



## The application of competency based development methods to teaching music for K-12 students

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### Abstract

Vietnam is implementing the 2018 General Education Program with a teaching strategy based on developing learners' qualities and abilities, and the 2018 Music Program has the goal of helping students develop their skills. Competencies: expressing music, perceiving and understanding music, applying and creating music. To be able to teach according to competency development, music teachers in high schools need to improve their ability to use music teaching methods according to competency development. This article uses an overview method to mention a number of teaching methods according to competency development and how to apply them to teaching music to high school students, while at the same time applying experimental methods to identify good results of applying competency development methods for music pedagogy students.

**Keywords:** Teaching method, music teaching method, competency development

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### Introduction

Since 2002, in Vietnam, music has been a mandatory subject in primary and secondary schools. After nearly 20 years of implementation, music education has achieved many achievements but also revealed some inadequacies. The core change of the 2018 General Education Program is teaching based on the development of learners' qualities and manners, focusing on the competencies to apply knowledge in practical situations. This approach emphasizes the role of the learner as the subject of the cognitive process, creating conditions for learners to proactively acquire knowledge.

The competency of music teachers in high schools has met the teaching requirements for students in recent periods. However, besides the achievements, music teachers also reveal some limitations, especially in terms of teaching methods. It seems that the trend of using teaching methods to equip knowledge is still the main one. Some teaching methods It can be actively used but has no depth; it is stereotyped and imitated but does not come from the nature of the learner. The cause of this problem is partly because music teachers do not thoroughly understand teaching methods based on competency development. In order to meet the requirements for reforming general education in the direction of competency development set by the Ministry of Education and Training, a very important issue is raised: the team of music teachers. High schools need to innovate and have their competency improved both in terms of expertise and teaching methods. In this article, the writer will present teaching methods based on competency development and how to apply them to teaching music to high school students in order to help music teachers understand more and expand their knowledge about this field.

### 1. The roles of music education for K12 students

Music has long been an indispensable part of the general education curriculum of advanced countries around the world. Music education for high school students in Vietnam helps students have certain musical abilities, form artistic aesthetic values, regain balance after stressful lessons, and educate students in terms of morality. Contributing to developing the young generation with a strong cultural foundation and comprehensive personality development. The role and effects of music education for high school students are expressed in a number of issues: developing aesthetic competency, moral education, entertainment, raising awareness, developing musical competency, etc.

**Developing aesthetic competency:** The manifestation of musical aesthetic competency is the ability to evaluate and comment on melodies and lyrics, and the ability to select musical works to listen to or to sing or play for others to listen to is the basis for forming musical tastes. From aesthetic emotions, aesthetic feelings will be formed, not only being aware of beauty in musical works but also being aware of beauty in behavior, human communication with humans, with nature, etc. Through musical works with beautiful images, we awaken children's souls, helping them gradually learn to move towards pure, healthy artistic values. For example, from just liking to listen to foreign dance music to receiving musical education, students will learn to appreciate folk songs, see the beauty in folk songs, and know how to feel emotions before musical works without lyrics. Songs and musical works for high school students often have good melodies, clear and easy-to-understand musical images, and lyrics that reflect rich content about nature, love of life, family, friends, teachers, etc., which are effective means of aesthetic education for students.

**Moral education:** The content of music education for high school students always achieves humanity and very specific moral education. Each song, each musical work, carries within it a message about love of life, a philosophy of action or a lesson, a piece of advice on behavior between people... Full of appeal, the songs that students learn help form in them the right thoughts and a healthy lifestyle. The beautiful lyrics and melodies of the music lead to human emotions kindness, tolerance, kindness, and love. In other words, beauty in music has touched human morality. When learning music, students receive moral criteria and standards such as love of homeland, love of family, love of teachers, friendship, awareness of learning, spirit of solidarity, etc. Process learning music in school also forms in children a sense of discipline and collective consciousness. During practice sessions of group songs such as choruses, choirs, etc., students express themselves together common emotions in a song, and from there, they get closer and love each other more. Practicing as if this also helps children have better collective discipline and cooperation, know how to yield to each other, and create a joyful and harmonious atmosphere that is not heavy or stressful to complete the work. Helping students be entertained: It can be said that music is a means to help people entertain and reduce stress and fatigue. Through songs and musical instruments, students' nerves are more balanced after stressful math and physics classes. In fact, music lessons such as singing and playing always make students happy. Quality, atmosphere-creating teaching hours of good Music teachers are always eagerly awaited by students. Music lessons help children relax and change their body's state. Songs and lyrical music make children's souls more relaxed. The cheerful and exciting songs make the children move their bodies and sway to the beat of the music, and then the numbers of other subjects are no longer heavy in their heads; the mind, limbs, and whole body are comfortable. If any student feels much stressed, sleepy from consecutive hours of theory classes, and even tired, music and singing will be a magical remedy to change their nervous state from a state of depression. By controlling excitement, children become more relaxed and alert and are ready to absorb new knowledge effectively.

