



Section 4. Psychology

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THE USE OF EMOTION CARDS AND POSITIVE PSYCHOLOGY TECHNIQUES IN ORGANIZING PSYCHO-CORRECTIONAL WORK

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Abstract

Current psychological tendencies contain using innovative methods in organizing work with children. The adolescent period is often referred to as the most critical part of every individual. The paper gives brief feedback about metaphoric associative cards – emotion cards, as a modern tool of psychology. Researchers used the combination technique of “Positive Psychology” with emotion cards. The brand new, innovative tool – emotion cards is a widespread method among psychologists in post-soviet states. Emotion cards can be used for the detection and correction of emotional imbalance, anxiety, depression, school inadaptation, and inter/intra-generational problems. Using the techniques of Positive Psychology can assist to multiply the effectiveness of psycho-correctional work. The researchers and positive psychologists emphasize that positive psychology does not only make the individuals to be at zero but builds resilience. The study includes empirical research with middle school children in Azerbaijan. Ethical considerations were followed by the researchers.

Keywords: *emotion cards, therapy, psychology, positive psychology, innovative methods, projection*

Abbreviation: MAC – metaphoric associative cards (also called emotion cards)

Introduction

Finding new, innovative, creative, and working psycho-correctional methods have always been in the circle of interest for psychologists. Psychologists invented tools and tests for express diagnosis and psycho-correctional

work that operates (Moshontz, et al., 2018) effectively. Most tests are less effective, outdated, and time-consuming. Modern psychological tools should be entitled and meet the requirements of contemporary societal changes (Kolar & Kolar, 2008). Traditional methods

are not a convenient to be part of psychological correction anymore. Psychologists, especially school counselors, try to find compelling and functional psychological tools to diagnose and correct anxiety, frustration, fear, and depression among school children. Also, the adolescent period is one of the life-major phases in the lives of humans. This age category determines the future character of the individual. Biological, physical, and emotional changes in the lives of persons during the years 12–17 are considerably visible (Southern Medical Research Conference, 2022). The circle of interests, young individuals' life choices, and sexual interests are formed and shaped. In this manner, organizing psychological work with those persons would be challenging.

What kind of methods would be beneficial for psychologists to use? What methods would assist psychologists in having an effective and fast achieving positive result while organizing psycho-correction work with clients? One of the possible answers to these inquiries would be emotion cards. Emotion Cards are considerably innovative, new, and classical at the same time. In this paper, we will study the classic scientific arguments that apply to the use of visual methods. Positive psychology is a relatively new branch of psychology. Positive psychology's objective is to build emotional resilience (Proctor, Tweed, & Morris, 2016) and teach individuals how to survive with the help of techniques. If negative emotions and experiences are equal to zero in classical psychology, emotional cognition, and resilience are higher than zero in positive psychology (Ryff, 2012). This means that positive psychology seeks to improve cognition and lifestyle. Additionally, the use of positive psychology techniques in emotion cards would assist school counselors to ease the process of rehabilitative and correction work. Once the problem is detected by emotional cards and spoken, the techniques of positive psychology would benefit to prevent future errors. Art therapy is a tool that helps to express emotions and resolve thoughts (Mcintyre, 1990). Psychologists and counselors use this tool to expand the knowledge of the traumatic experience of the recipients (Regev & Cohen-Yatziv, 2018). The use of emotion cards is linked with art therapy as well. The techniques used in emotion cards help students to enlarge their knowledge and understanding of

the experienced trauma or emotional phase and use creativity and reflection while solving given problems. Utilizing these cards as a tool of art therapy can excel the emotional intelligence of the recipients and assist them in skill building – the development of artistic skills.

