-eye coordination, the process of doodling requires children to master the brush and perceive the connection between vision and movement. This is a direct contribution to the development of hand-eye coordination and lays the foundation for the acquisition of more complex movements in the future.

The art of doodling, which combines a child's senses, creativity and co-ordination, allows children to grow in enjoyment, to explore and to find endless possibilities. Although doodling may not have a fancy vocabulary or complex grammar, it still clearly demonstrates how children think. There is nothing in this world that lacks expression, as long as we are willing to explore and respect it. Doodle art, as simple as it may seem, leaves deep footprints in children's psychological development.

3. Strategies for trauma repair and psychological rehabilitation of children using Graffiti art

3.1 Understanding the psychological meanings represented by common objects in graffiti

Doodling, as a unique artistic technique, provides a channel for children to express their emotions^[2]. Whether it is every line, every colour or every element in the picture, it may contain a special psychological meaning. Therefore, in the process of using graffiti art for children's trauma repair and psychological rehabilitation, it is very crucial to have a deep understanding and mastery of the psychological meanings represented by common things in graffiti.

Whether the lines are clear and strong reflects the emotional state of the child. When the lines are clear and moderately strong, it usually means that the child's mood is normal and stable; and when the lines are too strong, even if the paper is broken, it implies an aggressive mood, perhaps an expression of anger. Detecting this emotion can guide us to provide timely and effective counselling to alleviate its negative effects.

The choice of colors is also full of psychological significance. Children who prefer warm colors tend to be lively and

full of spirit, their minds are open and full of curiosity about the things around them. However, children who choose cooler colors tend to be quieter, quicker in their thinking, and may be more emotionally stable, with an observant and thoughtful stance towards the world around them.

Certain elements in doodles, such as the sun, ears and teeth, carry special symbolism. The presence of the sun reflects a child's hope and desire for warmth, to be loved, and to feel the beauty of life. Children with large ears are likely to be more sensitive, obedient, attentive and disciplined. On the other hand, children with exaggerated teeth may hide emotional problems such as verbal aggression and psychological conditions that need attention.

3.2 Understanding children's psychology through graffiti

Graffiti art is like a window into a child's inner world, revealing his or her mood swings and psychological changes. By looking closely at graffiti and analyzing it in depth it is possible to capture the unintentional voice of the child and explore the child's state of mind^[3].

Children's doodles use a variety of bright colors, which often express the joy and happiness in their hearts. Bright colors represent vibrant emotions and indicate that the child is at a high point of pleasure. Conversely, when children prefer darker colors, the lines will appear thick and heavy, which will reveal that the child is experiencing an unhappy state of mind, such as despondency, confusion or irritability.

Determining the child's state of mind and communicating with the child in a timely manner to guide the child to face and cope with the undesirable emotions is one of the tasks that the child must complete. Teachers or parents need to be tolerant and sympathetic to children's emotions and try to provide a relaxed environment for children to express themselves without inhibition.

When we notice that the colors of children's pictures appear too dark and the lines too rough, we not only need to probe deeper into the emotional elements behind them, but also try to assist them in finding ways of releasing these negative emotions, or guiding them to change their perspective of thinking and divert their attention away from their sorrows and worries, so that they can face life with a more positive attitude.

3.3 Guiding children's scribbling in the light of the situation

Teachers and children are involved in the process of doodling, which is full of interaction and communication, enabling them to better enter the children's inner world. Through careful observation and in-depth conversations, teachers are able to understand the children's true emotional state, identify possible problems, and take appropriate counselling measures.

Teachers should pay more attention to and understand children who are not in a very high emotional state, and try to find out the root causes of their negative emotions, so as to find a solution. At the same time, teachers can guide students to express their emotions through doodling and suggest that they draw positive symbols, such as the sun, the sea and trees, in order to stimulate their positive emotions and promote a more optimistic attitude towards life.

Teachers should also emphasize the importance of learning about the symbolism of graffiti and applying this knowledge to their interactions with children. In this way, teachers can not only gain a deeper understanding of the inner world of children, but also find out the problems that may arise in children, and guide them correctly, which will help them to develop in a healthy and happy way. Carrying out children's graffiti according to the situation is one of the most effective strategies for repairing children's trauma and psychological rehabilitation using graffiti art. With the help of graffiti, teachers are able to understand the inner world of children more deeply, identify and solve problems that may arise in children in a timely manner, and guide children to learn and grow through graffiti.

4. Concluding remarks

Graffiti art shows its unique and irreplaceable value in the process of children's trauma repair and psychological rehabilitation. It guides children to face their inner world in the most sincere way, allowing emotions to flow freely between colors and lines, enlightening the development of the mind, improving hand-eye coordination, and becoming an

important stepping stone for children to grow up. Behind the art of graffiti, we see the growth of every child, the lines without words, but tell the story of their inner world. Graffiti is a form of psychological healing, and through painting and drawing, their minds are truly soothed and restored. In future research, we look forward to exploring more related fields so that the psychological principles carried by graffiti art can be further deepened, bringing more possibilities to the field of children's psychological rehabilitation.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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