**Contributes to intellectual development and awareness:** Music helps students develop memory. Music is a temporal art form that requires high concentration and attention. To

memorize the melody of a song, if you do not pay attention, you cannot grasp it because the melody has already passed. The process of listening to music and learning to sing will train students to have a habit of focusing and paying attention, gradually leading to the formation of competence. Through singing activities, students must remember the melody, the repetition of lyrics, each verse, or the highs and lows in the song. Actively focusing and paying attention during each singing lesson will play an important role in consolidating and developing memory. Besides, studying music also forms students' ability to compare, analyze, think, and evaluate works. Students can recognize the movement of melody and rhythm, compare the short, long, high, and low of each sentence in a song or music reading, or compare the similarities and differences between sentences in a good song. Compare this song with other songs to know which song is better. That is the basis for students to develop their thinking.

*Develop musical ability.* When learning to sing, children will know how to sing more accurately, more accurately in terms of melody, rhythm, beat-the beat of the song. The process of learning to sing will help them sing more technically knowing how to breathe, how to open the mouth, knowing the correct singing posture... Through practicing singing skills, students learn how to sing well, sing with more emotional nuance, and perform songs in a lively dynamic way. Practicing singing skills for children is the first step for them to gain some of the most basic knowledge and techniques to help them orient their singing ability so they can progress further on the path of developing their love develop children's singing art. Singing in high schools not only makes students' lives more joyful and creates a healthy learning environment, but is also a voice of emotion, a connection with the community, and a means for each student to be independent education and self-affirmation. When learning to read music and musical instruments, students can look at music to read note names and read some of the music lessons they have learned. They can also learn how to use some popular percussion instruments such as drums, small drums, maracas, etc. to accompany the song, clap their hands, and stomp their feet according to the rhythm and tempo of the song. ... learning music knowledge, music theory, listening to music..., students learn more about some famous musicians in the world and in the country, gain more knowledge about the above notation conventions for sheet music, etc. Developing students' musical abilities is the goal of music education, contributing to the comprehensive development of students. From that competency, students form and develop aesthetic competency, know how to perceive beauty more accurately, and evaluate beauty more accurately.

**Other roles of music education:** Music learning activities in high school are mostly associated with forms of movement to music (dancing, dancing, percussion, etc.), and all have very good effects to the process of perfecting the student's body. Students' movement to music cannot be done freely but must follow certain rhythmic rules, closely combined with breathing and in accordance with the physiological and psychological characteristics of the age group. Scientific movement associated with the rhythm of music that takes place every day creates good conditions for muscles and bones to develop and maintain flexibility. Thereby, it can be affirmed that music positively contributes to the physical development of students. Music education also helps students increase their communication skills. Music exposure and

group activities create interactions between members to help children learn communication skills, develop critical thinking skills, flexibility, accept risks, work in teams, and develop leadership and discipline. People who have a lot of contact with music and know how to perform music will have a rich mind, a friendly soul, sensitivity, charm, attractiveness, etc. Perception of music increases the ability to be flexible, rich, and flexible in life. Competencies to handle, control, and moderate many situations.

## 2. Application of competency-based teaching methods of music for K12 students

As stated above, teaching methods based on competency development include traditional and modern teaching methods, which focus on active teaching methods to maximize learner initiative. Active teaching methods involve a lot of problem solving, discovery, following angles, contracts, projects, games, and experiential activities, but within the limited scope of this article, the writer would like to Just mentioning a few methods that are widely applied in teaching music to high school students are problem solving, discovery, and experiential activities.

