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 <https://orcid.org/0000-0002-1414-8861>

**DOBROVOLSKA Rufina**

PhD in Philosophy, Senior lecturer of the department of vocal and choral training, theory and methods of music education,  
Vinnitsa Mikhaïlo Kotsiubynskyi State Pedagogical University  
e-mail: rufina.dobrovolska@vspu.edu.ua

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**MUSIC THERAPY IN THE CONTENT OF MODERN UNIVERSITY EDUCATION IN AUSTRIA**

*Music therapy is becoming more and more popular, especially in the field of education. European countries are increasingly paying attention to this issue and include music therapy in the content of their university education. Consideration needs to be given to how music therapy can be effectively incorporated into educational programs, what teaching methods will be most effective, and how to ensure the quality of music therapy education and practice. Music therapy can be an important component of today's university education, which will contribute to improving the health and well-being of students and contribute to the development of new methods of treatment and prevention in the medical field.*

*The article examines the use of music therapy in modern university education in European countries. The author analyzes various approaches to the use of music therapy, in particular, as a means to re-*

*lieve stress, increase productivity and improve the emotional state of students. We believe that the introduction of music therapy into the content of modern university education in European countries is the most effective mechanism for solving these issues, because music therapy is the same means of influencing a person, aimed at preserving and restoring his psychological health. Music therapy encourages specialists and students of education in the university space to regulate their physical, emotional and psychological states, relieve tension and fatigue, resist stressful situations, and help other members of modern society to effectively use the possibilities of music therapy. We can note that when introducing music therapy into the content of modern university education, it is necessary to adhere to the following system principles: integrity, structure, interdependence of the environment and the system.*

*The article provides examples of successful implementation of music therapy in the educational process, and also describes the advantages of this approach to learning. Research shows that music therapy can be an effective tool for improving the quality of university education and ensuring a healthy emotional state of students.*

**Keywords:** university education; music therapy; educational standards; professional education; music therapist.

**Problem setting.** In Ukraine, only in 2020, a representative office of EMTC was opened in the city of Lviv and the Association of Music Therapists of Ukraine (AMU) was organized. Today, the number of associated members reaches 15 music therapists (Association of Music Therapists of Ukraine (Associations of music therapists of Ukraine, 2020).

Such a European country as Austria is the most effective among EMTC members in introducing music therapy into the content of modern university education. This is facilitated by the fact that, since 2009, music therapy in Austria has been regulated by the Music Therapy Act. All working music therapists must be registered and thus form a homogeneous group, enabling their continuous training in the field. In Austria, music therapy has been a legally recognized medical profession for more than ten years. As a result of this state recognition, special professional requirements are set for the practice of music therapy, which are fulfilled during the professional training of students in this field.

The Austrian Music Therapy Act (Muth, 2008) stipulates that every person entitled to practice music therapy must have the appropriate education, be registered in the list of music therapists maintained by the Federal Ministry of Labour, Social Affairs, Health and protection of consumer rights (Federal Ministry of Labour, n.d.). The law defines two types of professional qualifications: music therapists who work with shared responsibility and those who are entitled to work independently. Shared responsibility work requires a music therapist to have a bachelor's degree or equivalent in music therapy and allows the music therapist to work as an employee under the regular supervision of a music therapist who is eligible to work independently. Freelance work requires a master's degree or equivalent in music therapy and entitles the music therapist to work as an employee and additionally offer music therapy on a freelance basis. Thus, music therapists in Austria constitute a professional group clearly defined by law. Universities providing professional training in music

therapy are located in three locations in Austria: Graz, Krems and Vienna. Vienna University of Music and Performing Arts, Krems University of Applied Sciences, Graz University of Arts provide uniform professional training in the profile of a music therapist (Phan, et al, 2019).

**The purpose of the article.** The problem considered in this article is how music therapy fits into modern university education in European countries. Although music therapy is used to treat and improve various health conditions, it can also have great potential in the field of education. However, how this therapy can be integrated into training programs and what are the effective methods of teaching music therapy are still not well understood.

