MINISTRY OF EDUCATION AND TRAINING

**NATIONAL UNIVERSITY OF ARTS EDUCATION**

**NGO THI VIET ANH**

**THE USE OF ELECTRONIC KEYBOARDS IN TEACHING MUSIC**

**FOR JUNIOR HIGH SCHOOL IN SOME**

**NORTHERN MOUNTAIN PROVINCES**

**SUMMARY OF THESIS**

**Major: Music Education**

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**- Library of the National University of Arts Education**

**INTRODUCTION**

**1. Reason for choosing the topic**

In recent years, music education in high schools, including Junior high school, has become a compulsory subject in the curriculum. The objective and task of the subject is to equip pupils with some knowledge of skills in singing, reading and listening to music; on music theory; about musical common sense, etc., At a simple level so that to some extent, they can participate in the community's musical activities. Besides, it also equips pupils with rudimentary understanding of the beauty in music art, the meaning and effects of music on life. At the same time expands their understanding of Vietnamese traditional music contributing to fostering emotional, moral, intellectual, creating a joyful and healthy atmosphere, enriching the spiritual world for the harmonious and comprehensive development of personality pupils.

Through the practice of teaching for music teachers in Junior high school in some northern mountain provinces of our country such as: Lang Son, Bac Kan, Tuyen Quang, we see the possibility’s teachers of using electronic keyboards are still certain limitations. That is also the reason why we chose the topic " ***The use of electronic keyboards in teaching music for Junior high school in some northern mountain provinces".***

***2. Research purpose and tasks***

***2.1. Purpose of the research***

Researching the theory and the actual situation of using electronic keyboards in teaching music for Junior high school in some northern mountain provinces, the thesis proposes measures to use electronic keyboards in teaching music to contribute, to improving the quality of music teaching to meet the requirements of general education.

***2.2. Research tasks:***

Provide an overview of the research situation, systematize theoretical issues related to the topic.

Survey, analyze and evaluate the current situation of using electronic keyboards by teachers in teaching music Junior high school in some northern mountain provinces.

Proposing measures to use of electronic keyboards in teaching music for Junior high school in some northern mountain provinces.

Experiment with some proposed measures to verify the feasibility.

***3. Subject of the study and Research scope***

***3.1. Subject of the study:***

Measures to use of electronic keyboards in teaching music for Junior high school in some northern mountain provinces.

***3.2. Research scope:***

- Research content:

Using electronic keyboards in teaching music in high school has many forms and contents, including curricular and extra-curricular, but the thesis only mention to the method of using electronic keyboards in teaching music content in the main course. That are: Singing, Reading Music, Music Theory. These are three main contents that need to be used the most when teaching and suitable for the ability of music teachers for Junior high school.

In the experimental part, the thesis focuses on experimenting with the method of using electronic keyboards in teaching Singing for junior high school pupils in Grade 6 Music according to the 2018 program, the Kite book series.

- Research space:

The thesis investigated the current situation of using electronic keyboards by teachers teaching music in for junior high school in some northern mountain provinces: 6 junior high schools in 3 provinces, each province representing 2 schools. These are the 3 provinces of Viet Bac region that teachers had participated in the Bachelor of Music Education, including the electronic keyboards subject taught directly by us. The six secondary schools mentioned above are schools representing two areas: city, town areas and remote areas.

- Research time:

The thesis has been carried out from November 2015 until November 2022.

***4. Research methods***

***4.1. Research methods***

The research methodology of the thesis is based on the approaches of the thesis, in order to achieve the research purpose.

The thesis used a systematic approach, a practical approach, a teaching approach according to capacity development and is based on a number of theoretical systems such as: Music theory; Teaching theory; Theory of teaching online teaching; Teaching according to competency approach; Behavioral theory in teaching.

***4.2. Specific research methods***

The thesis used the following specific research methods: Analytical method; Integrated approach; Comparative method; Field method; Observation method; Methods of investigation and survey; Interview method; Method of summarizing pedagogical experience; Mathematical statistical methods; Experimental method.

***5. Research question and*** ***research hypothesis***

***5.1. Research question***

- What is the theoretical basis of using the electronic keyboards in teaching music for junior high school pupils and what are the requirements for music teachers?

- How is the practice of using electronic keyboards by teachers in teaching music for junior high school pupils today? What other limitations are there?

- What measures to improve the effectiveness of using electronic keyboards in music teaching by teachers for junior high school pupils in some northern mountain provinces?

**5.2. *Research hypothesis***

The use of electronic keyboards in some music content of teachers for the Northern mountain in the Junior high school has not yet created interest and developed aesthetic capacity for pupils. If innovative measures are given to improve the efficiency of using electronic keyboards Junior high school music teachers, it will create excitement, positivity and develop students' musical aesthetic capacity of pupils, meeting the requirements of Music subject according to the 2018 general education program.