**Teaching methods to solve problems:** Problem-solving teaching is a teaching method in which the teacher creates problem situations, students are placed in a problem situation, and the teacher controls students to solve problems with voluntary, positive, and proactive activities. Through problem solving, students gain knowledge, practice skills, and develop creative cognitive methods. For music teaching, theoretical knowledge such as music theory and music common sense (in high school) is characterized by the fact that students' reception easily falls into passivity between teacher and student. Listening and participation in activities are quite important factors for students to understand through doing and through practice to form skills and knowledge. As for content that requires a lot of practice, such as singing and reading music, students participate in many activities, so it feels like they are always proactive, very active students, but the nature of the problem is not necessarily completely proactive. Many times, students' mechanical imitation of their teachers is also a passive act. So what is truly proactive in subjects with practical activities? The factor of students participating in new activities is only part of the initiative; students must be active in thinking, in acquiring knowledge when participating in those practical activities, and must understand the nature and meaning of the results of practical operations. Thus, practical activities also need teaching methods to solve problems and need to put students in problematic situations.

How to implement problem-solving teaching for music subjects in high schools teaching music in high school can use a variety of teaching methods to solve problems in all subjects: singing, reading music, music knowledge, listening to music, musical instruments, and music theory. First, teachers need to know how to choose content using problem-solving methods, and then they must guide students on how to solve it. Choosing content using a problem-solving approach means finding a problem situation. Creating problem situations should be based on the required objectives of the lesson and the content of each part to be achieved. All selected situations should have different levels: low, moderate, high, and high, and students can solve them. Do not present situations that are too difficult, always beyond the student's ability, and completely within the knowledge area

that the student does not know. Guiding students to solve problems is done after selecting problem situations. Below are some specific contents on how to select situations and guide students to solve problems in the Singing and Music Knowledge content of the Music subject.

**Discovery teaching method:** Discovery teaching is a method by which teachers guide students to be able to discover problems and solve them themselves. This is a teaching method of constructivist theory that maximizes the self-awareness, positivity, and creative initiative of learners. Discovery teaching methods create ways to attract learners to participate in scientific and cognitive activities to help them deeply understand new concepts and principles. "In such activities, students will engage in the process of observing, measuring, inferring, predicting, and classifying. The product of the cognitive process (student learning results) is truly the student's subject" [Error! Reference source not found., Error! Reference source not found.]. Using discovery teaching methods does not necessarily require students to solve all detected problems on their own, but they can participate in each part and at each level, such as: students detect part of the problem; students independently discover all the problems themselves. Regarding the level of problem solving, there are also many levels: Level 1: The problem is discovered, and individuals can solve it themselves or solve it through group discussion, question and answer, and exchange in a narrow scope in a short time. For example, the question "What did you discover that needs the most attention in today's lesson?" is a form of this level. Level 2: The problem is discovered and requires students to solve it like a project, experiment, or scientific activity that requires investigation and verification. This level is more demanding, takes more time to solve, and may involve many students. Teaching methods discovered have the following advantages: Creating conditions for students to promote positivity and initiative; contributing to the development of creative thinking; forming skills firmly and deeply; improving self-study competency ; contributing to fostering excellent students Forming basic competencies is very necessary in later life. Creative competency and self-study are the goals that competency development-oriented teaching is aiming for. However, this method also has limitations, which are: the implementation of the method requires using many different teaching methods and teaching techniques, so it takes a lot of time in class; not socks.

**Teaching through experiential activities:** Experience is an activity that traditional teaching often overlooks or ignores, but modern teaching values it and is a necessary method for teaching and developing competency. Teaching methods through experiential activities (also known as experiential teaching methods) are teaching through visiting, reviewing, and analyzing things in practice or that have been experienced, witnessed, heard, or experienced. You can read and watch to draw on your own experiences and lessons. The above concept can be briefly understood through experience by participating in certain events, observing, and contacting things and phenomena. For example, students can visit a certain location or facility and have practical experience to gain knowledge. However, according to Dang Tu An, teaching methods through experiential activities essentially mean students learn through "reviewing knowledge, mobilizing their own experiences, and everything related to the lesson content" [Error! Reference source not found.], in other words, mobilize what students have experienced, done, heard... to

draw relevant knowledge and apply it to the lesson. Thus, teaching methods through experiential activities not only allow students to learn through practice outside of class, to penetrate into practice, but they can also learn right in class, applying the knowledge they have acquired through practice. Getting into the lesson is also an experience. This teaching method has the goal of learning through practical experience to create an environment for learners, forming in learners the ability to connect old knowledge with new knowledge, linking theory with practice, and helping learners to be excited and feel the learning process is gentle, interesting, and effective.

