

The present state of Music Therapy as an educational phenomenon development in Ukraine

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Annotation. The article is devoted to the research of the present state of Music Therapy development as an educational phenomenon in Ukraine. A comprehensive analysis of literature on the subject has highlighted the influence of global healthcare trends on the evolution of music therapy as an essential aspect of health services. This underscores the need for extensive training of music therapists to effectively address the complex challenges presented by the contemporary healthcare system. Music therapy, although relatively new, is rapidly growing in Ukraine. It is founded that music profoundly impacts an individual's psycho-emotional state and can support the treatment of various mental and physical disorders. The main areas of Music Therapy development in Ukraine are presented (Psychological rehabilitation, Educational programs, Inclusion, Institute of Music Therapy, Cooperation with international experts). The professional training of healthcare specialists in Ukrainian higher education institutions is proven to advocate for a modern training model. This model incorporates the best Ukrainian and international approaches to understanding healthcare specifics. Future specialists in Therapy and Rehabilitation engage in a variety of general and professional disciplines, equipping them to work in various healthcare institutions and organizations. These programs often lack in addressing modern practical aspects of therapy in its various forms, due to the need to cover a wide range of general and professional competencies. There is a need for better alignment between learning outcomes and the practical professional activities of future healthcare professionals. Further improvement in the content and implementation of elective courses is necessary as Ukrainian universities strive to meet modern educational needs within the European educational framework. Additionally, introducing effective organizational forms and teaching methods is crucial for the sustainable development of individuals and ensuring the quality of the educational process. Therefore, there is a current need for substantial adjustments of educational programs to more comprehensively address all aspects related to therapy and rehabilitation, and to introduce specialized programs in Music Therapy.

Keywords: music therapy, music therapist, health care, university, Ukraine, professional training, educational program, academic discipline.

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Сучасний стан розвитку музичної терапії як освітнього феномену в Україні

Анотація. Стаття присвячена дослідженню сучасного стану розвитку музичної терапії як освітнього феномену в Україні. Комплексний аналіз літератури з цього питання підкреслив вплив глобальних тенденцій охорони здоров'я на еволюцію музичної терапії як важливого аспекту медичних послуг. Це підкреслює необхідність інтенсивної підготовки музичних терапевтів для ефективного вирішення складних завдань, які постають перед сучасною системою охорони здоров'я. Музикотерапія, хоч і відносно нова, в Україні стрімко розвивається. Встановлено, що музика глибоко впливає на психоемоційний стан людини і може сприяти лікуванню різноманітних психічних і фізичних розладів. Представлено основні напрямки розвитку музичної терапії в Україні (Психологічна реабілітація, Освітні програми, Інклюзія, Інститут музичної терапії, Співпраця з міжнародними експертами). Доведено, що професійна підготовка спеціалістів охорони здоров'я в українських закладах вищої освіти підтримує сучасну модель навчання. Ця модель поєднує найкращі українські та міжнародні підходи до розуміння специфіки охорони здоров'я. Майбутні спеціалісти з терапії та реабілітації вивчають різноманітні загальноосвітні та професійні дисципліни, які готують їх до роботи в різних закладах та організаціях охорони здоров'я. Ці програми часто не розглядають сучасні практичні аспекти терапії в її різних формах через необхідність охопити широкий спектр загальних і професійних компетентностей. Існує потреба в кращому узгодженні результатів навчання з практичною професійною діяльністю майбутніх працівників охорони здоров'я. Подальше вдосконалення змісту та реалізації курсів за вибором є необхідним, оскільки українські університети прагнуть задовольнити сучасні освітні потреби в рамках європейської освіти. Крім того, запровадження ефективних організаційних форм і методів навчання має вирішальне значення для сталого розвитку особистості та забезпечення якості освітнього процесу. Тому наразі існує потреба у суттєвій корекції освітніх програм для більш комплексного охоплення всіх аспектів, пов'язаних з терапією та реабілітацією, а також впровадження спеціалізованих програм з музичної терапії.