A brief history of Emotion Cards – Metaphoric Associative Cards

The publication of Metaphoric Associative Cards coincides with the year 1975 – Canadian painter Ely Raman invented these cards to spread his artwork (Stockton, 2018). The first cards expressed the feelings, anger, the inner scream of people. Raman's goal was to become a famous painter. Experts started to use these cards as a method of psychology in 1983. Moritz Egetmeyer, a Gestalt psychologist, first introduced the possibility of these cards in organizing correctional work with individuals (Egetmeyer, 2023). Jo Schlichter worked on the central tenets to organize consulting work with MAC. The essential and attractive point of these cards is that these cards allow psychologists to work in all conditions of depression, stress, conflicts, aggression, phobias, etc. Indeed, psychologists can use MAC with everyone regardless of the age, religion, or sex of the client. This fundamental and innovative method of modern psychology aids the psychologist to enter the inner world – subconscious of the client, helping to understand the real problem of the person and the ways of solving their problems. Psychologists employ these cards to organize consulting and psychological diagnoses for the last three decades. This method is currently a widespread tool among specialists. Many psychologists master to comprehend the principles of metaphoric associative cards. Various groups of cards are published in Russia, Belarus, and Ukraine by the "Genesis" publisher. Attractive and colorful cards allure everyone. These cards create a safe and trustful atmosphere for clients, additionally assisting the psychologists in understanding the real problem of the clients. Q. Kas, A. Kopytin, E. Muhammatulina, V.R. Peshkovski, L. Stepanovna, G.A. Hasanova, and others developed new decks of cards to organize psychological work.

The first MAC manual was published by A.E. Aghayev and Professor Mrs. G.A. Hasanova in Azerbaijan in 2019 (Hasanova, Agaev,

2019). MAC helps to balance personal relations, discover the personality, and view the problem out of the box (Izard, 2009). Additionally, MAC assists people in realizing artificially created emotional and psychological errors of the individual. As these cards became quite popular, a special event in 2014 which was called the “MAC Festival” was organized in Ukraine. MAC Festival included dozens of masterclasses and presentations regarding the principles of the cards. MAC helps to reflect on feelings and memories. MAC is considered a projective method. Metaphoric Associative Cards play a role in building up communication and working with difficult children. For instance, combined deck of cards include both – scripts & images and let the clients use both hemispheres of the brain. The scripts – words assist to reflect on the traumas and develop storytelling skills, while pictures can revive some emotions or past experiences. To be precise, by imagination clients use the right hemisphere, producing a story and thinking on the given words helps improve the left hemisphere of the brain (Zdenek, 1998). The mentioned process is also a description of the creation of the insight. Referring to a specific or given problem and developing problem-solving skills are essential in psychological correctional work. Recipients can get educated, build their understanding, and learn to think out of the box with the help of the MAC. That is also helpful for finding the answer to the questions that worry the recipients. This help to ease the problem and sufficiently approach the problem. These cards are playing the archetypical model of the cards TARO. Mainly these cards are used by Jungians and art therapists. These cards include symbols and patterns of symbolism. In 1991 Jungian therapist Strephon Kaplan-Williams published a deck of cards – “The Dream”. In 2003 Caroline Myss’s “Archetype” and in 2004 Julia Parker’s “Dream” decks of cards were published.

Link between projection and MAC

The first time “projection” as a term was introduced to psychology by the founder of psychoanalysis Z. Freud (McWilliams, 2023). Projection in psychology is the act of transferring unpleasant feelings or emotions onto another person rather than experienc-

ing or acknowledging the undesired emotions (Beauman, 2017). Z. Freud mentioned this term as a defense mechanism – Ego and regression, rationalization. This defense mechanism is called “classic projection” in psychoanalysis. One of the main features of the projection is to perceive the outer world subjectively. The individual is unable to reflect on the correct information and derive the proper memory. The second feature of the projection is dissociation. In 1939 term “projection” was interpreted by L. Frank (Frank, 1939). Although the term projection was introduced by Freud, Frank has used the term and indicated the word “*psychological*” and named it – “*psychological projection*”. Frank combined Jung’s associative, Rorschach’s inkblot, and M. Luscher’s color test and found the common portents of the projective methods:

- The variety of used materials and their interpretation (can be interpreted differently, depending on the situation);
- Not having a specific or variety of answers;
- Customer’s responses are not misleading or incorrect

But what is the link between emotion cards – metaphoric associative cards and projection? Emotion cards help clients to reflect on past experiences. However, from the case studies, we have seen anxiety is the most common psychological concern among students. Anxiety might be caused by minor or major life issues. MAC creates a safe atmosphere and trust for clients to react to the presented case adequately. All the mentioned aspects help the psychologist to learn the subconscious of the clients. Investigation of the subconscious ease to cope with/solve the problem.

