



## Developing music teaching capacities for primary education students at Tan Trao University to meet the 2018 general education curriculum

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### Abstract

The article discusses theories of music teaching, the content of music within the 2018 general education curriculum, and the current situation of teaching music courses to primary education students at Tan Trao University. It proposes three methods to enhance the teaching capacities of primary education students in music teaching to meet the requirements of the new general education curriculum. The research results contribute to improving the music teaching capacities of primary education students to meet the new demands and training objectives of the university.

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### 1. Introduction

Music is an art form that utilizes sound to express human emotions, attitudes, perceptions, and thoughts. It is not only a part of life but also an indispensable element in cultures worldwide. Music is closely intertwined with and profoundly influences social life, creating a rich and diverse spiritual environment. By enriching the spiritual values of humanity, music serves as an important tool for people to explore and understand the world around them, thereby contributing positively to improving the quality of life. The 2018 General Education Curriculum has identified: "Music education provides opportunities for students to experience and develop musical abilities - expressions of aesthetic competence with the following components: musical expression, appreciation and understanding of music, application and creativity in music; contributing to the discovery and nurturing of students with musical talents. At the same time, through the content of songs, music activities, and teaching methods of pedagogues, music education contributes to the development of students' qualities of patriotism, compassion, diligence, honesty, responsibility, as well as self-reliance and self-learning abilities, communication and cooperation, problem-solving, and creativity to become comprehensive citizens in terms of personality development, physical and mental harmony".[1, p.27]

To meet the requirements of educational innovation, adjustments have been made to the fundamental and comprehensive aspects of the curriculum, methods, etc., in training primary education students at Tan Trao University. Therefore, adjustments to the Music course in the training program for elementary education students are also necessary.

This article is based on the theory and teaching methods of music education and practical teaching experience to propose solutions for developing the pedagogical skills of music education for elementary education students at Tan Trao University to meet the 2018 general education curriculum.

### 2. Research Methodology

**To conduct this article, I employed the following methods**

Qualitative research method: Analyzing policies and the 2018 general education curriculum related to the music subject.

Quantitative research method: Conducting surveys to gather opinions from students and lecturers regarding their needs and desires in developing pedagogical skills in music education.

### 3. The current situation of teaching music for primary education students at Tan Trao University

#### 3.1. Advantages

##### 3.1.1. Curriculum and Teaching Staff

Within the primary education training program, the courses in the Music subject include: Music 1, Music 2, and Extracurricular Music Activity Organization. These courses are scheduled to be taught in the 6th and 7th semesters of the program. Specifically:

Music 1 is a compulsory course consisting of 2 credits (30 periods). The course covers basic knowledge of music theory such as pitch, duration, intervals, scales, voices, and chords. This provides students with a foundation to learn other subjects like solmization, singing, and organizing extracurricular music activities in primary schools.

Music 2 is an elective course consisting of 2 credits (30 periods). It covers basic knowledge of solmization with accurate lyric articulation simple songs with 2-beat or 3-beat rhythms written in major and minor keys combined with percussion to accompany the rhythm or beat; applying singing techniques to learn singing with percussion to accompany, performing movements corresponding to songs in the music teaching program in primary school, and having teaching methods for music courses in primary school.

Extracurricular Music Activity Organization is an elective course consisting of 2 credits (30 sessions). The curriculum includes basic knowledge of methods for organizing extracurricular music activities, various singing forms, and other music activities in primary schools used to design cultural programs for extracurricular activities or to celebrate festivals.

The music teaching staff have a solid professional background, a passion for their profession, and always maintain a spirit of learning, exploration, and innovation in teaching methods to enhance the effectiveness of the course.

##### 3.1.2. Students' Learning and Teaching Capacities

A survey of 50 primary education students yielded the following results:

- Regarding interest and enjoyment in learning music courses: 100% of students.
- Regarding students' self-learning abilities in music courses: 25% of students rated it very good; 57% rated it good; 15% rated it average; 3% rated it poor, and no students rated it very poor.
- Regarding the use of resources and support materials for music courses (all resources used by students). Survey results for each resource are as follows: 95% use textbooks; 87% of students use instructional materials; 100% use direct instructional videos; 51% use supplementary materials from lecturers; 100% use direct lectures from lecturers. No students reported not using any resource.
- Evaluation of lecturer support during the learning process: 100% of students are very satisfied.
- 22% of surveyed students provided suggestions for improving the quality of learning in music courses. Specifically: 1/ Increasing learning resources and materials; 2/ Organizing regular discussion and practice sessions; 3/ Creating a more positive learning environment; 4/ Developing practical skills.