Ensuring the quality of training and setting standards for practicing music therapists are important issues. In addition, it is important to consider the problem of accessibility of music therapy for different population groups, in particular for people with disabilities and socio-economically vulnerable groups. So, this article poses the problem of the need to integrate music therapy into modern university education in European countries.

The purpose of the article is the need to analyze the presence and effectiveness of the use of music therapy in modern university education in European countries.

**Research results and their discussion.** In Austria, music therapy is an independent, scientific and creative method of therapy focused on the patient's experiences, creativity and self-expression.

Music therapy in Belgium can be defined as a form of psychotherapy with an emphasis on a formative musical exchange between therapist and patient, carried out during musical improvisations or through listening to music. The therapeutic system of this exchange is based on a psychological theory that describes mental structures and processes, which are outlined in the works of S. Freud (Freud, Brill, 2012), M. Klein (Klein, 1948), W. Bion (Bion, 1962), D. Winnicott (Winnicott, 1971), and others. This therapeutic moment utilizes specific psychoanalytic phenomena and interventions such as transference, countertransference, withholding, containment, projective identification, free-floating attention and daydreaming. These important psychoanalytical concepts, which are neighbors with specific music-therapeutic phenomena, such as therapeutic provocation, prevention of inner silence, musical thoughtfulness, post-resonance. These concepts integrate art, science, neurophysiology, philosophy, and

psychotherapeutic theories, which is very important. D. Winnicott wrote about the important connection between play and creativity. He believed that there can be no healing until the client learns to play, because play is a source of creativity and «it is in creativity that the individual manifests himself, his essence» (Winnicott, Spitz, 1985).

D. Winnicott also emphasized the importance of the ability to play and the psychotherapist himself. All of these phenomena are ways of describing how one person can interact with another, as well as where the interaction changes and turns into a relationship. In music psychotherapy, this involves a process based on musical improvisation performed by the patient and the music therapist. If the patient is unable to actively participate in the improvisation, J. de Backer, K. Bruscia argue that the musical improvisation is still present because the treatment begins with the emotional resonance of the patient. They believe that music resonates on the same level as the trauma experienced by the patient and is therefore an ideal treatment method (De Backer, 2008; Bruscia, 1988; Brassia, 2019).

In Bulgaria, music therapy is an approach in psychotherapy in which music and musical improvisation are used to intentionally mediate the body-mind-emotion connection in the process of experiencing and awakening to the awareness of experiences aimed at ensuring positivity, health and personal development.

In Germany, music therapy is the systematic use of music in a therapeutic relationship aimed at restoring, maintaining and strengthening emotional, physical and mental health. Music therapy is a practice-oriented scientific discipline that is closely related to other scientific disciplines, especially medicine, social sciences, psychology, musicology and pedagogy. Music therapy is a comprehensive term for different concepts of music therapy, which are Unlike pharmacological and physiotherapeutic methods of treatment. Different methods of music therapy, respectively, are based on different psychological, psychotherapeutic or philosophical traditions, such as depth psychology, behaviorism, systemic, anthroposophical or holistic-humanistic approaches (Vonderlin, Nöcker-Ribaupierre & Wilken, 2010).

In Iceland, music therapy is the structured use of music, sound and movement to achieve therapeutic goals aimed at restoring, maintaining and developing mental, physical and emotional health. Systematically, a specially trained person uses the properties and unique possibilities

of music and sound, as well as the relationships that develop through musical experiences, to change human behavior, help people reach their full potential, communicate their uniqueness, and enhance their well-being.

