MINISTRY OF EDUCATION AND TRAINING
NATIONAL UNIVERSITY OF ART EDUCATION

SOCIALIST REPUBLIC OF VIETNAM
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Ha Noi, Month Day 2026

NEW CONTRIBUTIONS OF THE THESIS

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

New Contributions of the Thesis

**** In terms of theory:***

The thesis 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.

**** In terms of practice:***

Based on the survey conducted at several universities offering undergraduate ECE programs in the Red River Delta, the research comprehensively analyzed the current reality of singing instruction across multiple dimensions, highlighting both strengths and limitations. 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.

With the aforementioned research results, it can be affirmed that this 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./.

Supervisor 1	**Supervisor 2**	**PhD Candidate**
Prof. Dr. Le Vinh Hung	**Dr. Do Thi Thanh Nhan**	**Hoang Thi Huong**