***6. Thesis of contributions***

**6.1. Theoretically**

The thesis contributes to clarify some theoretical issues such as: overview of electronic keyboard; the role of electronic keyboard in teaching music for Junior high school; Theoretical foundations of using electronic keyboards in music teaching for Junior high school.

**6.2. In terms of practice**

The thesis has assessed the actual situation of using electronic keyboards in teaching music for Junior high school in some northern mountain provinces.

The thesis proposes a number of measures to use electronic keyboards of teachers, proposes measures to organize training of electronic keyboards use capacity for music teachers for Junior high school.

The thesis will be a reference for schools with majors / majors in training music teachers.

***7. Thesis layout***

In addition to the Introduction, Conclusion, References, Appendix, the dissertation consists of 4 chapters:

Chapter 1: Theoretical basis, overview of research situation and research area

Chapter 2: The reality of using electronic keyboards by teachers in teaching music for Junior high school in some northern mountain provinces.

Chapter 3: Measures to improve the effectiveness of using electronic keyboards for music teachers in some Northern mountain provinces of Junior high school

**CHAPTER 1**

**THEORETICAL BASIS, OVERVIEW OF RESEARCH SITUATION AND RESEARCH AREA**

**1.1. Legal grounds**

**1.1.1. The views of the Party and State on education**

The views of the Party and State on education are very important in terms of guidelines and policies to guide the development of education in Vietnam.

**1.1.2. Methodology**

*1.1.2.1. Education Law of Vietnam*

If the Law on Education is considered like a doctoral thesis/scientific research project, the methodology of this study is the viewpoint and line of the ruling Party/leader on the cause of training education is institutionalized into laws to perfect and promulgate, meeting the requirements of the actual development of the country.

*1.1.2.2. Determine the methodology to implement the topic*

The thesis's methodology included the following three basic elements:

- The first factor: the point of view;

- The second factor: about the goal;

- The third element: about the strategies.

**1.2. Theoretical basis**

*1.2.1. Some concepts and terms*

The thesis has used some of the following concepts and terms: Teaching; Method; Teaching methods; Methods of teaching music; Teaching methods oriented to capacity development; Electronic keyboards; Methods of teaching electronic keyboards; Using electronic keyboards; Teaching music at the junior high school.

*1.2.2. Theoretical foundations of the use of electronic keyboards in music teaching at the junior high school*

The basic theories applied to carry out this thesis include: General elements with specific characteristics of music teaching; Branching according to the level of music teaching; Objectives of music education in high schools; The content of music teaching at the junior high school; Organization of teaching music at the junior high school and Classification of electronic keyboards in teaching music.

*1.2.2.1. General characteristics of teaching music*

Music is a specific discipline, quite different from other humanities and social sciences. Therefore, teaching music is also different from teaching other subjects. It is conditional teaching and teaching closely associated with practice

*1.2.2.2. Branching by level of teaching music*

Music is an incredibly diverse and rich art, and it is possible to perceive it and express/perform it on many different levels. In fact, it is necessary to practice music at many different levels and purposes. Therefore, in the field of music training divided into two branches: professional music and popular music.

*1.2.2.3. The goal of music education in high school*

Includes: General goals and the Junior high school goals

*1.2.2.4. Content of teaching music for the Junior high school*

Singing content includes: school-age songs, Vietnamese folk songs and foreign songs.

Content Listening to Music: Pupils will listen to music with lyrics and listen to music without lyrics

Content Reading Music: Pupils learn to read C major and A minor

Instrumental Content: Pupils will practice melody, rhythm and harmony instruments

Music Theory Content: Pupils learn about musical notation and rhythm types; Some other basic knowledge such as the concepts of signs and semitones, transformation levels, chemical signs, etc.

Content Common sense music includes: learning musical instruments; authors and works; performance forms and musical genres; music and life.

*1.2.2.5. Classification of Electronic Keyboards*

There are two types of Electronic Keyboards: Electronic Keyboards and Digital piano. Two types can be distinguished by the weight of the keys and the preset sound in the keyboard.

**1.3. Overview of the research status of the thesis**

***1.3.1. About teaching methods and practice of electronic keyboards practice***

Scientific research project of Lai Thi Phuong Thao (2013), *Research and compilation of teaching materials on electronic keyboards for the Bachelor of Music Education*. Works of teacher Nguyen Xuan Tu: *Methods of teaching and learning the electronic keyboards*, volume 1,2 in 2003, 2004; Instructions for teaching and learning the organ, volume 1, 2 in 2009. In the books *Methods of teaching and learning the electronic keyboard,* volumes 1 and 2, author Nguyen Xuan Tu. In the group of training materials, it is also necessary to mention a book that collects many documents from many authors (2012), *Teaching materials on electronic keyboard for first-year students of the National University of Arts Education*, materials of the Faculty of Vocals - Instruments.