#### 3.2. Challenges

- Regarding the curriculum: lack of integration with the

new curriculum; insufficient supporting materials and resources; inadequate infrastructure hindering the application of technology in teaching.

- For lecturers: limited ability to integrate technology.
- For students: Some students have not mastered the basic knowledge and skills, thus unable to apply them in practice. Some students lack musical talents and are hesitant to engage in activities.

#### 4. Some solutions to develop music teaching capacities for primary education students

##### 4.1. Updating Specialist Knowledge in Music Courses to Meet the 2018 General Education Curriculum

To update specialist knowledge in music courses to meet the 2018 general education curriculum, there are several effective approaches:

- Reassess the structure and content of current music courses to ensure they fully reflect the new requirements and standards of the general education curriculum.
- Adjust and update the content of music courses to reflect new requirements, including both fundamental and advanced knowledge, meeting the diverse needs of students and preparing them for future challenges.

##### 4.2. Enhancing Practical Activities in Music Classes

To enhance practical activities in music classes, several measures and activities can be implemented:

- Organizing practice sessions for students to have the opportunity to practice playing musical instruments such as guitar, piano, drums, violin, etc. This helps students develop instrument-playing skills and gain a deeper understanding of how they operate.
- Encouraging students to practice singing and performing various songs and pieces of music. Training sessions on singing and performance techniques can be organized, as well as rehearsals to prepare for performances.
- Encouraging students to participate in music composition and create new pieces of music. Providing them with the means to realize their creative ideas and encouraging them to share and perform their works.
- Organizing practice sessions for students to lead choir groups or bands. This helps them develop leadership and teamwork skills and create a complete musical product.
- Instructing students on recording and editing music techniques. Providing them with opportunities to practice and experience audio editing tools and software to create high-quality recordings.
- Organizing practice sessions to help students improve their musical instrument-playing techniques and express emotions through music. This may include instruction on technique, phrasing, dynamics, and expressing emotions through music.

##### 4.3. Enhancing Lesson Planning Capacities and Pedagogical Skills Training in the Music Subject for Students

To enhance students' capacities to plan lessons and train their pedagogical skills in the music subject, the following steps are necessary:

- Organizing training courses and workshops on teaching methods and lesson planning for primary education students. This helps them understand the fundamental principles of teaching and learn how to design effective lessons.

- Providing opportunities for students to practice lesson planning and real teaching in practical classroom settings. They can be guided and receive feedback from supervising lecturers and peers.
- Instructing students on how to select and utilize appropriate teaching materials, including textbooks, lectures, practical exercises, and online resources.
- Guiding students on effective interaction and communication with students, as well as classroom management to create a conducive and effective learning environment.
- Supporting students in providing feedback and evaluation of their teaching process. This helps them identify and improve their strengths and weaknesses, enhancing the quality of their teaching.
- Encouraging students to undertake research and creative projects in the field of music education. This helps them develop skills in information seeking, analysis, and application of knowledge in practice.

## 5. Conclusion

In developing the music teaching capacities for primary education students at Tan Trao University to meet the 2018 general education curriculum, measures and activities have been implemented to enhance the quality of teaching and train pedagogical skills in music education. Through organizing training courses, workshops, and practical activities, students have been equipped with deep and broad subject matter knowledge and effective teaching methods. Furthermore, increasing support from lecturers, encouraging creativity and research in teaching, as well as providing opportunities for students to practice and receive regular feedback, have contributed to creating a positive learning environment and fostering personal and professional development. All of these efforts aim to produce music lecturers who are competent and ready to meet the new requirements and standards of the 2018 general education curriculum, thereby contributing to improving the quality of music education at the primary level.

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