MINISTRY OF EDUCATION AND TRAINING
NATIONAL UNIVERSITY OF ART EDUCATION

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

Hanoi, Month Day 2026

DISSERTATION ABSTRACT

1. GENERAL INFORMATION

PhD Candidate: Ta Thi Lan Phuong

Cohort: Intake 7 (2022 - 2025)

Major: Theory and Methodology of Music Pedagogy

Major Code: 9140111

Dissertation Title: Teaching Folk Songs to Secondary School Students through an Experiential Approach

Scientific Supervisors: Assoc. Prof. Dr. Nguyen Binh Dinh, Assoc. Prof. Dr. Ha Thi Hoa

Training Institution: National University of Art Education

2. MAIN CONTENT OF THE ABSTRACT

2.1. Research Objectives and Tasks

Research Objectives: Based on the theoretical framework and the current state of teaching folk songs to secondary school students through an experiential approach, the dissertation proposes a system of teaching measures for secondary schools in Hanoi. These measures aim to enhance the results of folk song instruction, thereby meeting the requirements for developing students' qualities and musical competencies as outlined in the 2018 General Education Program.

Research Tasks:

* Review relevant literature and previous studies.

Establish the theoretical framework for teaching folk songs to secondary school students via an experiential approach.

Survey, analyze, and evaluate the current status of folk song instruction in Hanoi secondary schools from an experiential perspective.

Propose and validate pedagogical measures for teaching folk songs using an experiential approach.

2.2. Research Methodology

Theoretical Methods: Collecting, classifying, analyzing, comparing, and synthesizing documents related to the research topic to build a solid theoretical foundation and scientific orientation for the findings.

Practical Methods:

Pedagogical Observation: Observing teaching and learning activities during folk song lessons to gather data on the current state of experiential instruction.

Educational Survey: Designing and using questionnaires to collect data from teachers and students in Hanoi regarding the current status and factors influencing experiential folk song education.

Interviewing: Conducting interviews with education experts, music specialists, school administrators, teachers, and students to understand perspectives, challenges, and instructional practices.

Expert Opinion: Consulting experts for specialized advice on research issues.

Analysis of Educational Products: Evaluating teachers' lesson plans and students' learning outcomes/performances to identify strengths and weaknesses in the teaching process.

Pedagogical Experiment: Implementing the proposed measures in actual school settings to confirm their feasibility and effectiveness.

Data Processing: Utilizing mathematical statistics and SPSS software to quantify results and draw scientific conclusions.

2.3. Key Results of the Dissertation

Theoretical Aspect: The dissertation systematizes and clarifies the concepts and characteristics of Vietnamese folk songs, the nature of experiential learning, and the cognitive-psychological traits of secondary students. It affirms that the experiential approach is uniquely suited for teaching folk songs, as it allows students to directly engage, perceive, and construct meaning within specific socio-cultural contexts. This shifts the learning process from "technical skill practice" to a "cultural experience," deepening students' emotional connection to traditional musical heritage.

Practical Aspect: Surveys in Hanoi reflect a comprehensive view of the current status of folk song instruction. While teachers recognize its importance, activities often lack depth and fail to create environments for role-playing, creative practice, or reflection. These findings serve as a crucial practical basis for the proposed measures.

Proposed Measures: The dissertation proposes a synchronized system of measures, including:

1. Establishing a step-by-step experiential teaching process.
2. Applying Information Technology in folk song instruction.
3. Organizing experiential activities within formal curricular hours.
4. Organizing extracurricular activities and field trips.
5. Integrating folk song instruction with other subjects.
6. Developing art performance programs.

Experimental Outcomes: Pedagogical experiments prove the feasibility and efficacy of these measures. Students showed increased interest and initiative; their musical perception, aesthetic capacity, and collaboration skills improved significantly. Beyond mastering melodies, students gained a deeper understanding of the cultural and humanistic values of folk music, fostering a commitment to preserving traditional heritage.

Conclusion: The dissertation supplements the theoretical framework for music pedagogy and provides valuable scientific evidence for innovating music teaching methods at the secondary level. The findings are applicable not only in Hanoi but can be adapted nationwide to improve the quality of traditional music education.

Supervisor 1	Supervisor 2	PhD Candidate
Assoc. Prof. Dr. Nguyen Binh Dinh	**Assoc. Prof. Dr. Ha Thi Hoa**	**Ta Thi Lan Phương**