

# МИСТЕЦЬКА ОСВІТА: ТЕОРІЯ, ІСТОРІЯ, МЕТОДИКА

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## TRAUMA-INFORMED CARE THROUGH ART: EXPERIENCE OF IMPLEMENTING IT IN THE TRAINING OF FUTURE MUSIC EDUCATIONAL WORKERS

*The article presents the experience of implementing trauma-informed care through art in the training of future music and pedagogic workers in war conditions. The possibilities of effectively ensuring the training of higher education applicants for professional activity as a teacher who must consciously support the mental health of students through means of musical art at a non-clinical level are revealed. The practical experience of future musician specialists acquiring the ability to trauma-informed care through art-communication interaction on the basis of mastering its components (art therapy, digital art, event technologies) is highlighted, while participating in a long-term international project and using ethno-cultural traditions as a cultural and spiritual resource of Ukrainians. The content of updated educational and professional programs, curricula, elective disciplines and certificate programs that ensure the development of art-communication competence of future musician specialists as the ability to trauma-informed care through art is outlined.*

**Keywords:** *trauma-informed care; art-communication interaction; music-pedagogical education; training of music-pedagogical workers; practical experience.*

**Problem statement.** Harsh realities of war, which the Ukrainian society has been experiencing for the fourth year in a row, have necessitated the systematic protection of all components of Ukrainian statehood to overcome the destructive consequences of Russian aggression. Education and culture are extremely important indicators of the identification of the nation and the state, and it is with the help of these defining spheres that the dynamics of progress or regression in the

development of society both in peaceful life and in wartime are made possible (Andryushchenko, 2023). Under such circumstances, one of the most important tasks of wartime was the state educational and cultural and artistic policy to support the fundamental existential needs of man and restore the main resource of the country – its citizens. Since the symbiosis of these fundamental spheres of human activity forms the foundations of Ukrainian statehood and provides for the existential needs of man, which go beyond the basic physiological or social. This concerns deeper questions about the meaning of life and freedom of choice, subjectivity, self-actualization of spiritual growth and mental stability of the individual.

Therefore, the educational and cultural segment of the Ukrainian state, in which the war is raging, has become the environment where a professional teacher, possessing the basic foundations of maintaining mental health, must provide each child with professional support in overcoming the traumas of war. Therefore, from the first days of the war, domestic education began active activities to provide professional support for the psycho-emotional state of those who study and those who teach. And first of all, such a task arose for musical and pedagogical workers. Since it is art that preserves and transmits the cultural code of the nation from generation to generation, develops a person's ability to see, feel, contemplate, thus tempering the mental health of modern Ukrainians.

However, currently not all links of artistic and pedagogical education are sufficiently prepared and still remain quite static in terms of making cardinal decisions on improving the content of training of modern specialists of artistic profile, capable of restoring and supporting mental health of young students through art. Therefore, we consider it necessary to share the experience of implementing trauma-informed assistance through art in the training of teachers of musical art (future music pedagogues) on the basis of the updated model demanded by conditions of the war, based on pedagogical principles. That is, to reveal the possibilities of improving the content of modern musical and pedagogical education, the leading task of which is to ensure the preparation of a specialist-musician for professional activity as a teacher, who must carry out not only educational and educational work, but also consciously support the mental health of young students through the means of musical art.

**Analysis of recent research and publications.** The use of a trauma-informed approach in overcoming war trauma is a generally accepted established practice in foreign countries (SAHMSA,2014). Since the beginning of the full-scale invasion of the aggressor into Ukrainian territories, under the auspices of the Ministry of Health, clinical care for victims with psycho-emotional disorders caused by the war has also been introduced in medical institutions of Ukraine (Education in Ukraine,2022).

Within the framework of the All-Ukrainian mental health program "How are you?", initiated by the First Lady of Ukraine, systematic work is being carried out to establish a culture of mental health care through a person's awareness of their internal state. Since the consequences of post-traumatic stress tend to grow imperceptibly, affect all areas of a person's life and reduce the ability to withstand challenges. Therefore, the goal of the program is to help Ukrainians find a source of inner strength at the level of awareness and recognition of their own psycho-emotional state and at least an approximate assessment of the degree of its crisis (Mental health program,2014).