Ключові слова: музична терапія, музичний терапевт, охорона здоров'я, університет, Україна, професійна підготовка, освітня програма, навчальна дисципліна.

Introduction

In modern Ukrainian socio-cultural conditions, there is a noticeable transformation of social trends, including changes in the nature and forms of social relations and heightened social tension among many citizens. Issues such as loss of social status and uncertainty about the future are prevalent. Consequently, many social groups face increasing social problems, with some populations requiring medical assistance, psychological protection, legal support, and treatment for physical, mental, intellectual, and social disorders.

Qualified support for these groups can be provided by professionally trained and responsible specialists in the field of Music Therapy. As a professional activity, Music Therapy is highly significant, aiming to alleviate or eliminate symptoms, alter painful attitudes and behaviours, and maintain or restore health within a therapeutic relationship. Music Therapy is closely intertwined with other disciplines such as psychotherapy, psychology, medicine, musicology, and pedagogy.

The analysis of recent research and publications. The analysis of recent research and publications shows significant interest in scientific studies exploring various facets of music therapy development and the training of music therapists (E. Abbott, D. Aldridge, G. Di Franco, E. Ruud, T. Wigram, A. Barrington, L. Bonde, S. Jacobsen, I. Pedersen, T. Wigram, A. Clements-Cortes, W. Davis, K. Estrella, etc.).

In light of the discussed issue, scholars' perspectives are crucial regarding the state of music therapy service provision, national music therapy organizations, governmental

regulation of music therapy education, institutional infrastructure and support, conceptual-theoretical foundations, and organizational and methodological principles. An analysis and synthesis of scientific studies and practical experiences have concluded that music therapy aims to restore, preserve, and support the health and life activities of various population groups. It involves a complex set of psychological, educational, medical, musical, rehabilitative, and other measures targeted at specific social groups or individuals to improve or restore their life activities, enhance social adaptation, and facilitate a return to a full life.

Socio-economic changes in society and the growing number of social groups needing medical protection have created new demands for the professional training of specialists in therapeutic fields. This underscores the increasing need to explore therapeutic education, integrate and modernize higher education. Consequently, this modernization affects the current system of professional training for healthcare specialists, including physical therapists, occupational therapists, art therapists, and music therapists.

The formulation of article purpose. The purpose of this article is to conduct an analysis of present state of Music Therapy as an educational phenomenon development in Ukraine.

Results

It is evidenced, that the use of Music Therapy allows: to accelerate the therapeutic process: subconscious conflicts and inner experiences are often more easily expressed through rhythm, sound, and musical expression than through verbal psychotherapy. Non-verbal communication forms can bypass conscious censorship. With its help it is possible to gather material for interpretations and diagnostics during therapy: creative outputs and processes, being tangible, are undeniable by patients. The content and style of artistic work provide therapists with extensive information, and the creators themselves can assist in interpreting their compositions. Music Therapy allows to address thoughts and feelings that seem overwhelming: non-verbal musical improvisation and expression can be powerful tools to uncover and clarify intense emotions and beliefs. It also enhances the sense of personal value: a beneficial outcome of music therapy is the satisfaction that comes from discovering and developing hidden skills. Via Music Therapy we develop and heighten sensory awareness: music, as a result of creative acts, offers a means to clarify and express feelings, allowing for experimentation. It provides a socially acceptable outlet for aggressive feelings: Music and rhythm, along with creative expression in playful forms, offer safe ways to release tension and fosters a sense of internal harmony and order: Music and rhythm facilitate the organization of internal rhythms and overall states.

Music therapy, although relatively new, is rapidly growing in Ukraine. It is founded on the idea that music profoundly impacts an individual's psycho-emotional state and can support the treatment of various mental and physical disorders.