### **Method**

The two main methods used in this study are: (1) research of theoretical issues related to teaching methods and methods of teaching music to music pedagogical students who will teach music to high school students. This method is applied to show the connections between modern teaching methods and music teaching in schools today. (2) Experiential research by experiential activities of different methodological aspects of music teaching that people

### **How to carry out teaching through experiential activities for music subjects in high school**

Teaching methods through experiential activities for music subjects in high school can be conveniently used in the content areas of music knowledge and singing. For example, when teaching about folk songs or traditional musical instruments in Music Knowledge, teachers let students experience them by conducting teaching hours and visiting festivals in the locality with that type of folk music. Or, when teaching about Western musical instruments, teachers let students visit the practice hours of the symphony orchestra. That way, students can directly participate in the festival, actually see the instruments, listen to the instruments perform, and learn about the musical instruments. Exchanging with artisans, artists, etc. will make it easier to remember and absorb knowledge more excitedly.

Below are the steps to use teaching methods through experiential activities with the content of common sense music, specifically the lesson: Introducing the Central Highlands gong musical instrument, one of the intangible cultural heritages of Vietnam is recognized by UNESCO as needing urgent protection.

### **Step 1: Experience**

With the method of actual observation: Organize students to participate in the Central Highlands gong musical instrument festival. Before allowing students to visit, teachers need to make detailed plans and report to the school on all issues related to the field trip. This article does not delve into those issues. Only states the content that teachers need for students to experience: Teachers guide students on activities that need to be performed in the experience, such as observing, taking notes, filming, taking photos, and paying attention to related issues that need to be collected to lessons such as: types of musical instruments, timbre of gongs, role of gongs, performance, folk songs, dancing...Going on a field trip, students will be excited because they can change the learning environment and see firsthand musical instruments, dance, singing, rituals, etc., which they will remember for a long time. However, organizing a tour is very complicated in many aspects, so it can only be organized about once or twice a

With the experiential learning method applied to classroom lessons using video images: Teachers bring students into experiential situations. Show students images of gong sets and ask the question, "Where have you seen and heard gong instruments performed?" This question aims for students to know the performance environment of gongs. The next question or situation asked is, "How do you remember the sound of the gong ringing?" This will be the second destination for the lesson, which is to describe the timbre of the gongs. Just the above two situations alone are almost enough to cover the most core content of the teaching about gongs. Students' answers are completely according to what they already know. That knowledge will be connected to form new knowledge in the next part, where students will see images of a real festival on video.

The above situation was created hypothetically, that is, for students to watch a video about a gong festival with a gong ensemble performing. From there, recognize images, tones, types of gongs, etc. On the other hand, content that needs attention, such as rituals in festivals, folk songs, dances, etc. Teachers can still assign tasks and questions to students to learn through videos. With this method, teachers can proactively stop the video to explain exchange, discuss with students, and review the images that have passed to make it clearer, especially in any teaching hour. You can use the experiential method to a greater or lesser extent, depending on the time and content of the lesson. However, there is a disadvantage compared to visiting a practical festival in that students are not as excited and cannot see with their own eyes musical instruments (gongs), you are not allowed to directly try the musical instruments to reflect on the sound of the gongs, and you are not allowed to discuss with the artists...

### Step 2: Sharing

Students share the results of their experiences in groups or individually share with the whole class the results observed and collected during the festival about musical instruments, folk songs, dancing, etc. Students practice expressing and describing according to the requirements of the assigned exercises.

### Step 3: Analysing

Students will analyze, exchange, and discuss the information collected about gong musical instruments, their structure, timbre, other contents, etc. Through analysis and discussion, they develop their thinking.

### Step 4: Forming new knowledge

The content of this step is for students to look back at the entire experience process and draw out the characteristics of the gong festival: the sequence, rituals, how the gong instruments in the festival are performed, and the sound of the gongs, the role of gongs in festivals... and connect the experience with the topic of the activity, connect with new knowledge in the lesson, and then supplement and rearrange old knowledge with new knowledge. Specifically, attached to the gong song, students think, discuss, analyze, and connect to correctly answer questions about the performance environment of the gongs and the timbre of the gongs; connect with new knowledge in the lesson; and then supplement and rearrange old knowledge with new knowledge about gong musical instruments: structure, timbre, performance, role, and value in the lives of ethnic

groups in the Central Highlands in particular and in Vietnamese traditional music in general.