In the section of materials written on practicing practice for the electronic keyboard, we highlighted some of the works of the following authors: *The Electronic Keyboard Solo Book*, volume 1,2,3 by Quang Hai collected and compiled in 2000 and the book *Methods of learning Organ - Organ theory and practice,* volume 1 and 2. One set of books that cannot be ignored is *the Solo on the Organ Keyboard (volumes 1, 2, 3, 4)* by Le Vu - Quang Dat printed in 2001 including beautiful works of famous musicians in the country and abroad. The world is compiled by the author for the electronic keyboard.

***1.3.2. About lesson preparation and teaching support in class***

The book *Organ Practice for the Junior high school pupils* by Cu Minh Nhat, printed in 2000, is a very useful guide for preparing lessons and supporting classroom teaching for high school music teachers. The book series *Helping teachers use the electronic keyboards well in lesson design* by the author group Cu Minh Nhat (editor), Le Thuy Ngan, Cu Thi Minh Giang, Trinh Minh Thanh printed in 2012 - The work includes 5 books which refers to issues related to the use of electronic keyboards in teaching Music in grades 1, 2, 3, 4, 5. These five books had the same title*: Helping teachers make good use of electronic keyboards in lesson design.*

**1.3.3. Guide to singing accompaniment and teaching materials for children**

*1.3.3.1. Instructions for accompaniment*

The array of materials with the purpose of guiding vocal accompaniment by electronic keyboard is relatively rich: The work of *The electronic keyboards accompaniment* textbook by author Nguyen Xuan Tu printed in 2001. Scientific research topic of Dinh Cong Hai ( 2011) *Composing accompaniment for some junior high school songs used in teaching Organ for the National University of Arts Education (without using automatic accompaniment)*. The topic of Lai Thi Phuong Thao (2012), *Composing accompaniment of some junior high school songs for the College of Music Education at the National University of Arts Education* (without using automatic buffering.) Master thesis of author Le Van Vu on the topic *The guide to composing song accompaniment on electronic keyboard for students of the College of Music Education, Vinh Phuc College* has raised the reality of teaching and learning accompaniment at Vinh Phuc Pedagogical College. *Organ is a scientific research* topic of Doan Phuong Hai, Hue Academy of Music, 2011. Master's thesis by author Pham Ba San *Improving the ability of electronic keyboards accompaniment for students at the National University of Arts Education* (2014) gave an overview of the electronic keyboards, a brief overview of the birth and development of the electronic keyboards in the world and Vietnam.

*1.3.3.2. Teaching electronic keyboards for children*

The Yamaha Music School's *Music Perception curriculum* is a curriculum for ages 4 to 10 years old. The Yamaha School of Music's Yamaha *Organ Practice curriculum* consists of 4 books (4 volumes) and each volume is divided into many small parts like a music perception textbook. The book *Organ Keyboard Learning Methods* (volumes 1, 2) by Le Vu printed in 2001 is a relatively complete guidebook between music theory and practice of solo songs written for electronic keyboards.

*General comment:*

An overview of research materials shows that there are quite a few books, textbooks, and teaching materials written for electronic keyboards in professional schools as well as in the general education system and art centers. Through the survey, the author found that there is not a single monograph or work that is interested in the use of electronic keyboards in music education for the Junior high school in our country. This is an open issue. There is a need for more in-depth scientific research to help the cause of general education in general and music education in particular develop more and more.

**1.4. Overview of the study area**

***1.4.1. Location and junior high schools in Tuyen Quang province***

*1.4.1.1. Overview of Tuyen Quang province*

Tuyen Quang province is nearly 200 km from Hanoi along Highway 2 to the North. Tuyen Quang province currently has 7 district-level administrative units, including 06 districts and 01 city; 138 commune-level administrative units, including 122 communes, 10 wards and 6 townships.

*1.4.1.2. The Junior high school in Tuyen Quang province*

According to the Preliminary Report of the first semester, the focus of the second semester of the school year 2021-2022 of the Department of Education and Training of Tuyen Quang province, 138/138 communes in the province have at least one school at all three levels. (kindergarten, elementary, Junior high school). Specifically in terms of Junior high schoollevel: there are 150 junior high schools, of which there are 28 inter-secondary schools and secondary schools, with 84/150 schools meeting national standards (56% rate).

***1.4.2. Location and junior high schools in Bac Kan province***

*1.4.2.1. Overview of Bac Kan province*

Bac Kan province is about 170 km north of Hanoi. Bac Kan currently (as of 2021), has 8 district-level administrative units, including Bac Kan city and 7 districts; 8 district-level administrative units are divided into 108 commune-level administrative units, including 6 wards, 6 townships and 96 communes.

*1.4.2.2. The Junior high Schools in Bac Kan province*

According to the Information List of School Profiles for the 2019-2020 school year of Bac Kan province on the National Data Portal (data.gov.vn), Bac Kan has 102 junior high schools (including primary and secondary schools), inpatient and semi-boarding ethnic minority transplants.