In Latvia, the definition of W. Strobel and G. Huppmann is: «music therapy is the scientific application of music for therapeutic purposes, it is the use of music and the tools of its expression (sound, rhythm, melody, harmony, dynamics, etc.) in individual or group relationships between a music therapist and a patient/client in order to establish and develop a relationship, communication, learning, cognition, mobility, self-expression, activity or promoting the potential development or restoration of physical, mental and social health functions of an individual, achieving a better quality of life» (Strobel, Huppmann 1997). Countries such as Estonia, Greece, Hungary and Italy refer to the World Federation of Music Therapy (WFMT) definition.

The American Music Therapy Association (AMTA) provides the following official definition: «Music therapy is the clinical and evidence-based use of music intervention to achieve individual goals within a therapeutic relationship by a certified professional who has completed an approved music therapy program. Music therapy interventions can solve various medical and educational tasks: maintain health; cope with stress; relieve pain; express feelings; improve memory; improve communication; promote physical rehabilitation, etc.» (American Music Therapy, 2024).

So, music therapy is a method of psychotherapy based on the healing effect of music on the individual's psyche. Music therapy is considered as a system of psychosomatic regulation of the human body, in the process of which acoustic waves of music influence the spiritual, emotional, and physical sphere of the patient. Define active and passive music therapy. During active music therapy, clients directly perform instrumental or vocal music, while during passive music therapy, patients only perceive pieces of music. Scientists distinguish integrative music therapy, or music calotherapy. There are two directions in passive music therapy:

- musical psychotherapy (regulatory, dynamic) – it is main goal, is to bring the psycho-emotional state of a person to the norm,

- music therapy (zonal, point), – it is goal, is a contact healing effect directly on the human body.

Dynamic music psychotherapy serves to emotionally activate the patient. Regulatory music psychotherapy provokes affective and dynamic emotions, which leads to catharsis (Graham, 1974). Such domestic scientists as V. Hrynyova, G. Poberezhna, T. Strohal and etc., consider music therapy to be one of the most effective types of corrective and developmental influence on personality and preservation of psychological health (Hrynyova, 2015; Strohal, 2017). We share the opinion of H. Poberezhnaya, who defined music therapy as a universal educational system. With the help of music therapy, modern society can solve the problems of extreme situations and crisis situations, can effectively establish the personal development of an individual in the contradictory conditions of the information society.

«Music as a carrier of sacred information and music therapy as a powerful tool of influence can help a person harmonize himself and his relationship with the world... It is the combination of pedagogical and psychotherapeutic methods with controlled musical influence that can make a revolution in the fate of both an individual and society in general» (Poberezhna, 2010, p. 96). We support the scientific position of G. Shanskikh, that psychological health depends on the emotional center of the human body. The scientist emphasizes that chaos is not in the world, it is within us. And it is music that is a psychomotor resource for harmonizing the emotional sphere of a person (Shanskikh, 2003).

The understanding of the nature and regularities of the phenomenon of music therapy is based on the important opinions of V. Hrynyova regarding the bioresonance combination of musical sounds with the vibrations of individual organs and body systems. We are impressed by the scientist's opinion that it is sound that is the carrier of information and models human biorhythms. Vibrations of musical sounds activate vegetative mechanisms of higher nervous activity, cause special vibrational responses in the human subconscious. This is explained by the fact that music, as a rhythmic stimulus, stimulates the body's physiological processes that occur both in the motor and vegetative spheres. Rhythmic movements are a single functional system, a motor stereotype. The mechanism of such an influence of music is related to the activity of the central nervous system of a person, in which the tempo rhythm is a collaborator of feeling, a mechanical stimulus of memory (Hrynyova, 2015).

It should be noted that V. Hrynyova believes that music therapy is «a process of

interpersonal communication, communication. This is a very important category in which a qualified music therapist uses music and all aspects of its influence - physical, emotional, intellectual, social, aesthetic and spiritual - in order to improve or preserve health» (Hrynyova, 2015, p. 20).