### Step 5: Application

In this step, students draw on the meaning of the gong musical instrument to apply it to similar situations with other musical instruments or other experiential situations, which means being creative in thinking and activities. What do students commit to doing with the intangible cultural heritage of gongs, and how do they apply it? With the question of what they commit to do, students answered that they need to demonstrate it with specific actions such as: committing to participate in preserving and developing the intangible cultural heritage of Central Highlands gongs; applying it through practical actions such as propagating and popularizing gong music when possible; learning to play gongs if possible; performing performances with folk sounds of the Central Highlands region; gong sounds; etc. Teaching methods through experiential activities are necessary for teaching based on competency development. This method helps students draw knowledge from practice or self-relate to existing knowledge to connect with new knowledge and form new knowledge.

### Results and Discussion

"The term method originates from the Greek word "methodos," which means the path, the way to reach the truth, to reach the goal" [Error! Reference source not found.]. Although very brief, the Greek concept of method shows us the core nature of this term, which is the path—the way to reach the goal.

**The Vietnamese dictionary** [Error! Reference source not found.] **states the concept of method as follows:** 1. "way of perceiving and studying phenomena of nature and social life"; 2. "a system of ways to use to carry out a certain activity". The basic dictionary definition also has the content of the Greek concept but points out more clearly and specifically that it is a "system of uses", which must be a combination of ways of operating that are interconnected and unified to reach the goal. The concept of method is clearly stated in terms of the connection and unity of activities [Error! Reference source not found.];

"A method is a way, a path of a combination of activities." action to achieve the proposed purpose". The understanding of method depends on each scientific discipline and the scientist's perspective. From the perspective of logic, "methods are logical tricks used to help subjects master knowledge, skills, and techniques" [Error! Reference source not found.]. Through the above opinions and analysis, the concept can be drawn: A method is a path, a means to achieve a goal in an activity, or a system (Combination) of arranged methods of use. Arrange in a logical order to carry out that activity. Method is a category associated with human cognitive activities that helps people perceive objective reality and is one of the factors that determine success or failure in practical human reform activities.

In education in general, and teaching in particular, there are different approaches to educational direction and goals. From the goal, from the perspective of approach, macro-level, strategic or tactical orientations are formed. Those orientations will govern the content of teaching, the form of teaching organization, teaching methods... Previously, Vietnamese education was oriented towards content-based teaching, also known as teaching to equip knowledge, Recently switched to a teaching orientation based on

competency development. Education to develop learners'

qualities and capacities is a motto of UNESCO: Education for sustainable development and global citizenship. In particular, equipping knowledge and using appropriate teaching methods to build learners the necessary qualities and abilities to take positive action in implementing sustainable development goals locally, country and on a global scale" [Error! Reference source not found.]. The issue of teaching in the direction of developing qualities and abilities is a new model, receiving attention from the Government and National Assembly... Vietnam and the entire education sector is implementing it, promulgated by the Ministry of Education and Training, through the overall education program in 2017 and the education program for each subject in 2018.

Thus, teaching based on competency development is understood as an educational model, a national educational strategic orientation, carried out in the current period at the beginning of the 21st century, with the goal of developing The quality and competency of learners are the core goals and are accompanied by innovation in program content, textbooks, teaching organization forms, teaching methods, testing - evaluation... different from The model of teaching and equipping knowledge was implemented many years ago. Teaching based on competency development first appeared in the US around 1970, then was applied to many advanced countries, recently becoming a trend of interest in the world. This is a model of modern teaching, also known as the new teaching model, active teaching with a focus on the learner. In particular, there are elements such as teaching content, teaching principles, teaching organization forms and teaching methods... according to competency development. Thus, teaching methods based on competency development are only one component of teaching competency development and are also called new teaching methods, modern teaching methods.