According to the analytical data, the main areas of Music Therapy development in Ukraine include:

1. *Psychological rehabilitation:* In recent years, mainly after the start of the war in Eastern Ukraine and the full-scale war in 2022, Music Therapy has become a significant tool for working with veterans, displaced persons and victims of hostilities. Music helps people process traumatic experiences, reduce anxiety and depression.

2. *Educational programs:* In some Ukrainian universities and specialized institutions, there are Music Therapy training programs. Such courses make it possible to train specialists in this field, which significantly increases the quality of providing therapeutic services.

3. *Inclusion:* Music Therapy is actively used to work with children with special needs. It helps to improve their communication, coordination and socialization. Children's rehabilitation centres and schools are beginning to integrate these methods to improve the quality of education and social integration.

4. *Institute of Music Therapy*: There are several organizations and initiatives aimed at the popularization and development of Music Therapy. For example, the Association of Music therapists of Ukraine (NGO "AMU"). The Association of Music therapists of Ukraine works to spread knowledge and create standards for this practice in Ukraine.

5. *Cooperation with international experts*: Ukrainian music therapists often cooperate with European and American colleagues to exchange experience and conduct trainings.

The advancement of Music Therapy in Ukraine is essential, especially for providing social and psychological support to the population amidst prolonged conflicts and stress. Music Therapy is crucial in aiding individuals to cope with trauma, reducing anxiety, and promoting a sense of community and resilience. By expanding access to trained music therapists and integrating Music Therapy into broader health and wellness programs, the well-being of those affected by these challenging conditions can be significantly improved.

Socio-economic changes and the increasing number of social groups requiring social-psychological protection necessitate new requirements for the professional training of therapeutic specialists. This highlights the need to explore the educational field of art therapy and Music Therapy, integrating and modernizing higher education, thereby updating the current system of professional training for specialists in the therapeutic field.

Integrating Music Therapy into the curriculum of modern Ukrainian universities can be achieved by studying the effectiveness of Music Therapy, analysing student responses, and ensuring university teachers have the appropriate theoretical and practical training. The success of Music Therapy relies on the professionalism of specialists, their personal qualities, empathy, ability to establish psycho-emotional contact with clients, mastery of musical instruments, and the capability to interact both in groups and individually. Unfortunately, the developed programs and methods for Music Therapy have not yet been widely implemented in Ukrainian pedagogical and psychotherapeutic practices. Therefore, it is crucial to develop and implement new programs for introducing Music Therapy into modern Ukrainian university education and to establish teacher training programs for Music Therapy within the system of professional and postgraduate pedagogical art education in Ukraine.

In December 2006, the Cabinet of Ministers of Ukraine adopted Resolution No. 1719 "On directions of training specialists in higher education institutions at the educational and qualification level bachelor", according to which the specialty Human health was assigned to the field of knowledge 0102 Physical education, sports and health of a human [4].

And from September 1, 2015 the resolution of the Cabinet of Ministers of Ukraine entered into force (dated April 29, 2015 No. 266 "On approval of the list of fields of knowledge and specialties for which higher education students are trained"), which approved the new list of fields of knowledge and specialties for which higher education students are trained. According to this resolution, the specialty 227 Physical therapy, occupational therapy is assigned to the field of knowledge 22 Health care, within the scope of which training takes place in two specialties – Physical therapy and Ergotherapy [5].

Since 2022, this specialty has the name 227 Therapy and rehabilitation, and belongs to the field of knowledge 22 Health care. Since 30 August, 2024, specialty 17 Therapy and rehabilitation (by specializations) was assigned to the field I Health care.

This is one of the few specialties within the healthcare field where one can obtain a higher medical education relatively quickly – 3 years and 10 months for a bachelor's degree, followed by the option to separately enrol for a master's degree. In contrast, most other medical specialties require longer study periods, as direct admission typically occurs at the master's level without the option to study separately at the bachelor's level.