**1.4.3. Location and Junior high schools in Lang Son province**

*1.4.3.1. Overview of Lang Son province*

Lang Son is about 170 km northeast of Hanoi. According to the 2019 Population and Housing Census, Lang Son has 200 commune-level administrative units, wards and townships (5 wards, 14 towns and 181 communes) belonging to 11 district-level administrative units.

*1.4.3.2. Junior high schools in Lang Son province*

The number of secondary schools is nearly equal to that of Tuyen Quang and Bac Kan provinces combined (Tuyen Quang 150 + Bac Kan 102). In which, the number of boarding schools for ethnic minorities and semi-boarding schools for ethnic minorities is nearly twice as large.

**Conclusion of Chapter 1**

The theoretical foundation of the thesis includes: 1/ The Party's viewpoints and guidelines and the State's policies and laws on education and training (especially in general education) 2/ Methodology and research methods applied to the project.

An overview of research materials shows that there are quite a few books, textbooks, and teaching materials written for electronic keyboards in professional schools as well as in the general education system and art centers.

Electronic keyboard is a necessary means in teaching music. However, there are many shortcomings related to the use of this teaching medium in mountainous provinces, not only from the training program for music teachers, from the capacity of the teachers currently teaching; teaching in secondary schools, but also from other conditions such as the number of pupils, the percentage of ethnic minority pupils, the facilities for teaching and also the perception of educational administrators.

**CHAPTER 2**

**THE REALITY OF USING ELECTRONIC KEYBOARDS**

**BY TEACHERS IN TEACHING MUSIC FOR JUNIOR HIGH SCHOOL IN SOME NORTHERN MOUNTAIN PROVINCES**

**2.1. Preparing for the survey**

**2.1.1. School classification and selection of survey site**

The selected junior high schools to survey the status of using electronic keyboards in this thesis based on the Information List of School Profiles for the 2019-2020 school year of some mountainous provinces on the National Data Portal (data. gov.vn), in the system of high schools at all levels.

**2.1.2. How to collect information**

*2.1.2.1. Select interview subjects*

The subjects we interviewed in-depth were music teachers at the junior high schools, who used electronic keyboards to survey their teaching ability and capacity; educational managers at all levels (provincial, departmental, school-level).

*2.1.2.2. Conduct in-depth interviews and take notes*

The author carefully prepared the interview content, sticked to the research objectives, and also anticipate the interview situations in advance to avoid having to return to the survey site.

**2.2. Survey of junior high schools in Tuyen Quang province**

***2.2.1. Survey of schools in urban areas***

*2.2.1.1. About the situation of pupils, teachers and facilities*

Based on the summary report of the school year 2020-2021 of Le Quy Don Secondary School, the total number of pupils of the school was 966, divided into 20 classes. The school had 20 solid classrooms and 07 rooms for educational activities. The total number of teachers and staff of the school were 41 people.

*2.2.1.2. About the manager's point of view and perspective*

For an overview, we interviewed Mr. N.M.A.T, Chairman of the School Council, Tan Trao University.

According to Mr. T, “teaching art in schools at all levels was extremely correct and practical. The practical benefit of teaching music in high schools was also reflected in the fact that teachers support cultural and artistic movements in remote areas very well. Regarding the classrooms dedicated to teaching music, most schools did not have, due to financial difficulties, they tried to meet the demand for normal classrooms and could not meet the demand for function rooms.

***2.2.2. Field survey in remote areas***

*2.2.2.1. About the situation of pupils, teachers and facilities*

Based on the summary report of the school year 2021-2022 of Quyet Thang Secondary School, the total number of pupils of the school was 275 students. The school had 8 rooms for classrooms and 4 function rooms for learning. There was no function room dedicated to aesthetic education and room for physical education. Regarding the structure of teachers, administrators and staff, Quyet Thang Secondary School had a Principal, Vice Principal, 14 teachers (including contract) and 2 administrative staff.

*2.2.2.2. About the manager's point of view and perspective*

According to the Principal of Quyet Thang Secondary School, every year the Department still paid attention to and invests in equipment for teaching art subjects. Synchronizing with the book change (Kite set), the department also provided some equipment. The Ministry had been regulations on classrooms for music, but had not yet specified what must be equipped in that room.

**2.3. Survey of junior high schools in Bac Kan province**

***2.3.1. Survey of schools in urban areas***

*2.3.1.1. About the situation of pupils, teachers and facilities*

Based on the summary report of the school year 2021-2022 of D.X Secondary School, the total number of pupils in the whole school was 715, divided into 16 classes. The school had 16 solid classrooms and 07 rooms for educational activities (full blocks of study auxiliary rooms, standard library rooms).