It should be noted that the possibilities of the effect of music therapy on the emotional and intellectual development of a person depend on the psycho-emotional-motor musical abilities of a person, its connection with the activity of mental processes and the psycho-emotional-motor nature of music. According to S. Kovalyova, the influence of music therapy is focused on the development of the ability of interpersonal communication, the construction of an emotional, positive, communicative environment, the stabilization of the neuropsychological state of a person, the normalization of the functional state of a specialist, the activation of cognitive processes and reflexive mechanisms (Kovalova, 2018). We fully share the opinion of the researcher.

The analysis of scientific literature shows that the mechanism of influence of music therapy is related to music, musical sound, which has a stimulating effect on a person's mood, emotions, feelings and experiences, as it is one of the main carriers of information, the most powerful in terms of its influence on the brain a person. Modern achievements of domestic scientists S. Kovaleva and O. Plaksina in the field of music therapy proved that the emotional impact of musical art on the intellectual, psychological and physiological state of a person adequately contributes to the development of a person's personal qualities (communicativeness, creativity, perceptiveness, emotional stability, suggestiveness), the ability to manage one's own emotional and psychological state, activation of creative potential with going beyond situations. Therefore, we consider music therapy as a means of forming emotional stability in professional activities, managing the mental state of a specialist, which accordingly affects the preservation of psychological health. After all, domestic scientists emphasize that music therapy is an effective mechanism for preserving the psychological health of specialists, preventing the syndrome of «emotional burnout» (Kovalova, 2021).

We fully share the opinion of O. Plaksina regarding the importance for the Ukrainian socio-cultural space of such a function of music therapy as a health and recreational function that facilitates the expression of emotions and encourages a person to non-verbal communication (Plaksina, 2020). The

researcher defines a number of systemic principles of the use of music therapy for health recreation, these are: integrity, structure, interdependence of environment and system, hierarchy.

Let's consider the professional training of music therapists in the content of university education in Austria using the example of the Vienna University of Music and Performing Arts. The Institute of Music Therapy is a division of this university and the oldest academic educational institution for music therapy in Europe, where music therapists have been receiving professional training since 1959. The curricula for bachelors and masters in music therapy are updated annually. Completion of the 7-semester Bachelor's degree (210 ECTS) entitles to joint responsible professional practice under the Music Therapy Act (Muth, 2008).

Master's training takes place in 4 semesters. The student receives a master's degree in music therapy (120 ECTS), which gives him the right to practice his profession independently in accordance with the law.

Since 2013, the university has also offered a doctoral degree in music therapy as part of the mdw PhD program. It should be noted that at the University of Applied Sciences of the city of Krems and the University of the Arts of the city of Graz, training is conducted only according to bachelor's and master's programs.

Since 2019, the Vienna Music Therapy Research Center has been attached to the Music Therapy Institute of the Vienna University of Music and Performing Arts. This made it possible to implement the results of music therapy research more effectively: in the professional training of specialists of this profile, in the socio-cultural space of Austria and other European countries. The professional education of music therapists at the Vienna University of Music and Performing Arts takes into account that music therapy is a legally recognized medical profession in Austria. According to the Music Therapy Act (Muth, 2008), music therapy is defined as «an independent, scientific-artistic-creative and expressive form of therapy». The music therapist carries out conscious and planned treatment of people with physical, mental, intellectual and social disorders and states of suffering with the help of the artistic environment of music within the framework of the therapeutic relationship.

Music therapy, in the tradition of the Viennese school of music therapy, is closely related to other scientific disciplines such as psychotherapy, psychology, medicine, musicology and education.

The goal of music therapy includes:

1. Prevention and health promotion;
2. Treatment of acute and chronic diseases;
3. Rehabilitation;
4. Promotion of social skills, including supervision;
5. Teaching and research.