However, it is important to note that graduates of specialty 227 Physical Therapy and Occupational Therapy are not medical doctors who can diagnose diseases and prescribe treatments. Instead, graduates in Therapy and Rehabilitation are professionals who assist patients in recovering from illnesses, regaining movement, and developing self-care skills. This

specialty is offered not only by medical universities but also by other institutions, including pedagogical, humanitarian, and physical culture universities.

Future therapists and rehabilitators are trained to restore patients' physical functions lost due to illness, prescribe appropriate rehabilitation exercises and tools, and develop disease prevention programs. The training plans for Therapy and Rehabilitation specialists emphasize disciplines such as anatomy, pathology, physiology, kinesiology, biochemistry, biophysics, and occupational therapy. A significant portion of training involves practical skill development in specially equipped centres, rehabilitation facilities, simulation equipment, and massage rooms.

All competencies and skills of graduates of educational programs are collected in The standard of higher education in specialty 227 Physical therapy, occupational therapy [7] (the name of the specialty is indicated according to the Standard adopted in 2018).

Based on the generalization of the research results, it was found that in Ukraine, the training of specialists in the therapeutic field is offered in two specialties of the field of knowledge 22 Health care: Physical therapy and Ergotherapy. In 2024, 48 higher education institutions of Ukraine offered 81 master's degree programs in 227 specialty Physical therapy, occupational therapy.

Most of the educational programs are developed in the specialty Physical therapy (53 master's level programs). In the integrated specialty Physical therapy, occupational therapy there are 19 programs at the master's level. There is no training of specialists in the specialty Music Therapy in Ukrainian higher education institutions. The professional training of health care specialists in Ukraine is regulated by the standards of higher education, which contain goals, the list of competencies and learning outcomes, certification forms and ensuring the quality of educational activities. Emphasis is placed on the training of highly qualified specialists capable of solving complex specialized tasks and applied problems of a research and/or innovative nature in the field of physical therapy or occupational therapy according to specialization.

Among the top ten higher education institutions in Ukraine for training specialists in Therapy and Rehabilitation are Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ternopil Volodymyr Hnatiuk National Pedagogical University, Uzhhorod National University, Kherson State University, Dragomanov Ukrainian State University, Khmelnytskyi National University, Sumy State University, Bohdan Khmelnytsky National University of Cherkasy, and Ivan Franko National University of Lviv. The academic ranking of these institutions in Therapy and Rehabilitation, named Top-200 Ukraine 2024.

One of the key trends in this ranking is balancing the creation of new, critical knowledge, research and innovation results, and their practical application for the development of modern society. An analysis of the educational programs at the second (master's) level in specialty 227 Physical Therapy and Occupational Therapy (specializations 227.1 Physical Therapy and 227.2 Occupational Therapy) in the field of 22 Health Care reveals that the aim of these programs is to prepare highly qualified, competitive specialists. These professionals are integrated into the European and global scientific and educational space, possessing a comprehensive set of specialized conceptual knowledge, skills, and abilities to successfully perform professional tasks, conduct independent scientific research, and develop well-founded solutions to problems in the fields of physical and occupational therapy.

Educational programs are coordinated with:

- recommendations of the project on aligning the structure of European higher education and the requirements of professional associations [1];
- the requirements of professional standards "World Confederation for Physical Therapy: Policy statement: Standards of physical therapist practice; Education" and "World Federation of Occupational Therapists: Minimum Standards for the Education of Occupational Therapists";

- requirements of qualification characteristics for the position of Physical therapist, occupational therapist [8].

Graduates of the programs can work by profession in accordance with the National Classifier of Professions DK 003:2010: 2229.2 – Physical therapist; 2229.2 – Occupational therapist.

A graduate has the right to hold the following positions: teacher of higher education institutions, head of rehabilitation and health care institutions, an instructor-methodologist in physical rehabilitation in preschools, boarding schools, orphanages, educational rehabilitation centres, preventive clinics and other institutions, the specifics of which are related to physical therapy and occupational therapy.