*2.3.1.2. About the manager's point of view and perspective*

According to the summary report of the school year 2021 - 2022 of the Department of Education and Training of Bac Kan city, and also interviewed Ms. Cu Thi H - Head of the city's Department of Education and Training. According to Ms. H, “the subject of music was necessary for high school pupils, with the aim of educating people for comprehensive development today. The current way of assessing music subject to 2 levels of Pass and Failing did not reflect the requirements and meaning of the subject, so it should be assessed according to the same scale as other subjects”.

***2.3.2. Field survey in remote areas***

*2.3.2.1. About the situation of pupils, teachers and facilities*

Based on the summary report of the school year 2021-2022 of Quan Ha Secondary School, Quan Ha commune, Bach Thong district, the school had a total number of 166 pupils. The school has 8 classrooms and 4 study rooms. There were not traditional rooms and function rooms dedicated to aesthetic education (music, fine arts). Regarding the structure of teachers, administrators and staff, the school had a Principal (without Vice Principal), 12 teachers (including contract) and 2 administrative staff.

*2.3.2.2. About the manager's point of view and perspective*

We went to Bach Thong district, met and interviewed the Head of Education and Training Department of Bach Thong district, Mr. Dang Huu D. Mr. D said that: In Bac Kan province, most of the other districts had public schools. There were not boarding ethnic groups, especially in Bach Thong district and Bac Kan city. Secondary schools in Bach Thong were small in size, each school had 4 classes, but still had a music teacher. There were two types of separate secondary schools and secondary schools combined with primary schools. For the joint school, music teachers teached both primary and secondary levels. The equipment and supplies for music learning were mainly based on the annual budget allocated by each school, according to the teacher's proposal.

***General comment***

Similar to Tuyen Quang province, in Bac Kan provincwethere is also a large difference in all aspects between a middle school in an urban area and a secondary school in a remote area, especially in terms of facilities and infrastructure and teachers.

**2.4. Survey of junior high schools in Lang Son province**

***2.4.1. Survey of schools in urban areas***

In the area of Lang Son city at the time of 2021, thanks to the suggestion of the Department of Education and Training, we chose Chi Lang Secondary School, Chi Lang ward to survey.

*2.4.1.1. About the situation of pupils, teachers and facilities*

Based on the summary report of the school year 2021 - 2022 of the Department of Education and Training of Lang Son city, the total number of pupils of the school was 1059, divided into 24 classes (6 classes each). The school had 24 classrooms (meeting 24 classes of 4 blocks) and 06 subject rooms for teaching activities. The total number of teachers and staff of the school was 54 people.

*2.4.1.2. About the manager's point of view and perspective*

Mr. H, the principal of Chi Lang Secondary School, said that: the school had 3 music teachers/24 classes, so he assigned one to be in charge of the full-time team, one to teach all 19 lessons, and one to only have 5 lessons out of 5 classes, teaching music should teach 14 lessons concurrently with other subjects for the full number of 19 periods/week. Most music teachers had bachelor degrees.

The school had a room dedicated to teaching music, including an organ (purchased/granted by state funding), Internet connection, projector and screen.

Meet Ms. Lieu Thi Th, Deputy Head of Education and Training Department of Lang Son City. The city had 8 junior high schools (the city has 8 wards, one for each ward) and 1 elementary and junior high school (belonging to Lang Son Pedagogical College). Every school now has at least one music teacher.

***2.4.2. Field survey in remote areas***

The author choose the Bac Ai I Ethnic Minority Semi-Boarding Primary and Secondary School in Bac Ai village, De Tham commune for the survey.

*2.4.2.1. About the situation of* pupils, *teachers and facilities*

The school's total number of secondary school pupils is only 53; 100% of the children are ethnic minorities. Thus, the total number of secondary school pupils of the school is only equivalent to one class of a middle school in the city, there were 4 classes: 6,7,8,9. For secondary school, there are 4 classrooms, no multi-purpose room for studying. Regarding the structure of teachers, administrators and staff, the school had a Principal, Vice Principal, 18 teachers and 3 administrative staff.

*2.4.2.2. About the manager's point of view and perspective*

Interviewing Head of Education and Training Department of Trang Dinh district, Ms. Nong Thuy H. Ms. H said that: Trang Dinh district had 26 junior high schools, including 16 inter-level schools. Due to the high mountainous area, wide area, and sparse population, the district had a type of inter-level school outside the school system regulated by the state, which is integrating preschool, middle school, and junior high school into one. Trang Dinh district accounted for 6/7 inter-schools across the province because it could not be separated.

**2.5. Comments on facilities, teachers and the use of electronic keyboards**

***2.5.1. Schools, classes, music classrooms and equipped with electronic keyboards***

All secondary schools ensure the basic elements mentioned above. However, due to the characteristics of population and development conditions, secondary schools in each province and region had their own characteristics of both advantages and disadvantages. The music room is a special room used for teaching, learning and music activities in high schools.