The aforementioned program is coordinated by the Ministry of Health of Ukraine with the assistance of the expert partner of the World Health Organization and the executive partner – the public organization "Bezbariarnist". The platform for development and adoption of decisions is the Interdepartmental Coordination Council under the Cabinet of Ministers of Ukraine. The communication campaign is implemented with the support of the United States Agency for International Development (USAID, 2025). Of course, such large-scale work with the assistance of foreign partners and agencies is an invaluable basis for building clinical assistance to Ukrainians in war conditions. However, the subject of our scientific research was and still remains the educational vector, which, along with the provision of educational services at each of its stages, in war conditions must master the tools for preserving the mental health of the modern generation of Ukrainians at a non-clinical level.

In fairness, we note that from the first days of the war, leading specialists from Ukrainian universities have intensified scientific research and organizational and educational activities aimed at introducing theoretical courses and practical classes related to supporting the psycho-emotional state of students into the content of training future workers in the art profile. In the domestic scientific

discourse, works have appeared that highlight the features of organizing the educational process of higher education institutions under martial law with the use of distance platforms for training future teachers-musicians in innovative methods of supporting the psycho-emotional state of students (N. Guralnyk, A. Zaitseva, Zh. Koloskova, E. Kutsyn, T. Strogal, and others). Leading international practices that demonstrate the effectiveness of trauma-informed art in working with people who have experienced trauma have come in handy and have been highlighted by domestic scientists: V. Klymchuk, D. Maksymov, Yu. Nikolaevska (Rastrygina, 2024e).

Foreign specialists also came to the aid of the population of Ukraine, whose practical experience actualizes the role of trauma-informed assistance through art in restoring the psycho-emotional state of children affected by war (D. Abrahams, A. Kennedy, N. Osborne, G. Redwood). A significant contribution to the above-mentioned issues is the work of Yu. Nikolaevska (Nikolayevska, 2022), who studies trauma-informed support through art in the educational environment.

A modest contribution of the author of this article to the study of the above-mentioned problem is a number of publications related to art-communication interaction in overcoming war trauma and restoring the mental health of the people of Ukraine. In particular, regarding the value foundations of art communication in art and pedagogical education (Rastrygina, 2023a); art communication interaction between future music teachers and children to restore their psycho-emotional state (Rastrygina, 2023b); trauma-informed art as a spiritual ecosystem for restoring the mental health of Ukrainians and the organisational principles of training future music teachers to provide trauma-informed assistance through art (Rastrygina, 2024c); the musical and creative potential of extracurricular activities of higher education students in acquiring the ability to provide trauma-informed assistance (Rastrygina, 2024d).

So, it's absolutely clear that since the beginning of the humanitarian crisis caused by the war, music and pedagogical education has immediately joined the most important mission: supporting the psycho-emotional well-being and mental health of schoolchildren. And in this new reality, future music and pedagogical workers inevitably master not only traditional professional competencies, but also acquire professional abilities for trauma-informed care through art-communication interaction with schoolchildren at a non-clinical level.

**The purpose of the paper.** Experience in implementing trauma-informed care through art in the training of music educators.

**Methods of research.** To achieve the goal set within the framework of this article to present the experience of acquiring the ability to trauma-informed care through art by future teacher-musicians who are receiving higher education in the specialty 014. Secondary education (Art. Musical art) at the V. Vynnychenko Central State University, a consistent coverage of the stages of development of the specified process was provided both in time and in organizational and content terms. Given the characterological features of each of the presented stages, we used a number of generally accepted in pedagogical science both theoretical (analysis, synthesis, induction, deduction) and empirical methods (observation, explanation, survey, conversations) of scientific research.