The educational program for masters in the specialty 227 Physical therapy, occupational therapy (specializations 227.1 Physical therapy, 227.2 Occupational therapy) in the field of knowledge 22 Health care is offered by higher education institution of Ukraine. It presents the level 7 of the National Qualifications Framework (NQF), the second cycle of the Qualifications Framework of the European area of higher education (FQ-EHEA) and 7th level European Qualifications Framework for Lifelong Learning (EQF-LLL). The term of study for the Master’s educational and professional program lasts 1 year and 4 months. This program contains 90 credits ECTS, and for the educational and scientific program – 1 year 9 months (120 credits ECTS).

The standards of higher education, as well as educational programs, define program competences of health care specialists, namely: integral competence, general competences, special professional competences. The analysis of the curricula of higher education institutions of Ukraine showed that the area of compulsory courses ensures the development of general and special professional competencies. Within the area of fundamental training, which ensures the development of special professional competences, the following courses can be distinguished: Methodology and organization of scientific research, Psychological and pedagogical foundations of professional activity, Information technologies (by professional direction), a cycle of courses of medical and therapeutic direction, practice and attestation.

The generalized structure of the masters’ educational program in the specialty 227 Physical therapy, occupational therapy (specializations 227.1 Physical therapy, 227.2 Occupational therapy) in the field of knowledge 22 Health care is presented in Table 1.

Drawing from the experiences of institutions like Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ternopil Volodymyr Hnatuk National Pedagogical University, Uzhhorod National University, Kherson State University, Dragomanov Ukrainian State University, Khmelnytskyi National University, Sumy State University, Bohdan Khmelnytsky National University of Cherkasy, and Ivan Franko National University of Lviv, it is evident that the educational process adheres to principles of scientific rigor, systematicity, student-centred and problem-oriented learning, and continuous self-education.

Table 1

The structure of the educational program in the specialty 227 Physical therapy, occupational therapy (specializations 227.1 Physical therapy, 227.2 Occupational therapy)

in the field of knowledge 22 Health care

The content of training	Educational and professional program	Educational and scientific program
Master’s level		
Compulsory courses:		
the area of general training	2-4 courses (9-12 credits)	3-6 courses (12 -32 credits)
the area of professional training	4-5 courses (40-60 credits)	4-5 courses (58-60 credits)

<i>Elective courses</i>	4-5 courses (23-35 credits)	5-6 courses (30 -50 credits)
<i>Practice:</i>		
scientific and research	6 credits	9-15 credits
scientific and pedagogical	6 credits	6-9 credits
pre-diploma practice	9-15 credits	15 credits
<i>Master's thesis</i>	9-15 credits	15 credits
Total	90 credits	120 credits

Currently, there is no specific Music Therapy specialization within Ukraine's educational framework. However, the development of Music Therapy as an educational field is at its nascent stage. Some universities have already introduced or are contemplating the introduction of specialized programs or courses to train music therapists.

Dragomanov Ukrainian State University offers several courses in Music Therapy within the framework of the Department of Psychology and Music Pedagogy. The program focuses on the use of music in educational and rehabilitation processes. The course "Music Therapy in the educational space" has been introduced into the educational process of the university [9]. Its aim is defined as follows: familiarization and mastering of modern research in the field of Music Therapy in the educational space, methods and forms of work to ensure optimal conditions for comprehensive mental, social and cultural development of participants of the educational process.

The leading specialists of Dragomanov Ukrainian State University and T. H. Shevchenko National University "Chernihiv Collegium" developed a Music Therapy syllabus for high schools, which was approved by the Ministry of Education and Science of Ukraine [2]. This program is about the implementation of Music Therapy in a high school. The authors identified the main goal of the course as prevention of emotional and stressful states, disclosure of students' intellectual and creative potential, and development of communicative culture. And although the tasks of the course include encouraging students to consciously use music for psycho-emotional self-control, expanding and deepening children's ideas about the physical, mental, social and spiritual health of a person through musical art [2]. This syllabus, in our opinion, is mainly aimed at popularization of Music Therapy in the socio-cultural space of Ukraine.