**2.5.2. Music teachers and the use of electronic keyboards**

*2.5.2.1. Music teachers team*

All separate secondary schools have music teachers. Some (not many) large schools in the center with over 1000 pupils had 02 music teachers. Most music teachers at the lower secondary level are qualified, had a bachelor's degree. In the survey areas, in general, there were still a small number of teachers with college degrees and this number is often arranged in the primary staff list, not in the list of secondary school teachers.

*2.5.2.2. About the situation of using electronic keyboards*

Although they have met the standards in terms of qualifications, the ability to use the electronic keyboards of most music teachers has not met the requirements according to the criteria for using the electronic keyboards that we have convention in chapter 1.

The same goes for using the electronic keyboards to compose and prepare lectures. Nowadays, it is possible to use technological devices and exploit music learning materials for all grades in a simple way, teachers do not use electronic keyboards.

***2.5.3. Using the teacher's electronic keyboards during music lessons***

During the research process, the author conducted a survey on some music lessons at grades 6A and 6B of Quyet Thang Secondary School, Son Duong district, Tuyen Quang province. Currently, Quyet Thang Secondary School chooses the Kite book series edited by author Do Thanh Hien to teach music to 6th grade students of the school. We had been observed, investigated, and interviewed teachers and pupils about the use of electronic keyboards according to each content of Music subject applied in the Junior high school curriculum: Singing, Listening to Music, Reading Music, Instrumental, Lying music theory and music common sense.

**Conclusion of chapter 2**

The reality of using electronic keyboards to teach music in some mountainous high schools has revealed through the following issues:

Firstly: The physical facilities has been still lacking and not guaranteed; For example, there was no separate function room for teaching music.

Second: The situation of equipping electronic keyboards was practically nowhere lacking; However, the standards for electronic keyboards were not properly cared for, arbitrary, messy, where they were allocated and where teachers had to buy them themselves.

Third: Teacher situation: the majority of music teachers had bachelor's degrees, (guaranteed standardization) were trained from many sources, many different forms of training.

Fourth: The use of electronic keyboards by music teachers: very limited and rarely used in class, the level of exploitation of the uses/features of the keyboard in work was very low.

**CHAPTER 3**

**MEASURES TO IMPROVE THE EFFECTIVENESS OF**

**USING ELECTRONIC KEYBOARDS FOR MUSIC TEACHERS IN SOME NORTHERN MOUNTAIN PROVINCES OF JUNIOR HIGH SCHOOL**

**3.1. Problems seen from surveying the actual use of electronic keyboards**

***3.1.1. The problem of the music room***

Circular No. 13 promulgated in 2020 by the Ministry of Education and Training, regulating the facilities of high schools, has defined quite specifically the standards of music classrooms at the Junior high school. However, for the subject of Music, teaching and learning at the same time is conducted on campus with many other cultural subjects, so it still needs standards beyond the existing "priority".

***3.1.2. The problem of equipping the electronic keyboards***

The number of electronic keyboards available in mountainous secondary schools is not lacking but is not of equal quality. The uneven situation of electronic keyboards equipped in mountainous secondary schools is reflected in many aspects: unevenness, unfairness, diversity of keyboard types and differences in quality of keyboards.

***3.1.3. The problem of teachers and educational administrators***

*3.1.3.1. Subject using electronic keyboards*

Subjects using electronic keyboards in secondary schools are music teachers. Most of them had been graduated from university majoring in Music or Music Education. However, the diversity of training institutions and training methods in Music Pedagogy also creates a "diversity" in capabilities and pedagogical trends/styles in teaching popular music. That includes the secondary school level.

*3.1.3.2. Use cases of electronic keyboards*

Music teachers mainly use electronic keyboards in the following activities: practicing their own fingers and composing lessons at home, assisting in classroom teaching and using singing accompaniment, staging cultural programs when approved by the school. request.

*3.1.3.3. Educational management with music teachers*

The educational managers mentioned here include: Department of Education, Department of Education, People's Committees in localities and management boards of secondary schools. There is mainly an administrative relationship between educational managers and music teachers. On the other hand, music teachers rarely actively share, advise or give suggestions to managers when there are administrative problems related to their profession. Through these facts, the issue of the management of high school education in mountainous areas directly affecting high school music teachers will be seen more directly, specifically, more clearly.

**3.2. Some measures to improve the use of electronic keyboards**

Based on the current situation of using electronic keyboards of music teachers in some northern mountain provinces, we have researched and proposed some measures to improve the efficiency of using electronic keyboards for music teachers at junior high school in some northern mountain provinces as follows:

***3.2.1. Using electronic keyboard in teaching music content***

*3.2.1.1. Teaching Singing*

*Starting:*

Starting up the voice for junior high school pupils is gentle, breathing, pushing, opening and closing natural sounds, but this is also an initial step that is the foundation for forming good habits in practicing singing skills.

*3.2.1.2. Teaching Reading Music*

*Starting:*

Pupils can be re-read the Musical Readings that pupils have learned to lead into new lessons. If Start by re-reading the old lesson, then lead to the new Reading lesson right after that and Review the Music Reading lesson as a warm-up step.