Figure 1 explains the main features of the projection in accordance with MAC. MAC creates a secure and trustful atmosphere for the clients. Feeling safe, clients are open to psychologists and try to cooperate more. This technique has long-term effects, and it is easy to use. That makes emotion cards more user-friendly and more attractive. Working techniques with MAC that we will present in the methodology chapter explain how MAC can help individuals to develop creativity. Re-evaluation and the use of projection help to solve problems fast and heal past traumas.

Figure 1. *Main features of the projection in accordance with MAC.*



Figure 2. *The general techniques for all projective methods*

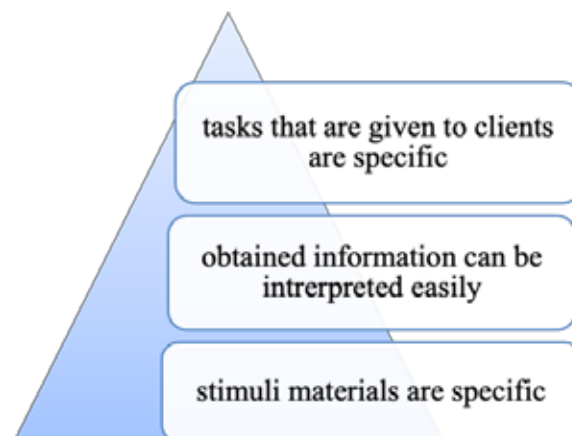


Figure 2 shows general techniques for all projective methods. The use of projective methods helps clients to reflect on the subjective perspectives by seeing presented pictures (Stricker & Somary, 2001). As projective methods offer task-specific or client-specific techniques, the organization of psycho-correctional work with emotion cards is relevant. Information gained from the use of projective methods is reliable and can be interpreted easily. These methods, in general, assist the researchers to reflect on the experience of the client. These methods usually provide stimuli materials, and psychologists can efficiently conduct techniques to manage the psycho-correctional work.

Use of Positive Psychology in the organization of psycho-correctional work with MAC

Using Positive Psychology in the organization of the psycho-correctional work with emotion cards would raise the effectiveness of the conducted work. Positive psychology is a new branch of psychology that helps people to realize their current psychological situation and problems (Cherry, 2021). Prof. Dr. Nevzat Tarhan in the second “Eurasian Positive Psychology Congress” mentioned: “If psychology aims to bring the pathology to the normality –zero points, positive psychology teaches how to survive and to go to above zero” (Pozitif Psikoloji, Koruyucu Ruh Sağlığı çalışmasıdır, 2022). The main aim of positive psychology is to build positive and

constructive emotions using proper words and sending constructive messages to the brain to find positive resources (Fredrickson, 1998). One of the main principles of positive psychology is to be cautious about not manipulating the clients (Jarden, Rashid, Roache, & Lomas, 2021). This branch of psychology is based on forming and developing insight and reflection skills by creating positive resources. As a consequence, we can say that positive psychology aims to create positive resources for the further possible life-concerning traumas healed by individuals. Positive psychology is the branch that strengthens to explain how the creation of positive insight happens.

Together with the techniques of emotion cards, recipients can cope with further similar issues. Unfortunately, NLP trainees use manipulation and often misapprehend NLP with Positive Psychology. But we should emphasize that positive psychology does not contain any form of manipulation. On the contrary, it helps the client see the positive sides in all conditions and think about the solution, not the problem. When a damaging accident or life event happens, people must keep calm and not overreact or exaggerate the situation. We can admit that positive psychology can be considered an extraordinary way of relaxation and auto-training.

Figure 3. *Three used techniques of Positive Psychology during research and quotes to support the techniques*



Figure 3 explains the three key techniques of Positive Psychology. Given quotes reflect on the explaining these techniques. That would be crucial to reflect on building empathy, gratefulness, and savoring while mentioning positive psychology. Building empathy is one of the most necessary starter parts of positive psychology. People should develop a sense of empathy building – as this can assist people in developing a set of skills such as listening, taking action, and understanding individual self and others (Cherry, 2023). Positive psychologists mention that gratefulness is the key to happiness. The “cultivation” of gratefulness is the key to happiness (Giving thanks can make you happier, 2021). Savoring is the next step of positive psychology. Accepting the accident or trauma and perceiving this as a form of experience can help to build a positive resource (Tugade & Fredrickson, 2004). Empathy-oriented PPIs focus on strengthening positive emotions in interpersonal relationships. Healthy social bonds – on personal and professional

fronts are essential for happiness and inner peace (Diener and Seligman, 2002).