The methodological basis of the presented experience is determined by a complex of scientific approaches (culturological, personality-oriented, systemic-synergetic competence-based, interpersonal, praxeological), which function within the artistic paradigm of education and reveal the essence and specificity of scientific and cognitive activity in music-pedagogical education. The basis for rethinking and characterizing the key concepts and processes used, related to the development of pedagogical foundations of trauma-informed care through art and art-communication practices and technologies that have a non-clinical focus, was the trauma-informed approach based on art-communication interaction through art. The leading component of the latter is art therapy – a method that uses creativity to process internal conflicts, fears and anxieties and enables post-traumatic growth of the personality.

**Presentation of the main material.** Given the topic stated in the article regarding the disclosure of the experience of implementing trauma-informed care through art in music pedagogical education, we will briefly outline our vision of the studied process and the step-by-step algorithm of our previous scientific research in this direction. First of all, this concerned our awareness that the content of modern training of a modern specialist of higher education institutions should be based on taking into account the worldview transformations that are taking place in Ukrainian society here and now. Since the beginning of the

war, art has become for Ukrainians a way to preserve life, cultural memory, and national identity. That is, a spiritual shield and powerful support that can heal hearts, develop resilience, and support the Ukrainian nation.

It was also obvious that almost every working teacher-artist and most students of art majors wanted to be involved in the socio-cultural life of the state in times of war. Therefore, professional art education faced the question of expanding the range of professional opportunities of domestic music and pedagogical workers, and in particular future music teachers, through acquiring the ability to provide trauma-informed assistance through art-communication interaction with war victims.

The starting point in the scientific research initiated during the first year of the war was the conviction that it is precisely teacher-musicians who have unique opportunities to overcome post-traumatic disorders. Because both through communication with art forms, which influence a person's value attitude to the meaning of their own life in specific ways for each of them, and through interpersonal art-communication interaction with schoolchildren, trauma-informed care can become an effective means of preserving mental health of the younger generation of Ukrainians. This understanding of the situation that developed during the war led to the definition of the goal and strategic guidelines for introducing into the content of the training of future music and pedagogical workers a specially developed block related to the acquisition by applicants of art-communication competence as the ability to provide trauma-informed assistance through art, aimed at preserving mental health of the younger generation of Ukrainians.

Achieving the stated goal required a step-by-step solution of partial goals that were solved at each of the stages of organizing the stated process. The effectiveness of the carried-out work is presented in detail in our previous publications. However, within the framework of this article we will briefly outline the algorithm for its deployment. As for scientific research, with the beginning of the full-scale invasion, the work of members of the scientific research laboratory of musical education and upbringing, which operates under our leadership at the Department of Arts of the V. Vynnychenko Central State University, was focused on research by members of the laboratory into the problem of preserving mental health of the younger generation with the

generalized topic “Features of organizing the training of a professional musician in wartime”. In addition, a communication platform was created in this direction for cooperation between foreign and native scientists.

Within the frames of propaedeutic work as to the improving of the training content for future professional musicians, obtaining higher education at V. Vynnychenko Central State University, the materials from European studies based on the fundamental principles of the trauma-informed approach were implemented (Rastrygina, 2024e); the work on updating the OPP and improving the curricula of bachelor's and master's degree applicants in the specialty "014. Secondary education (Art. Music art)" through the introducing of new courses at the level of normative disciplines and free choice (EPP, 2023). Art communications began; components of certificate programs were tested through mastering bachelor's and master's degree courses in art therapy, digital technologies, event technologies in the context of trauma-informed art; the content of advanced training courses for scientific and pedagogical workers was expanded by introducing an interdisciplinary module on art communications (Program of advanced training of pedagogical workers, 2025).

The results of scientific research of the department's teaching staff, based on domestic and foreign experience of art-communication interaction in overcoming war trauma, were published during our annual international scientific and practical conferences and the publication of articles. The problem we raised became the subject of active discussion with domestic and foreign scientists, stakeholders and public organizations at other scientific and practical conferences, round tables, seminars, on the pages on the university website and on social networks Facebook, Telegram Instagram.