University teachers are experienced scientists and constantly update the content of their lectures. So E. Phan Quoc, a senior researcher at the Vienna Research Center for Music Therapy, teaches at the Institute of Music Therapy. She also works as a music therapist in private practice with young children and families. E. Phan Quoc developed a course of lectures on «Attachment Research». This is a large and very complex field, the results of which are increasingly reflected in different concepts of therapy, especially in the last two decades. This lecture provides knowledge about the development of attachment relationships and how this information can be used in music therapy. The researcher emphasizes that future specialists in the field of music therapy should pay more attention in their professional activities to such issues as sensitivity and regulation of stress, or problems of loss and separation. In his lecture, the scientist presents various approaches to music therapy aimed at solving the problem of attachment.

Thus, we can note that progressive professional training of music therapists takes place in university education in Austria and modern scientific research is carried out, the result of which is the definition of new concepts in this field, for example, attachment theory.

In 2018, the WZMF conducted a national survey of the professional situation of music therapists in Austria. Following a previous survey in 2011, this study aimed to provide up-to-date data and illustrate changes in the professional field to improve the training of music therapists at universities in Austria. An invitation to participate in the online survey was sent to all music therapists who were registered in 2018. The survey covered the current working situation of music therapists, including workplace, hours per week, areas of work, and legal and financial issues. With a response rate of 73.8% (299 people), the survey results are representative of 380 workplaces. These data indicate an increase in music therapy services, which are most often offered to children and adolescents with developmental or behavioral problems (22.5%) and adults with mental health problems (21.5%). The high percentage of respondents means that the results provide representative data on the

situation with music therapists in Austria (Phan, et al, 2019). In addition, this data can also be used as background information to support professional development at the international level. The Austrian Music Therapy Act, which entered into force on 1 July 2009, stipulates that every person entitled to practice music therapy must be registered in the register of music therapists maintained by the Federal Ministry of Labour, Social Affairs, Health and Human Rights consumers (Muth, 2008).

Regular documentation and analysis of the profession at the national and international levels can be understood as an important necessity (Kern, Tague, 2017). These goals must also be seen in the context of current issues and challenges facing the profession. The professional situation of music therapists in Austria is regularly documented. Following the entry into force of the Music Therapy Act, the Austrian Association of Music Therapists (ÖBM, 2016) conducted the first comprehensive survey in 2011. The aim of this study was to obtain reliable and up-to-date data, thereby achieving greater transparency in terms of the calculated variable for the general public (Geretsegger, 2012). A report by the WZMF in collaboration with the ÖBM and the Association for Ethno-Music Therapy (BfEM, Berufsverband für EthnoMusiktherapie) presents the results of this survey. The research was conducted by the field of activity of music therapists and by territorial feature.

The main tasks of the study were the following:

- create a data set based on the current professional situation of music therapists in Austria, a triad (Vienna University of Music and Performing Arts, Krems University of Applied Sciences, Graz University of Arts), which is as representative as possible;
- enable comparison with data from previous studies in order to show changes and development;
- to provide materials that confirm the arguments in negotiations regarding the financing of music therapy (for example, from the social insurance authorities);
- draw conclusions for the university training of music therapists;
- identify trends and shortcomings in the use of music therapy; use of tools for diagnosis and/or research in music therapy;
- to create a basis for future research in various areas of activity of music therapists.

A national survey of the professional situation of music therapists in Austria conducted by the WZMF in 2018 covered 73.8% of the possible respondents. Thus,

this is a representative set of relevant and highly instructive data. This opens up a wide range of possible applications related to relevant research topics and objectives. For example, current data can inform music therapy funding questions to realistically estimate the actual availability of music therapy services (eg, the number of music therapists who could potentially work in private practice) or the cost of treatment. The data can also serve as a resource for professional associations in Austria that support work on the needs of different clinics and local conditions. The study provides numerous suggestions for the teaching and learning of music therapy primarily in Austrian universities. As the research findings reflect professional reality, this may lead to further focus on areas of work where music therapy has a significant impact. At the same time, it may also place greater emphasis on areas that are currently less developed in terms of the number of professionals involved (eg neonatology), allowing music therapists to acquire relevant experience and necessary skills in these areas.