Methodological and Ethical reflections

There are a lot of techniques for the use of cards. Psychologists choose the proper method depending on the topic. The common point for all methods with emotion cards is the inquiries and structure. Research participants try to find the answers to the given questions. A deck of cards can include both words. In the case of a combined deck of cards, first, the image and then the word should be interpreted by clients. The work with cards assists the clients to approach the “problem” from a different viewpoint and clarify the real condition of the situational problem.

50 pupils volunteered for the research. Twenty-six females and twenty-four males agreed to participate in the data collection process. However, in this study, we did not differentiate the gender aspect of research participants. The age group of participants was between 10–12. We choose the public in-

stitution for the conduction of our research. We have used observation to enter the field. Collecting data about children's daily lives was not easy. The school principal introduced us as psychologists. The deception was not used in this study. We have also used the school anxiety test by Philipps. This test includes 58 questions and determines the general anxiety at school, experience of social stress, the frustration of the need to achieve success, fear of self-expression, fear of a situation of knowledge testing, fear of not meeting the expectations of others, low physiological resistance, and problems and fears in relationships with teachers (Diagnosis of school anxiety: the Philips Questionnaire, 2018). There were two groups – control and experimental to measure the techniques before and after. More information will be found in the results part. Also, we have used the Buss-Durkee Hostility Inventory (which consists of 75 questions).

In Azerbaijan, people often misinterpret the concept of psychological help and research (Aghayev, 2022). We also conducted a detailed work plan before entering the field. The work plan enclosed the length of the research, possible gatekeepers, and dealing with troublesome situations. We planned to conduct the empirical data collection process for three months: the first month to observe, the second month to diagnose, and the third month to organize psycho-correctional work with children. Organizing work with adolescents was not easy, as some gatekeepers tried to interrupt the research process. Children were "taught" by school authorities to "behave" properly. We could successfully evade all the challenges in obtaining the relevant data from the fieldwork. We choose eight techniques of metaphoric associative cards and three methods of positive psychology. Methods were selected by considering the age of the research participants. We will present detailed information regarding the techniques of positive psychology and MAC below. The use of MAC techniques is done in focus group discussions and one-to-one interviews. Consideration of ethical guidelines in the conduction of research is very crucial. Although the researchers in Azerbaijan do not follow ethical guidelines (Aghayev, 2022), we have prepared the consent forms for the children's volunteer participation. Considering ethical and meth-

odological reflections in organizing work with children can assist the researcher in building a fertile research environment. Parents were asked for the consent of children. The purpose of the research has been explained to research participants by the researchers.

Exercise "What is MAC?"

Purpose: to give brief information about MAC and icebreaking.

Used materials: MAC – From the chest of the past ("Из сундука прошлого").

Instruction: The attendees should choose one of the given cards. The psychologist instructs the teenager to introduce themselves and compare themselves with the chosen card. Therefore, psychologists ask the children to reflect on their mood and the mood of the person in the image.

Exercise "My emotions"

Purpose: building emotional resilience, and psycho-correctional work with anxiety, aggression, fear, and discomfort.

Used materials: flipchart, MAC "Monsters of emotion" and "Personita".

Instruction: The teenager must glance at the cards and choose a card that refers to their current mood and situation.

Exercise "I am positive"

Purpose: organizing work with feelings; relief of aggression, stress, anger, anxiety, and fear.

Used materials: flipchart, MAC "From the chest of the past ("Из сундука прошлого")" "Monsters of emotions".