During the following academic years (2023/24 – 2024/25), the preparation of higher education applicants of the first (bachelor's) and second (master's) levels of the V. Vynnychenko Central State University to acquire the ability to provide trauma-informed care through art-communication interaction was carried out according to new educational and professional programs "Secondary Education (Art. Music Art). Art Communication" with a corresponding update of the curricula. Such an update took place due to the introduction of a number of additional educational components related to trauma-informed art, as well as the introduction of certificate programs into the curricula of the bachelor's

degree: Art Communication in Educational and Cultural Institutions and the master's degree: Art Communication in Musical and Pedagogical Education (EPP, 2024).

A significant basis for acquiring art-communication competence as the ability to provide trauma-informed care through art was the involvement of student musicians in systematic participation in the international program "Art and Communication" under the leadership of Professor N. Osborne of the University of Edinburgh (moderator A. Rastrygina). So, for three semesters, undergraduate and graduate students have been persistently mastering the proven experience of application in hot spots of the planet, the author's methodology of the respected British professor regarding art-communication interaction as a basis for overcoming post-traumatic syndrome in those who were injured in war conditions and supporting their mental health during post-war adaptation.

The practical component of the author's program by N. Osborne, aimed at direct involving future teachers-musicians in working with the school audience, is also of great interest to students. The purpose of the trainings is to constantly gain experience in art-communication interaction with a children's audience of different levels of musical training, focusing on the process, not the result, and to help any child overcome self-doubt, feel involved in co-creation and believe in their own capabilities. And this is especially important for the future practical work of music and pedagogical workers.

An example of how student musicians implement knowledge, understanding, and methods of action obtained in the process of mastering the current certificate program was a workshop on the use of ethnocultural traditions as a powerful pedagogical resource of trauma-informed care, which allows schoolchildren not only to survive a crisis, but also to obtain mechanisms of emotional self-regulation and self-expression to restore mental health. Such a resource represents a number of pedagogical opportunities and works as a cross-cutting principle that is integrated into the educational process at different levels: content, methodological, and practical.

As for the artistic and educational content, first of all, it reflects the richness of the musical heritage. It is not only about the assimilation of authentic folklore material, but also about the awareness of their art-therapeutic effect. That is, students learn to interpret ethno-cultural traditions not as archaic elements, but as living mechanisms for

restoring the internal balance and psycho-emotional stability of children. Secondly, the use of ethno-cultural traditions in working with children requires the mastery of modern art-therapeutic, digital and event technologies and methods as components of trauma-informed assistance through art-communication interaction. This involves the inclusion in the educational process of special modules aimed at developing competencies in the field of empathetic listening, recognizing the emotional state of the child, and using musical practices to relieve psycho-emotional tension. Thus, ethnic-family traditions become not just a topic of the lesson, but a means of pedagogical interaction (Rastrygina & Klepar, 2025).

The third important component is the creation of a safe educational environment in which students can test their own projects aimed at the psycho-emotional recovery of schoolchildren. These can be integrated forms of work: joint family holidays, evening parties, folklore parties, prepared by students in cooperation with children and their parents during art therapy practice. It is important that such events have not only an entertainment function, but also an art therapeutic function, which recreates an emotional connection with the traditions of their culture, family, evokes the image of a family home of many generations as a place of protection and love. We note that during such events, students must have the skills to diagnose the state of schoolchildren: their emotions, the need for support, sensitivity to the emotional changes of each child and the creation of a space of trust and open communication (Nikolayevs Special attention deserves the methodological support for the implementation of ethnic and family traditions in musical and pedagogical education, the content of which requires updating on the basis of a trauma-informed approach. This involves the creation of educational and methodological materials that include audiovisual samples of authentic ethnocultural folklore, interpretive exercises, adapted scenarios of traditional actions, the practice of creating one's own art projects based on cult traditions (songs, rituals, etc.). Such materials should take into account the age and psychological characteristics of children who have experienced traumatic experiences and contribute to their safe inclusion in the educational process.ka, 2022).