***3.2.2. Incorporating the use of musical instruments into classroom music practice***

*3.2.2.1. Regulations on the use of musical instruments with music teachers*

In the music teacher training program for general education at the Bachelor of Music Education training institutions, the subject of musical instruments is compulsory. However, there is no mechanism that stipulates that teachers must use musical instruments in teaching music at all levels, including junior high schools.

*3.2.2.2. Monitor the implementation of regulations on the use of musical instruments*

The issue of monitoring the implementation of regulations is very important, because making regulations without strict compliance with them will be counterproductive, the regulation is meaningless. The supervision of the regulation of the use of the instrument in music lessons at the Junior high school should include the following elements: authority and responsibility of the supervisor, the mechanism and levels of supervision, and conclusions after supervision.

*3.2.2.3. Some other solutions to encourage music teachers to use electronic keyboards*

Once it is agreed on the policy of applying the regulation on the use of electronic keyboards in music teaching at the lower secondary level, departmental and departmental managers should also pay attention to permanent music teachers.

**3.3. Pedagogical experience**

***3.3.1. Purpose, tasks, experimental subjects***

*3.3.1.1. Experimental purpose*

Pedagogical experiment to verify the correctness of the scientific hypothesis of the topic through teaching practice, and at the same time evaluate the feasibility and effectiveness of the proposed measures on the use of electric keyboards. teacher's death in teaching Music for secondary school pupils.

**3.3.1.2. Pedagogical experimental task**

Selecting suitable teachers, pupils and locations to organize teaching in order to achieve the goal of improving the use of electronic keyboards of secondary school teachers helps them realize the great role and meaning of music contributes to the comprehensive education of Vietnamese.

*3.3.1.3. Experimental object*

Experimental object: The researcher selected to conduct the pedagogical experiment was a teacher in two grades 6A; Grade 6B Quyet Thang Secondary School, Son Duong District, Tuyen Quang Province.

The experimental class was class 6A (40 pupils) and the control class is class 6B (40 pupils). The experimentally selected content is the theme 5 "Spring" in the Kite Book Series.

***3.3.2. Content, time and evaluation of experimental results***

*3.3.2.1. Select teaching content and develop an experimental plan*

First, choose experimental teaching content

Second, develop an experimental plan

*3.3.2.2. Experimental time and location*

a. Experimental time:

The duration of the teaching of the above contents was 3 hours. From September 10, 2021 to May 15, 2022. However, the experimental time was evaluated as the whole process of teaching music.

b. Experimental site:

The experimental process was conducted at Quyet Thang Secondary School, Son Duong District, Tuyen Quang Province.

*3.3.2.3. Criteria for evaluating experimental results*

Basis for selection of evaluation criteria. Based on the school's 6th grade music lesson plan. Based on the psychophysiological characteristics of the students' age and singing ability, music perception ability, etc. of the pupils.

Firstly, the evaluation criteria must be able to assess all aspects of the content and be suitable for the research object.

Second, the selection of evaluation criteria must ensure the reliability and necessary information of the research object.

Third, the evaluation criteria must have quantitative units and specific evaluation criteria, simple implementation form, suitable to the practical conditions of current teaching work.

The basis of the evaluation criteria is the basic scientific basis of the theory of the research process, through which to determine the sequence of the evaluation criteria system for the research object.

***3.3.3. Build a sequence of steps***

Before proceeding to select a system of evaluation criteria for research subjects, I myself have built a sequence of steps as follows:

Step 1: Synthesize survey materials, compare them with the purpose of requesting pupils assessment.

Step 2: Conduct screening of evaluation criteria.

Step 3: Check the informability and reliability of the selected test and evaluation criteria.

***3.3.4. The process of pedagogical experimentation, testing and evaluation of experimental results***

*3.3.4.1. Experimental progress*

Based on the purpose, content, and principles of experimentation, the author conducts experimental implementation on each specific group of subjects as follows:

With the control group, the experiment was conducted in class 6B of Quyet Thang Secondary School. The teaching content of experimental selection is the topic of 5 sets of Kite books. This topic consists of 3 parts.

This group of control classes followed the School's approved Teaching Plan for the 2021-2022 school year, this group did not use innovative measures.

*3.3.4.2. Analyze experimental results, check and evaluate the uniformity of research subjects*

Test the synchronicity of the two experimental and control subjects through the standard of testing and assessment of singing skills, skills of using electronic keyboards in teaching and learning that the topic has built.

*3.3.4.3. Evaluation of the results and pedagogical conclusions after the experiment*

a. Evaluation of experimental results

After teaching music in 2 classes: experimental class and control class, the pedagogical experimental results show that the teaching method using electronic keyboards in music teaching that the thesis proposes is highly effective, feasible, bring positive effects, improve teaching quality in the actual teaching conditions in secondary schools.

b. Some pedagogical conclusions drawn from experiments

The experimental results show the feasibility of using the electronic keyboards in the music teaching method proposed in the thesis not only to improve theoretical knowledge of music, but also to know how to perform well, in practice and practice.