Instruction:

The psychologist asks adolescents to choose cards with negative and positive emotions. The client should put the chosen cards at the center of the flipchart. Adolescents should try to draw the obstacles that don't allow them to be happy. Then the clients put positive cards at the top of the flipchart and the negative ones at the bottom. Adolescents place the cards with positive and negative emotions on the flipchart. The psychologist should attentively take notes about the placement of chosen cards. The right side of the flipchart usually warns the psychologist about possible anxieties of adolescents. The

cards on the left side of the flipchart, examine the impediments that block adolescents from being happy. Psychologists try to clarify the negative emotions and concerns of adolescents. The psychologist later should ask the adolescents to illustrate (draw) the negative emotions. The clarification of the drawn image that revives negative feelings in an adolescent can be explored during consulting.

Exercise “Way out”

Purpose: organizing work in conflict situations.

Used materials: MAC From the chest of the past (“Из сундука прошлого”).

Instruction: The following narrative is presented to adolescents:

“Think that your friends and family members are not communicating with you. You get neglected by them. You feel unseen and useless. How would you react to this situation? What would be your reaction, and how would you manage this situation?”. The psychologist can include or exclude the questions regarding the situation. While asking these questions, the attendees should choose cards with pictures and words. Psychologists investigate the conflict and reasons that can create potential discord in adolescents. The current method and exercise can also assist the adolescent in supervising and solving the possible clash. The psychologists use projection while applying this exercise. The adolescents improve their skills of anger management and resilience. This exercise helps to find a “way out” to the laboratory-based problem and conflicts. The psychologist explores the vision of a child in critically conflictual situations. The psychologist uses art therapy, MAC, and narrating skills in this exercise.

Exercise “Tough task”

Purpose: to find the solution in difficult situations.

Used materials: MAC

Instruction: The psychologist can use any deck of MAC. The psychologist instructs the group or an individual to choose a card. Therefore, the tutor can build a narrative or ask the attendees to tell a story to “create” a problem.

After choosing the card and building the narrative, the group tries to find the solution to the given problem. Experts can use this exercise in individual consultations as well.

Discussion: The psychologist later opens the conversation to evaluate the built skills of adolescents. For instance, the following questions can be utilized: “Although the exercise is considered tough, what did you learn during the exercise?; Which is easier for you, to decide with the group or privately?; Why is it hard to decide on group/private?” etc.

Exercise “Control the aggression”

Purpose: to reduce the level of aggression.

Used materials: MAC.

Instruction: Psychologists find detailed information about the feelings and emotions of the clients via this training. The psychologists can determine the positive and negative emotions of adolescents. The experts can examine the ease and hardship feelings of clients. Moreover, the adolescents can ask the psychologist to investigate the negative reflections. The expert can also start a conversation as it is indicated below:

“As it is not a secret, aggression can harm inner and outer world of the people and dominate the life of a person. Aggression can control the behavior of each individual and their social relations in different contexts such as school, family, etc.” Adolescents should reflect on the times when they felt angry and aggressive; they should find the connection between presented cards and feelings of aggression and anger. Adolescents should choose cards that associate with their negative emotions and feelings. After the conversation the adolescents should place the cards as shown in the table below:

Figure 4. Chart that was used during the exercise

Do you enjoy being angry/intensive/ aggressive/anxious?	What did you lose because of this?
Is it possible to overcome this situation?	What did you “succeed” because of aggression?

Discussion: To start the conversation, the psychologist asks the following questions: “What did you learn or discover about yourself during the exercise? Is that possible to live without aggression? How would you react during the same or similar situation?”. In the final step, the psychologist uses relaxation and breathing techniques. The expert can also give instructions regarding auto-training exercises to relieve stress, anger, and aggression.

Exercise “Relax”

Purpose: learning relaxing techniques.

Used materials: MAC.

Instruction: The name of this exercise represents the purpose of this task. To start this exercise, the psychologist should ask participants to sit in a comfortable place, close their eyes and be in a relaxed position. The psychologists should ask the participants to reflect on the good memories. The good memories should be revived and experienced again with the help of visualization. The psychologist asks the following questions: “Where and when this memory happened? What exactly did you remember? Why is this memory so important for you? Who were you with during that time?”, etc. These questions should be reflected on by participants silently.

Discussion: Then, participants choose three cards. Every participant speaks about the best moment of their life and should tell exactly the feelings they felt by reflecting on them. The psychologist later gives badges related to the presented narratives, for instance:

“I am responsible, I have self-esteem, I am not afraid of difficulties, I can live without conflicts”, etc. The psychologist afterward can ask questions regarding the future goals of participants.