No less important is the reflective component of preparing students for a meeting with schoolchildren, when it is necessary to record and rethink the acquired experience of applying ethnocultural

traditions in working with children. These can be diaries of pedagogical and art-therapeutic practice, oral reflections at seminars, intersubjective discussions with teachers and group mates, etc. Reflexivity forms the ability to self-correct, ethically comprehend pedagogical action, and also contributes to the internal professional growth of a professional musician (Rastrygina, 2024d). Therefore, the combination of diagnostic, educational, creative and reflective practices create the basis for high-quality practical activity in the future profession.

**Conclusions.** Thus, music art, being a component of the ethnocultural potential of the nation, determines the transmission and development of the unique features of the culture of the Ukrainian people, its values and identity through musical works, and acts as an important means of forming civic consciousness, patriotism, national unity and self-expression in schoolchildren. However, given the current challenges, when the modern history of Ukraine is being built here and now, literally in the trenches, the ethnocultural context of training a modern teacher-musician for trauma-informed assistance through art should be connected not only with the reconstruction of the past, but also with the understanding of new forms of Ukrainian musical tradition, which are reproduced by domestic artists and performers and are becoming actively in demand both in the domestic and world art space. Therefore, according to our deep conviction, trauma-informed assistance through art today should be carried out on the basis of extrapolation of national musical traditions into the modern context and should become the leading principle of the educational process. The systematic nature of this approach ensures the integrity of the training of a professional musician capable of acting in wartime and post-war times to overcome post-traumatic stress disorders in children.

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### ТРАВМОІНФОРМОВАНА ДОПОМОГА ЧЕРЕЗ МИСТЕЦТВО: ДОСВІД ВПРОВАДЖЕННЯ У ПІДГОТОВКУ МАЙБУТНІХ МУЗИЧНО- ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ

У статті представлено досвід упровадження травмоінформованої допомоги через мистецтво в підготовку майбутніх музично-педагогічних працівників в умовах війни. Розкрито можливості вдосконалення змісту сучасної музично-педагогічної освіти, провідним завданням якої є забезпечення підготовки фахівця-музиканта до фахової діяльності як педагога, який має усвідомлено підтримувати ментальне здоров'я учнівської молоді засобами музичного мистецтва на неклінічному рівні. Аналіз вітчизняного наукового дискурсу довів, що з перших років війни в Україні на державному рівні було застосовано низку заходів щодо підтримки ментального здоров'я українців на

клінічному рівні. Проте набуття здатності до травмоінформованої допомоги через арт-комунікаційну взаємодію з учнівською молоддю на неклінічному рівні наразі є головним завданням музично-педагогічної освіти. На прикладі власного досвіду вдосконалення змісту підготовки майбутніх фахівців-музикантів, що здобувають вищу освіту в ЦДУ ім. В. Винниченка, доведено, що музично-педагогічна освіта має унікальний потенціал для реалізації неклінічної, гуманістично спрямованої допомоги, яка сприяє відновленню ментального здоров'я учнівської молоді через набуття навичок саморегуляції, емоційної стійкості, відновлення внутрішньої рівноваги в подоланні наслідків посттравматичного стресу. Висвітлено практичний досвід арт-комунікаційної взаємодії майбутніх музично-педагогічних працівників з учнівською молоддю у кризових ситуаціях. Зокрема, через інтеграцію її складників (арт-терапія, цифрове мистецтво, івент-технології) та під час участі в довготривалому міжнародному проекті. Окреслено зміст оновлених освітньо-професійних програм, навчальних планів, вибіркової дисциплін і сертифікатних програм, що забезпечують розвиток арт-комунікаційної компетентності майбутніх фахівців-музикантів як здатності до травмоінформованої допомоги через мистецтво. Особливу увагу приділено етнокультурним традиціям як культурно-духовному ресурсу, що уможливує набуття здатності до травмоінформованої допомоги через мистецтво майбутніми музично-педагогічними працівниками.

**Ключові слова:** травмоінформована допомога; арт-комунікаційна взаємодія, музично-педагогічна освіта; підготовка музично-педагогічних працівників; практичний досвід.

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