Teaching methods are understood in two senses. In a narrow sense, it refers to specific teaching methods. In a broad sense, teaching methods "are divided into three levels: macro level, intermediate level, and micro level" [Error! Reference source not found.]. Macro level: teaching perspectives or overall orientations, strategies, platforms, and theoretical models of teaching methods. This level does not outline specific methods but only outlines models, such as output-oriented teaching, content-approach teaching, competency development teaching, problem-solving teaching, etc discovery teaching... Intermediate level: Only teaching methods, in a narrow sense, are specific teaching methods expressed in the form of teaching organization and teaching process. Some popular teaching methods can be listed, such as: presentation, practice, practice, visualization, work demonstration, modeling, group, corner, discussion, experiment, case study, spontaneous presentation, solving problems, projects, through experiential activities, role-playing, games, etc. Microlevel: also known as teaching techniques, is the way teachers and students act in different situations, specific situations, "to resolve specific content in a short time" [Error! Reference source not found.]. Teaching techniques are extremely rich in quantity, possibly thousands. Some teaching techniques can be mentioned, such as asking questions, answering questions, brainstorming, lightning, ball bearings, and thought diagrams, tablecloths, fish tanks, etc.

Before the Ministry of Education and Training implemented the program to innovate general education according to competency development, at pedagogical schools in general

and music pedagogy in particular, they still equipped students

with knowledge mainly for teaching methods. Traditionally, there are some active methods, such as games, corners, and groups, but they do not go into depth. Books and documents on music teaching methods are also mainly written about traditional methods. Therefore, before 2020, music pedagogy students hardly knew or understood about teaching and developing competency, despite using some active teaching methods.

When experimenting on the topic, we conducted a control experiment with two classes of students to test the level of understanding of teaching methods to develop competency and the ability to apply those methods to music teaching lesson plans for high school students. The experimental class had 45 students, and the control class had 48 students. The experimental class was trained and used materials on competency development teaching methods, while the control class neither was trained nor used materials on competency development teaching methods. The experimental results of two classes of students using teaching methods in their preparation are as follows:

**Table 1**

Teaching methods	Experimental class		Control class	
	No of students	%	No of students	%
1. Presentation	45/45	100	48/48	100
2. Instructions for practice	45/45	100	48/48	100
3. Work display	45/45	100	48/48	100
4. Discussion	26/45	57,7	20/48	41,6
5. In groups	28/45	62,2	27/48	57,4
6. Follow the angle	16/45	35,5	11/48	22,9
7. Games	31/45	68,8	32/48	66,6
8. Teaching problem solving	15/45	33,3	0/48	0
9. Teaching through experiential activities	18/45	40	0/48	0
10. Teaching self-discovery	20/45	44,4	3/48	6,25

Through the above two tables of results, it shows that the control class hardly or very little uses problem-solving methods through experimental activities and detection. The experimental class had better results. That is the result of 2019, when competency development teaching methods have hardly been taught in schools training music teachers for high schools in Vietnam. Over a number of years, from 2020 to now (2023), use the results of research on teaching methods to develop music-teaching competency in high schools in the subject Music Teaching Methods for students at the

University of Music Education. At the National University of Arts Pedagogy, I and the group of lecturers teaching the subject Music Teaching Methods found that most students understood teaching to develop competency, knew how to use it to prepare lessons, and applied it to teaching when doing a pedagogical internship in high school. An investigation of 235 students studying music-teaching methods at school with the content of preparing lesson plans and practicing teaching showed the following results of using teaching methods:

**Table 2**

Teaching methods	No of students	%
1. Presentation	235/235	100
2. Instructions for practice	235/235	100
3. Work display	235/235	100
4. Discussion	152/235	64,6
5. In groups	175/235	74,4
6. Follow the angle	120/235	51,1
7. Games	201/235	85,5
8. Teaching problem solving	161/235	68,5
9. Teaching through experiential activities	121/235	51,5
10. Teaching self-discovery	159/235	67,6

It can be seen that most students know how to use teaching methods to develop competency. Depending on each student's ability, the composition may be good or not, but most of them know how to promote students' creativity in the lesson such as: instructing students to create body movements

(body percussion), percussion rhythms, discover characteristics of songs, music readings, musical instruments, and music knowledge; Create musical activities for students to actively participate in;

According to the Vietnamese Dictionary, tradition is "habits

that have been formed for a long time in lifestyle and thinking, passed down from generation to generation" [Error! Reference source not found.].

