

Hanoi, Month Day 2026

DISSERTATION ABSTRACT

1. GENERAL INFORMATION

PhD Candidate: Hoang Thi Huong

Cohort: Intake 8 (2023 - 2026)

Major: Theory and Methodology of Music Pedagogy

Major Code: 9140111

Dissertation Title: Teaching Singing to Undergraduate Early Childhood Education Students in the Red River Delta

Scientific Supervisors: Assoc. Prof. Dr. Le Vinh Hung, Dr. Do Thi Thanh Nhan

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 research on teaching singing to undergraduate Early Childhood Education (ECE) students and the current reality of this practice in the Red River Delta, this study proposes competency-based singing pedagogy models. These measures are tailored to learners' characteristics and institutional realities, aiming to enhance instructional quality, develop students' singing competencies, and contribute to meeting the program learning outcomes of the bachelor's degree in Early Childhood Education.

Research Tasks:

To review previous studies and establish the theoretical foundation for teaching singing to undergraduate Early Childhood Education (ECE) students.

To analyze the characteristics of songs related to singing instruction for undergraduate ECE students.

To survey, analyze, and evaluate the current reality of teaching and learning singing among undergraduate ECE students in the Red River Delta.

To propose pedagogical measures for teaching singing to undergraduate ECE students in the Red River Delta and conduct pedagogical experiments to validate these measures.

2.2. Research Methods

2.2.1. Theoretical Research Methods

Analytical Method: This method is employed to analyze related issues, including: core concepts of the research topic; characteristics of songs in the singing curriculum for undergraduate Early Childhood Education (ECE) students; the current reality of teaching singing to undergraduate ECE students in the Red River Delta; and the approaches to applying the proposed pedagogical measures.

Synthesizing Method: This method is used to synthesize literature related to teaching singing to undergraduate ECE students both globally and in Vietnam. This synthesis serves to establish the research overview and theoretical foundation, as well as to compile findings from theory and current practices as a basis for proposing pedagogical measures.

Comparative Method: This method involves collecting previous studies on teaching singing to undergraduate ECE students to compare and contrast different viewpoints. It is also used to compare ECE training programs and singing curriculum contents across various universities, as well as to compare the characteristics of songs in the categories of "Teacher teaches children to sing" and "Teacher sings for children to hear" to formulate appropriate teaching methods.

Systematizing and Generalizing Method: Previous research works related to the thesis topic are systematized and generalized into common viewpoints and core, essential issues. This defines the basis for establishing the theoretical framework, surveying the current reality, proposing measures, and conducting pedagogical experiments for undergraduate ECE students.

Concretizing Method: This method is used to analyze, interpret, and provide specific evidence and examples to substantiate the arguments and premises presented in the thesis.

2.2.2. Empirical Research Methods

Pedagogical Observation Method: Classroom observations and detailed note-taking are conducted during singing classes taught by lecturers to undergraduate ECE students in order to gather relevant data on classroom instruction.

Interview Method: Direct discussions are conducted with music lecturers to explore the musical characteristics and abilities of undergraduate ECE students, as well as the instructional activities implemented by these lecturers.

Educational Survey Method: Questionnaires are designed and administered to lecturers teaching singing content to investigate the current reality of singing instruction for undergraduate ECE students.

Educational Product Research Method (Artifact Analysis): By analyzing the training programs and detailed course syllabi for the Singing module, the instructional objectives and content are determined. Additionally, this method helps gather data regarding course duration, class sizes, teaching methods and organizational forms, instructional materials, facilities, lecturers' syllabi and lesson plans, as well as students' academic performance.

Pedagogical Experimental Method: Experiments are conducted and results are evaluated to verify the effectiveness and feasibility of the proposed measures for teaching singing to undergraduate ECE students.

2.2.3. Supplementary Methods

Mathematical Statistical Method: Statistical mathematics is applied to process and analyze data collected from the situational surveys and experimental results.

2.3. Main Results of the Thesis

In terms of theory, the study successfully operationalized several core concepts, including: teaching, higher education teaching; singing, teaching singing, competency-based singing pedagogy; Early Childhood Education (ECE) undergraduate students and teaching singing to undergraduate ECE students; higher education instructional methods, competency-based methods for teaching singing to undergraduate ECE students; pedagogical measures for teaching singing; and the Red River Delta. Furthermore, the research analyzed the role of singing instruction and the characteristics of undergraduate ECE students in the Red River Delta; identified and analyzed the components of singing instruction as well as the factors influencing the singing instructional process for undergraduate ECE students. Additionally, the study analyzed the characteristics of songs related to singing instruction for undergraduate ECE students. These outcomes establish a vital scientific foundation for surveying the current reality and proposing appropriate singing pedagogical measures for undergraduate ECE students in the Red River Delta.

Based on the survey conducted at several universities offering undergraduate ECE programs in the Red River Delta, the research analyzed the current reality of singing instruction across multiple dimensions: students' singing abilities; lecturers' and students' perceptions of the role of singing in professional activities; the organization of singing instruction; and the factors influencing the instructional

process. The survey results indicated that both lecturers and students highly valued the role of singing in early childhood teacher education. The teaching staff possessed expertise and experience, and had begun applying appropriate methods, which contributed to forming foundational singing techniques for students. However, instructional activities remained predominantly traditional, with a lack of diversity in teaching methods, organizational forms, and assessment strategies. Students' singing techniques, expressive abilities, proactivity, and application skills remained limited, and the integration of technology in teaching was not entirely effective. These findings provide an essential practical basis for the thesis to formulate and propose a system of appropriate pedagogical measures.

On the theoretical and empirical foundations surveyed, the study proposed a system of pedagogical measures for teaching singing to undergraduate ECE students in the Red River Delta, including: defining criteria for selecting appropriate songs for the curriculum; training foundational singing techniques; developing emotional and expressive skills in singing; implementing active learning methods; applying technology in singing instruction; and designing instructional content along with innovating testing and assessment aligned with a competency-based approach. These measures were developed to promote the active role of students as learning subjects, meet the requirements of professional competency development, and ensure manageability, feasibility, and alignment with the practical conditions of training institutions.

The experimental results demonstrated that students experienced positive shifts across various dimensions: singing techniques, emotional expression, confidence during performance, and collaborative and cooperative skills in learning. Students not only sang with greater accuracy in pitch and duration, but also learned to regulate their breathing and handle nuances and expressions appropriate to the content and character of the songs. Moreover, students' proactivity, learning interest, and ability to participate in group activities improved significantly. These outcomes contribute to confirming the effectiveness, feasibility, and appropriateness of the proposed system of measures for undergraduate ECE students, while establishing a practical basis for application in singing instruction at training institutions.

In conclusion, it can be affirmed that the study has contributed to supplementing and developing the theoretical framework of competency-based singing pedagogy for undergraduate ECE students. Concurrently, it provides valuable scientific arguments and pedagogical suggestions aimed at enhancing the quality of singing instruction in

early childhood teacher education. The research findings are not only meaningful for training institutions in the Red River Delta region but can also be flexibly applied at other universities offering ECE programs nationwide, thereby contributing to elevating training quality and developing professional competencies for students./.

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