Exercise “Painter”

Purpose: to relieve emotional pressure and anxiety, and transfer a negative emotional state into a positive one.

Used materials: MAC, papers, and paint.

Instruction: The psychologist asks participants to choose the card that presents the emotional state of the individual. After

choosing the card, the adolescent should place it in the center of the paper. The expert asks the participants to draw around the card. The process of drawing is also essential for psychologists. The drawing process allows participants to realize the reasons for their negative psychological state. That process also helps the participants to reflect on the possible solutions to shift the negative to the positive.

Discussion: At the end of the technique, the psychologist can organize a panel regarding the following questions: “What did you feel while drawing the picture? Did you feel any difference in the change in your mood? If yes, could you please specify the reason? How would you like to feel? What stops you from feeling better?” etc.

Procedure and Results

We have divided students into two groups – experimental and control groups. Each group had 25 pupils. After general observation, students were asked to participate in 58-question tests on school anxiety by Phillips. The questionnaire aimed to test the level of school anxiety in 8 different circumstances. Students were tested twice – before and after the conduction of the psycho-correctional work. The control group neither participated in psychological consultation nor discussions. Yet, with the experimental group, we have designed the psycho-correctional working strategies using the emotion card techniques mentioned above. After conducting psycho-correctional work with pupils in the experimental group, we measured the level of anxiety in both groups – the control and the experimental groups. The anxiety level according to the 8 categories has dropped for the pupils in the experimental group. Meanwhile, anxiety level of pupils in the control group did not show any change. The results were also validated by parents and teachers as the pupils in the experimental group became calmer. Children in the experimental group became emotionally stable and could express their feelings better. The level of general anxiety has also dropped. The results of the test can be found in Figure 5:

Figure 5. *The Phillips test the measurement of the anxiety level at schools before and after the application of the psycho-correctional work.*

	Normal level		Medium level		High level	
	Before	After	Before	After	Before	After
1. General anxiety at school	3 (17.6%)	3 (17.6%)	8 (47.0%)	3 (17.6%)	6(35.2%)	2 (11.7%)
2. Experience of social stress	7 (41.1%)	7 (41.1%)	7 (41.1%)	4 (23.5%)	3(17.6%)	2 (11.7%)
3. The frustration (of the need to achieve success)	5 (29.4%)	5 (29.4%)	8 (47.0%)	3 (17.6%)	4 (23.5%)	3 (17.6%)
4. Fear of self-expression	8 (47.0%)	8 (47.0%)	7(41.1%)	2 (11.7%)	2 (11.7%)	1 (5.8%)
5. Fear of knowledge testing	10(58.8%)	10(58.8%)	6(35.2%)	2 (11.7%)	1 (5.8%)	0
6. Fear of not meeting the expectations of others	1 (5.8%)	1 (5.8%)	9(52.9%)	4 (23.5%)	7(41.1%)	3 (17.6%)
7. Low physiological resistance against stress	8 (47.0%)	8 (47.0%)	9(52.9%)	3 (17.6%)	0%	0%
8. Problems and fears in relationships with teachers	8 (47.0%)	8 (47.0%)	8 (47.0%)	3 (17.6%)	1 (5.8%)	0%

We can say that the organization of psycho-correctional work with the help of emotion cards assisted us in receiving positive results. We have used Phillips and Bas-Dark methods to compare the levels of anxiety and aggression in the pupil. As is visible from Figure 5, after the conduction of psycho-correctional work with pupils diagnosed with high or medium levels of anxiety according to Phillip's ques-

tionnaire, the ratio dropped. Yet, we need to mention that the only variable of this research was not the level of anxiety but the level of aggression in children. Despite the anxiety level, the following figure demonstrates the ratio of aggression in adolescents in experimental and control groups before and after the conduction of psycho-correctional work. The change is visible in the level of aggression in adolescents:

Figure 6. *The level of aggression in the adolescent pre and after the conduction of the experiment (both experimental and control groups)*