In the educational process of Lesya Ukrainka Volyn National University, the "Synergistic Interactive Music Therapy" technique is implemented. It is based on "the interpretation of M. Lüscher's color test – on sound-colour simultaneity, as well as verbal psychodiagnostic tests to establish the correspondence between various musical works and psycho-emotional states of a person" [3, 159].

This technique is built on the unity of auditory, kinesthetic and visual senses. The psychophysiological basis of this synthesis is the amphoteric (bifunctional) unity of the left and right hemispheres of the human brain.

Special attention is drawn to the study of V. Drahanchuk, who developed a training program and training manual for future specialists in the artistic field to use Music Therapy in their professional activities. The author paid attention to the influence of Music Therapy: on the psyche, physiology and modelling of the emotions of students. The researcher implemented methodical improvements into the educational process of Lesia Ukrainka Volyn National University. She also published a study guide on music psychology and therapy for students of the "Musical Art" specialty as well as syllabus of the compulsory course "Music Therapy" [3].

To introduce Music Therapy into modern university education in Ukraine, an educational project was implemented with the support of the Association of Waldorf Initiatives in Ukraine. Also in Ukraine, with the support of the Art Therapy Association, the Ukrainian Academy of Music Therapy "EGUILIBRIUM" has been operating for some time, and an all-Ukrainian scientific and practical seminar "Cultural and pedagogical aspects of the introduction of Music

Therapy tools into the system of preschool, school and higher art education” is held annually at Hryhoriy Skovoroda University in Pereyaslav under the leadership of I. Malashevska.

At Ivan Franko National University of Lviv, the Faculty of Pedagogical Education has introduced courses related to the use of music in therapy into the educational process, in particular within the courses related to psychological assistance and inclusive education. The course “Music Therapy in education” reveals the basic principles and regularities of the influence of music, presents basic techniques for working with people of diverse ages. Students of this university learn the theoretical foundations and characteristics of Music Therapy as one of the types of art therapy, they get acquainted with the basic categories, patterns of work and the structure of corrective and developmental Music Therapy classes. The course forms the skills and abilities to use Music Therapy in working with children’s anxieties and fears, contributes to the formation of the child’s values and contributes to his spiritual development and the development of the ability to emotionally perceive music. The training course forms an attitude towards the use of Music Therapy as a form of effective psycho-rehabilitation and psycho-prophylaxis.

The university also introduced the study of the compulsory course of the specialty “Art therapy in education”. The basic concepts, principles of art therapy and features of its application in the work of social workers, psychologists with children and various categories of the population are the subject of study.

The purpose of the course is to encourage the versatile development of students’ personalities; preparing them for the implementation of art therapy approach in the practical activities of social pedagogues and social workers.

As a result of studying this course, the students are expected to know the essence, types, areas of application and limits of effectiveness of art psychotherapy; application principles, procedural features and psychotechnical techniques of art therapy; areas of application and competence of this therapeutic method; be able to orientate in the variety of art therapy approaches; analyse and interpret art therapy material; select a complex of adequate art therapeutic methods for diagnosis and effective development, correction and therapy; develop art therapy trainings.

At Ivan Franko National University of Lviv, Music Therapy is becoming an important part of interdisciplinary research and practice, especially in the context of social work, pedagogy and psychology. Although the university does not have programs in specialty Music Therapy, this method is actively used in courses and programs related to psychological rehabilitation, inclusive education and social adaptation.

The university cooperates with various rehabilitation and art therapy centres for the practical implementation of Music Therapy. This cooperation allows students to acquire practical skills and use music as a therapeutic tool in real conditions. Thus, Ivan Franko National University of Lviv actively uses Music Therapy in various fields of study and research, training specialists able to use this method in their practice.