Thereby, we can understand that traditional teaching methods are teaching methods that have been used for a long time, passed down, and maintained from generation to generation. Such as presentation methods, conversations, modeling, practical instructions, exercises, visualization, etc. However, the active/modern method is a method from a learner-oriented perspective, focusing on learners. It is also known as modern teaching methods because it is focused on the modern era of the XX–XXI centuries. Positive teaching methods are also considered a teaching perspective, commonly referred to as "active teaching", with the use of methods to promote the positivity, initiative, and creativity of students. The teaching

process and teaching activities are organized and oriented by teachers; students actively participate, explore, and discover to gain knowledge and apply knowledge into practice. Moreover, by discovering and applying knowledge, students know how to expand, create, and develop their own qualities and abilities. Active teaching methods not only promote students' initiative and creativity but also value humanity in education, allowing students to be the subjects of the teaching process in the true sense, without the imposition of traditional teaching methods. In short, active teaching methods, also known as modern teaching methods, are a method in which students play the active role and teachers play the leading role.

Currently, teaching methods based on competency development [Error! Reference source not found., Error! Reference source not found.] have become a modern trend. It can be understood that the nature of teaching methods based on competency development is to focus on the learner and be learner-oriented, like the characteristics of active teaching. However, teaching based on competency development uses positive teaching methods, but it must also be emphasized that the two categories of active teaching and teaching to develop competency are not the same. Teaching methods based on competency development have the same characteristics as active teaching, but they do not negate traditional methods and must still be combined with traditional teaching methods such as verbal, visual, and practice. It is important that teaching methods follow the development of competency, focusing on new teaching methods and promoting the positivity of learners. From the above analysis, we can draw the concept: teaching method based on competency development is a method used in synchronization with the teaching model of developing qualities and abilities for learners, focusing on learners, focusing on active methods (problem solving, discovery, experience, games, etc.) combined with the use of traditional methods.

Teaching methods through experiential activities are learning through doing, doing, and learning. Experiential activities are often held outside of class as a continuation of classroom lessons. Teaching methods through experiential activities are often closely linked to learning and other activities in life. For example, learning about environmental preservation is linked to experiential activities of planting trees and picking up waste; learning about folk songs is associated with experiential activities of watching and listening to folk songs (which can be locally or through festival videos with folk songs). The advantages of teaching methods through experiential activities are: Knowledge is formed from practice or understanding that has been experienced in practice, so students can easily remember and absorb; develop the ability to self-form knowledge; With hypothetical experiences in class, the most exciting class time is using the role-playing method. This method has limitations: Practical learning has many difficulties in terms of time, students' study schedules, physical conditions, travel organization, and strict management teacher's strictness... If you use the role-playing method in class to experience, it is easy to waste a lot of class time. Just as teaching methods solve problems and discover, methods through experiential activities also need to be used in combination with many

different methods in addition to traditional methods such as problem solving, discovery, discussion, role play, games, collaboration, projects, etc.

Discovery teaching methods require a higher level than problem-solving methods; students need to be more independent and proactive in their thinking. Students can discover problems without the teacher's suggestions. However, in general, teachers still need to know how to put students in situations so that they can detect them. Experiments, scientific activities, and learning projects all require teachers to provide ideas or suggest situations for students to discover. If teaching methods solve the problem of bringing students into specific situations—not abstract, not too complicated, not too simple—the teaching method discovers that it may not be specific but has a certain abstraction, requiring students to exercise their brains. For example, with music subjects in high school, the situation posed when completing a song, music reading, or music knowledge lesson is: "What did you discover that needs the most attention in today's lesson?". The situation posed is not specific, quite abstract, and only suggested by the phrase "what needs the most attention". The goal of the problem is for students to find the central content or central knowledge or skills of the lesson. Thus, there will certainly be many answers. Students with good detection abilities will meet the requirements of the given situation. Thus, through discovering and self-solving problems, students improve their ability to self-study, explore, and create.

In discovery teaching, a combination of many different methods can also be used: problem solving, projects, experiences, discussions, experiments, questions, and answers; Use techniques such as asking questions, mind maps, tablecloths, puzzle pieces, etc. The problem-solving teaching method also has certain difficulties and limitations, such as requiring teachers to invest a lot of time. prepare; It is easy to "burn out the lesson plan" due to spending a lot of time in discussion, group work, etc. Due to participating in many activities, the knowledge that students acquire may lack systematicity. This is also a disadvantage of active teaching in general and teaching based on competency development in particular.