Ultimately, the obtained data provide reliable reference material that can also be used for further research in various areas, for example, to match the sample size required for clinical trials with the number of potential participants or to plan medical research projects. In general, the collected data indicate a positive development of music therapy in Austria: the profession is growing, the number of jobs is increasing, which cannot be taken for granted in the light of modern health policy. The results of the survey suggest that the professional situation in the field of music therapy has changed compared to the situation in 2011. Contractual relations look more protected, music therapy as a medical profession becomes more stable and has a more clearly defined profile:

- the proportion of music therapists who work in only one workplace has increased, while the proportion of those who work in several workplaces has significantly decreased;
- in terms of type of employment, the number of those working exclusively as employees or self-employed has increased, while the combination of these two types of employment has become less common;
- 85% of those who work in the institution as employees work under permanent contracts. Apart from those working in research and teaching, only a few people have contracts as music therapists.

**Conclusions.** The first results of this research have already been presented to interested musicians at several events in Austria, which contributed to the discussion of aspects related to the profession, the exchange between scientific research and practice, the determination of trends in the functioning of music therapy in the socio-cultural space of German-speaking and European countries, the effective implementation of musical therapy in the content of modern university education in Austria and other European countries (Phan, et al, 2019; Kern, Tague, 2017).

In our opinion, the results of this study are very useful for music therapists of Ukraine, because Ukrainian universities are at the beginning of the path that Austrian universities have already taken to the effective introduction of music therapy into the educational space. So, in our research on the example of European universities in Austria, we have determined the current trends in the functioning of music therapy in the educational space of European countries.

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#### ДОВОЛЬСЬКА Руфіна

докторка філософії (PhD), старша викладачка кафедри вокально-хорової підготовки, теорії та методики музичної освіти імені Віталія Газінського  
Вінницький державний педагогічний університет імені Михайла Коцюбинського

#### МУЗИЧНА ТЕРАПІЯ У ЗМІСТІ СУЧАСНОЇ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ АВСТРІЇ

У сучасному світі музична терапія стає все популярнішою, особливо у сфері освіти. Європейські країни дедалі більше уважно ставляться до цього питання і включають музичну терапію в зміст своєї університетської освіти. У статті розглянуто проблему того, як музична терапія може бути ефективно включена в програми навчання, які методи навчання будуть найбільш ефективними, і як забезпечити якість навчання та практики музичної терапії. Музична терапія може бути важливим компонентом

сучасної університетської освіти, що сприятиме покращенню здоров'я та благополуччю студентів та сприятиме розвитку нових методів лікування та профілактики в медичній галузі.

У статті досліджується застосування музичної терапії у сучасній університетській освіті країн Європи. Автор аналізує різні підходи до використання музичної терапії, зокрема, як засіб для зняття стресу, підвищення продуктивності та покращення емоційного стану студентів. Вважаємо, що впроваджен-



ня музичної терапії в зміст сучасної університетської освіти країн Європи є тим самим ефективним механізмом вирішення зазначених питань, тому що саме музикотерапія є тим самим засобом впливу на людину, що спрямований на збереження та відновлення її психологічного здоров'я. Музична терапія спонукає фахівців та здобувачів освіти в університетському просторі регулювати свої фізичні, емоційно-психологічні стани, знімати напругу і втому, протистояти стресовим ситуаціям, допомогати іншим членам сучасного суспільства ефективно використовувати можливості музичної терапії. Можна зазначити, що при впровадженні музичної терапії в зміст сучасної університетської освіти потрібно дотримуватися таких системних принципів: цілісність,

структурність, взаємозалежність середовища і системи.

У статті наводяться приклади успішного впровадження музичної терапії в освітній процес, а також описуються переваги такого підходу до навчання. Дослідження свідчать про те, що музична терапія може бути ефективним інструментом для покращення якості університетської освіти та забезпечення здорового емоційного стану студентів.

**Ключові слова:** університетська освіта; музична терапія; навчальні стандарти; професійна освіта; музичний терапевт.

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