Types of aggression	Experimental	Group	Control group	
	Before	After	Before	After
Physical aggression	5 (29.4%)	2 (11.7%)	4 (23.5%)	4 (23.5%)
Indirect aggression	2 (11.7%)	2 (11.7%)	2 (11.7%)	2 (11.7%)
Irritability	3(17.6%)	1 (5.8%)	2 (11.7%)	2 (11.7%)
Resentment	2 (11.7%)	0%	1 (5.8%)	1 (5.8%)
Suspect	1 (5.8%)	1 (5.8%)	1 (5.8%)	1 (5.8%)
Verbal aggression	3(17.6%)	2 (11.7%)	5 (29.4%)	5 (29.4%)
Feeling of guilt	1 (5.8%)	1 (5.8%)	2 (11.7%)	2 (11.7%)

Conclusion

Psychology demands that experts view the problem holistically. Psychologists should not focus on one method while conducting psycho-correctional work. Psychologists should be creative and utilize innovative tools with classical approaches. These combinations would be obliging in the process of therapy. We have viewed the core elements of the Metaphoric Associative Cards (emotion cards) and methods of "Positive Psychology". By assembling these 2 specific psychological branches, we can observe positive changes. We could see that the life quality of the recipients increased. The conducted experiment provided encompassed knowledge on the use of MAC. We have introduced some techniques of Metaphoric Associative Cards that we used during our research. As we have mentioned, the combination of method-emotion cards with the new branch of psychology – Positive Psychology assisted us in enhancing the quality of psycho-correctional work. As is visible from the methodology chapter, some of the techniques of emotion cards involve the patterns of art therapy such as «Painter». This is the stimulus for the development of creativity in children. Emotion cards played the role of stimulus material – a method to ease the psycho-correctional work. As a result, we could decrease the anxiety and aggression levels of the pupil. Although this paper does not focus on the general outcomes of our project, the use of emotion cards also helped students to assist adolescents with several issues as difficulty in communication, self-evaluation, self-awareness, self-control, and social inadaptation. These mentioned issues progressed with the help of psycho-correctional work organized with emotion cards. While using the cards, we observed that they help teenagers to understand themselves and respond adequately to the current situation. Another uttermost issue of the emotion cards is that this tool can be seen as a process of play by children and adolescents. Play therapy is widespread among psychologists. Organizing play therapy is easy with the help of emotion cards. While the process of play, introverted adolescents can project their childhood trauma. That was visible in our experience as well. We could reveal their inner traumas and work with them individually. Emotion cards also helped us clarify the personal relations

of adolescents with their social vicinities. Organizing work with an adolescent with emotion cards, we could observe that emotion cards assist in reviving the trauma and bringing the problem to consciousness. That process helps to investigate the traumatic situation of the client. We would like to evaluate the findings of the current study in the bullet points:

- Emotion cards and techniques of positive psychology can be used with everyone regardless of age category;
- Emotion cards are imaginative and helpful tools to perform psycho-correctional work without having a time limit, while positive psychology is the branch that helps to create resilience to surpass possible life traumas;
- The choice of technique and organization of the work with emotion cards depends on the personal qualities of the individual, yet positive psychology can be applied in all techniques of emotion cards;
- The choice of technique also varies depending on the characteristics of the problem;
- The organization of the game environment and the visualization process eliminates internal discomfort and plays a paramount role in solving subconscious problems, conflicts, and traumas, and using the positive psychology doubles the effectiveness of the correctional work with the pupil;
- While organizing correctional work with emotion cards and positive psychology techniques, the levels of aggression and anxiety dropped in pupils;
- Emotion cards are flexible, and working techniques can be developed individually.

When working with associative cards, the respondents work with the cards themselves and think rationally. Emotion cards and positive psychology together help to build resilience for further possible traumas in the lives of individuals. Cards with pictures and words create a reflection for the clients and help to surpass the trauma, creating a stimuli reaction to ease the possible emotional traumas. As a result of the current investigation, we have worked on

the guidebook – manual on emotion card working techniques. The guidebook that we have worked on was published in 2019 in Russian in Baku, Azerbaijan (Hasanova, Agaev, 2019). This manual is considered the most up-to-date tool that demonstrates the work of emotion cards in the consultations of school psychologists.

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