## Conclusion

One of the traditional trends in Vietnam in the past was teaching in the direction of equipping knowledge. This type has the easily recognizable characteristic of focusing on the system of theoretical knowledge, the sequential development of concepts, definitions, and scientific theories; Teachers take care to convey all the knowledge specified in the program and textbooks; lesson plans are designed in a straight line and are common to the whole class; teachers have full authority to evaluate students' learning outcomes... Training products or standards of learners' results are used to benchmark knowledge. This teaching method has the advantage of a seamless knowledge system; learners can absorb a large amount of knowledge, but the disadvantage is that learners are easily passive and inflexible when applying it in practice. Different from teaching in the direction of equipping knowledge, teaching in the direction of competency development has goals to comprehensively develop the

qualities and abilities of learners, with an output measure of benchmarking competency with results of specific requirements or through a system of competencies, not standard knowledge. Teaching based on competency development focuses on forming the ability to apply knowledge in practical situations, creating conditions for learners to "maximize their creativity and problem-solving competency" [Error! Reference source not found.]. This approach emphasizes the role of the learner as the subject of the cognitive process; the learner is more proactive in possessing knowledge; teachers are the ones who help students know how to act and participate in action programs; lesson plans are prepared in a branched style, focusing on student activities; students can participate in self-assessment and mutual assessment... Teaching based on competency development creates a good foundation for students to develop the ability to self-study. In addition, teaching based on competency development has a clearer differentiation for each subject, or at least groups of students, promoting strengths and limiting weaknesses.

Teaching activities have many related issues and are factors that determine the quality of teaching, such as teaching content, teaching organization, teaching methods, teaching programs, teaching conditions, etc. Among them, "pedagogical methods have an important and decisive role in the quality of teaching" [Error! Reference source not found.]. No matter how good the teaching conditions, content, and curriculum are, if the teacher's teaching methods are not good and he does not know how to organize and help students gain knowledge, the teaching effectiveness cannot be good. "Teaching methods are the forms and ways of activities of teachers and students in organized teaching environments to acquire knowledge, skills, attitudes, and develop abilities and qualities" [Error! Reference source not found.]. "The teaching method is a combination of ways to coordinate common activities of teachers and students to help students to master knowledge, skills, and techniques" [Error! Reference source not found.]. "Teaching method is understood as the way of conducting professional activities that teachers design and implement based on scientific basis as well as professional experience to directly impact learners and their activities learning in the educational process in order to have a favorable influence and support for learning according to prescribed or desired purposes or principles of teaching" [Error! Reference source not found.] "

In modern teaching, constructivist-teaching theory is receiving attention. Currently, the general direction of educational innovation is to focus on the formation, qualities, and abilities of students. Through the above opinions and analysis of teaching methods, we can draw the following conclusions: Teaching method is a combination of ways of operating, a system of purposeful actions of teachers, designed on the basis of science and teaching experience to organize cognitive and practical activities of students, conducted under the leading role of the teacher, to develop students' qualities and abilities, and achieve teaching goals. Teaching methods are a complex concept; the distinction between teaching perspectives, teaching methods, and teaching techniques is only relative. The distinction between them is sometimes not clear, and it is difficult to classify teaching methods strictly logically because some teaching methods are also considered teaching perspectives, such as problem-solving methods, discovery methods, etc. When it is directional or a theoretical model, it is a teaching perspective.

When it comes to specific actions, it is a teaching method. In practice, there are many teaching methods that have become standards recognized and used by many people, but the way each teacher uses them can be different, flexible, and creative, and there are also individual teaching methods. The teacher applies it to each subject and specific teaching case. Therefore, we should not absolutize or mechanically apply teaching methods and techniques, including teaching perspectives.

Using teaching methods based on competency development in teaching music for high school students is a combination of traditional teaching methods with active teaching methods, in which active methods are used. Focus on promoting learners' initiative and creativity. Teachers not only convey and explain knowledge but also always play a leading role in organizing learning activities and guiding students on how to detect and solve problems. Students take an active role in controlling learning activities voluntarily. Active teaching methods in teaching music according to competency development are always used flexibly in addition to traditional teaching methods (presentation, practice, visualization, etc.). Music is characterized by many hands-on activities for students, so it is easy to apply active teaching methods, and lessons can easily create an exciting atmosphere. However, applying good teaching methods to maximize positivity, forming competency to apply in practice for students, and helping students know how to discover new things and be creative is the only way to achieve success. The effectiveness of teaching to develop musical abilities, meeting the goal of the 2018 music curriculum, is to help students develop the following abilities: expressing music, perceiving and understanding music, responding to music, and using and creating music.

### Aknowlegement

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