Zaporizhzhia National University promotes social and psychological rehabilitation by means of music in the master’s training program in the specialty “Social Pedagogy”, for which the masters study the course Music Therapy. The main tasks of teaching this course are as follows: the familiarization with the main Music Therapy forms and methods of the specialist’s work, with the content of the main types of Music Therapy, its forms and methods, practical application of Music Therapy in the work of a social pedagogue with different representatives of the population.

Bohdan Khmelnytskyi State Pedagogical University of Melitopol offers the educational and professional master’s training program “Social work. Art therapy in the social sphere”. Its purpose is to train highly qualified competitive specialists in the field of social work; to form competences regarding the application of art therapy in the social sphere with an emphasis on

critical thinking and practical skills of research, implementation of innovations and preservation of cultural ideals and values, principles of freedom [6].

The specificity of this program lies in the fact that it is aimed at the formation of the ability to practically apply art therapy technologies in socio-cultural activities, the ability to timely identify negative effects on the person in the social environment, their prevention and correction by means of art therapy; the ability to carry out diagnostic, consultation, training, art therapy and other activities in the social sphere using scientifically verified methods and techniques. The development of art therapy competencies is provided by the courses "Art therapy in coaching practices", "Modern technologies of art therapy training". The educational program provides for a final attestation in the form of a certification exam on the use of art therapy in the social sphere.

The majority of these courses are part of broader programs in psychology, pedagogy, art history or social work. In many cases, Music Therapy is integrated into programs of art therapy or psychological and pedagogical rehabilitation. The integration of Music Therapy into the programs of psychology, social work, pedagogy and art therapy in Ukraine occurs through an interdisciplinary approach, when music is used as a tool to support mental health, rehabilitation and social adaptation.

In psychology programs, Music Therapy is used as a means of working with emotional and mental disorders. For instance, in Ukraine, at Taras Shevchenko National University of Kyiv the Faculty of Psychology includes Music Therapy in courses related to psychotherapy methods. Music is used as a means to reduce stress, treat depression and post-traumatic stress disorders. The Department of Psychology of Dragomanov Ukrainian State University integrates Music Therapy into rehabilitation psychology courses, especially while working with children and adolescents.

In social work programs, Music Therapy becomes part of complex social support that helps people adapt to new social conditions. In social work courses at the Ivan Franko National University of Lviv, Music Therapy is used as a rehabilitation tool for socially vulnerable groups of the population, such as the unemployed, internally displaced persons, and the elderly. Cherkasy Bohdan Khmelnytskyi National University also develops similar programs to support veterans, victims of violence and other socially vulnerable groups.

Music Therapy is actively integrated into pedagogical programs, especially in the context of inclusive education and work with children with special needs. Dragomanov Ukrainian State University has courses where Music Therapy is used to develop speech and communication skills of children with hearing, vision or autism disorders. Teacher training programs of Kharkiv H. S. Skovoroda National Pedagogical University include training in the use of music as part of techniques for working with children who have cognitive or emotional disabilities.

Music Therapy is a vital component of art therapy, which uses various forms of art for psychological help and rehabilitation. Kyiv National University of Culture and Arts offers art therapy courses where music is one of the key elements. It allows to use sound and rhythm to relieve emotional tension and create a safe space for expressing feelings. The Ukrainian Catholic University in Lviv has educational programs in art therapy, where music is part of a comprehensive approach to therapy for working with children and adults who have experienced psychological trauma.

Some universities and rehabilitation centres in Ukraine also integrate Music Therapy into medical and psychological rehabilitation programs. Music helps in the treatment of patients after operations or during periods of recovery after strokes and heart attacks. Incorporating Music Therapy enhances the quality of care and rehabilitation, fostering a more comprehensive interdisciplinary approach to treatment and social adaptation. It is beneficial for both children and adults throughout the rehabilitation process.

