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## ***Editorial: From Theory and Practice of Arts Therapy***

We are pleased to present the latest issue of *Horizons of Education*, entitled *From the Theory and Practice of Arts Therapy*. The aim of this volume is not only to showcase the results of recent empirical research, but also to inspire reflection on the multifaceted role of arts in therapeutic, educational, and developmental processes. The in-depth theoretical reflections presented in the articles clearly demonstrate that contemporary arts therapy – grounded in an interdisciplinary foundation – is increasingly transcending traditional boundaries between psychology, pedagogy, medicine, and arts, thereby opening new areas for scholarly exploration. A polymodal approach to arts therapy allows for academic inquiry into multiple artistic domains simultaneously.

The development of arts-based therapy necessitates an ongoing dialogue between theory and practice. For this reason, we invited distinguished specialists in the fields of music therapy, dance and movement therapy, drama therapy, and visual arts therapy – individuals who, beyond their academic pursuits, are also practicing therapists, educators, and artists who integrate the language of arts into everyday processes of healing and personal growth.

This issue places particular emphasis on research investigating the impact of artistic interventions on emotional regulation and the enhancement of mental well-being. The articles explore how creative expression supports coping with stress, fosters a sense of meaning and community, and demonstrates how simple, everyday artistic practices can serve as tools for self-help. The contributions draw on both classical theories of arts therapy and emerging trends such as neuroaesthetics, dance and movement therapy, and the integration of visual and music therapy techniques. Furthermore, we highlight the fusions and distinctions between therapeutic and educational processes, thereby delineating the shared and unique spaces of arts therapy and arts education.

We hope that the articles presented in this issue will serve as a valuable resource not only for therapists, psychologists, and educators, but also for researchers interested in evaluating the effectiveness of creative methods.

We wish you an inspiring read and many creative discoveries.

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Theme issue editors