**Conclusion of chapter 3**

Through the actual survey in a number of the Junior high school in the study area, there are still some shortcomings from the physical facilities to the perception of the educational subject, the teacher directly implements the career of general music education, in ethnic minority areas. That is the incomplete awareness of the role of the electronic keyboards by music teachers at the high school level.

We offer measures to overcome the limitations and difficulties in teaching using electronic keyboards by teachers for pupils, namely: (1) Using electronic keyboards in teaching content music; (2) Regulations that music teachers must use electronic keyboards and consider electronic keyboards as the main tool of teaching music.

For institutions that train general music teachers, our proposal is that it is necessary to research and promptly adjust the program and curriculum content to better suit the requirements of educational practice, vernacular music.

**CONCLUSIONS AND RECOMMENDATIONS**

For pupils of all ages, the role of music education is extremely important. In particular, music education makes an essential contribution to aesthetic education and personality improvement. Through the actual survey in a number of secondary schools in the study area, the biggest shortcoming is not the physical facilities but the perception of those who directly teach music and carry out the cause of general education, in ethnic minority areas. This perception is really worrying, showing the lack of understanding of the role and capacity of music teachers in using musical instruments. Electronic keyboard is an essential means of teaching Music. However, it is the teacher's perception that no longer considers it an essential means to be an inadequacy.

Therefore, we have based on the current situation of music teaching in some northern mountain provinces related to the use of electronic keyboards in general music education, and proposed some specific measures such as:

1/ Fully exploiting the use of electronic keyboards in teaching a number of musical content circuits: Singing, Reading Music and Music Theory

2/ There should be compulsory regulations on the use of electronic keyboard instruments when going to class for secondary school music teachers.

In addition, we also propose some specific comments as follows:

1/ It is necessary to ensure the facilities for teaching the subject of Music

We believe that in order to ensure the facilities of the Music classroom, the Ministry of Education and Training should add a "separate and soundproof design" detail to the Music classroom. Regulations on facilities of high schools (Appendix to Circular 13/2020 of the Ministry of Education and Training).

2/ Adjusting the content of the Musical Instrument teaching program (Electronic Keyboards)

Adjust the content of the electronic keyboard training program in the direction that is close to the actual work that needs to be used to use the electronic keyboard in secondary schools.

On the part of music teachers, there is a need for self-study and self-training. Besides, it also needs the attention of the Education sector to arrange refresher courses to improve professional skills for teachers; On the part of educational managers in mountainous areas, it is necessary to be more fully aware of the comprehensive educational goal and the role of the manager in realizing that goal of the cause of general education, especially is about aesthetic education.

Thus, in order to improve the quality of using electronic keyboards in teaching music at secondary schools in three provinces of Bac Kan, Lang Son, Tuyen Quang in particular and music education for high school students in general, there are only pure professional measures that need many synchronous solutions. Improving the effectiveness of the use of electronic keyboards in secondary schools is also improving the effectiveness of traditional music education, aesthetic education, and meeting the goal of comprehensive human development in Vietnam.

**LIST OF DISCLOSED WORKS RELATED TO THE THESIS**

**Scientific articles:**

1. Ngo Thi Viet Anh (2015), "The reality of teaching Music at Quang An Secondary School, Tay Ho District, Hanoi", Journal of *Arts Education, National University of Arts Education* (Special Issue). special/2015), p. 106-107, ISSN 1859-4964.

2. Ngo Thi Viet Anh (2017), "Some measures to improve the quality of teaching electronic keyboards for students of Music Education, National University of Arts and Education" *Journal of Arts Education, National University of Arts Education.* (No. 23/2017), p. 31-34, ISSN 1859-4964.

3. Ngo Thi Viet Anh (2022), “The current situation and proposals to improve the efficiency of using the electronic keyboards in the Northern mountain Junior high schools”. Scientific conference "Improving the quality of graduate training arts and culture major”, *National University of Arts Education*, p. 61-78. ISBN 978-604-369-905-0.

4. Ngo Thi Viet Anh (2022), "Solutions to improve the use of electronic keyboards in teaching for Junior high school" *Journal of Arts and Culture, Ministry of Culture, Sports and Tourism* (No. 506, August 2022), p. 111-113, ISSN 0866 8855.

**\* Scientific research:**

5. Ngo Thi Viet Anh (2016), *Some solutions to improve the quality of training in the electronic keyboards subject for the Bachelor of Music Education*; School-level Scientific Research Project, National University of Arts Education.

6. Ngo Thi Viet Anh (2018), *Compilation of materials on instrumental music for the Bachelor of Music Education*, National University of Arts and Education, Scientific Research Project of National University of Arts Education.