So, we conclude that the main directions of integration of Music Therapy in Ukraine are as follows:

1. In inclusive education programs, Music Therapy is used to support children with special needs. It helps to improve cognitive and emotional skills, and also promotes the development of communication skills;
2. Music is used as a teaching tool for children with various disabilities, including autism and speech disorders;
3. Music Therapy is part of courses related to psychotherapeutic techniques and rehabilitation psychology. It is used to reduce stress, anxiety and depression;
4. Also, Music Therapy is used in work with people who have experienced traumatic events, in particular, participants in hostilities and displaced persons;
5. Music Therapy is a tool for social adaptation and rehabilitation for vulnerable populations such as orphans, the elderly, and people with disabilities. It helps to improve their psycho-emotional state and promotes integration into society.

In order to reveal the problem of training specialists in the field of health care (specialty "Therapy and rehabilitation") in the higher education institutions of Ukraine and to determine the main trends in the development of their training, special attention should be paid to the organizational forms of the educational process. In Ukrainian higher education institutions, there is a predominance of traditional types of educational classes, with the help of which specialists are trained – classical lectures, seminars, self-study. The educational process in higher education institutions involves the use of such organizational forms as lectures and seminars, practical, laboratory and individual training classes, consultations, self-study, coursework, etc. Teachers use both traditional and innovative teaching methods in accordance with the interests of students and the requirements of the educational program.

Considering the current state of professional training of future specialists in the field of Health care in the system of higher education of Ukraine, it is necessary to note problematic moments and those that require development and improvement.

Firstly, there is an issue with the predominance of theoretical training over practical training for specialists. Practical training is crucial in the professional education of healthcare specialists, involving various social sphere practices. However, the short duration of internships (2-3 weeks per academic year) is inadequate for the thorough development of practical skills needed by future healthcare specialists. Additionally, institutions where students practice often do not allow students to take on some responsibilities, hindering the development of these practical skills.

Secondly, there is the challenge of combining humanitarian and professional courses in the curriculum. While the university training system requires universality, the therapeutic field and society today need practice-oriented specialists who not only understand basic values and functions but also possess the practical skills necessary to solve problems in physical and occupational therapy.

Graduates of master's programs in "Therapy and Rehabilitation" are evaluated across all higher education institutions through the defence of a qualifying master's thesis. Each student independently completes their master's work, which is a research project aimed at solving relevant tasks in the field of healthcare, incorporating research and/or innovative approaches. The thesis must demonstrate the author's mastery of modern scientific research methods and independent research capabilities. It highlights the theoretical and practical training of the student, showcasing their abilities in critical thinking, scientific research, data analysis and synthesis, and problem-solving.

Conclusions

Thus, the professional training of healthcare specialists in Ukrainian higher education institutions, shows that these institutions advocate for a modern professional training model. This model is based on the best Ukrainian and international approaches to understanding healthcare specifics. Future specialists in Therapy and Rehabilitation study a range of general

and professional disciplines, enabling them to work in various healthcare institutions and organizations.

However, these programs often fall short in addressing the modern practical aspects of therapy in its various forms, due to the need to cover numerous general and professional competencies. There is a need for better alignment of learning outcomes with the practical professional activities of future healthcare professionals, and further improvement is needed in the content and implementation of elective courses, as Ukrainian universities strive to meet the modern educational needs of students within the European educational framework. Additionally, the introduction of effective organizational forms and teaching methods is crucial for the sustainable development of individuals and ensuring the quality of the educational process.

It has also been found that the value of interdisciplinary educational programs, especially at the master's level, is often underestimated in Ukrainian higher education institutions. Such programs could significantly enhance students' opportunities to realize their social, pedagogical, managerial, and research potential, and facilitate planning individual career paths. Improving the quality of educational services for developing professional competence in healthcare specialists requires the harmonization of pedagogical influences, modern educational methodologies, and information support.

Therefore, there is a current need for substantial adjustments to educational programs to more comprehensively address all aspects related to therapy and rehabilitation, and to introduce specialized programs in Music Therapy.

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