

## Managing Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program

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**Abstract:** The purpose of this study is to explore and identify the contents of music teaching management in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program. This study uses qualitative and quantitative research methods to achieve this purpose. Based on the analysis of theoretical issues, this study conducted a survey of 90 people, including 30 managers, the remaining 60 were professional group leaders, some homeroom teachers who had concurrently taught music and specialized music teachers of 9 primary schools in Binh Thanh district. The survey results show that the management of music teaching activities in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program still has many shortcomings in terms of objectives, content, methods, testing and evaluation, and conditions for teaching activities. Based on the analysis and assessment of the current situation, this study proposes solutions to contribute to improving the quality of music teaching, innovating in the direction of promoting students' positivity and bringing high efficiency in teaching towards promoting the capacity and qualities of primary school students.

**Keywords:** Managing, Music Teaching Activities, Primary Schools, Binh Thanh District, Ho Chi Minh City, General Education Program (2018).

## INTRODUCTION

In today's society, children's education is always a concern of countries. In Vietnam, the goal of education is clearly defined in the Law on Education, passed by the 14th National Assembly (Law No. 43/2019/QH14) on June 14, 2019. The Law took effect from July 1, 2020. Article 2 of the Law on Education clearly states: "The goal of education is to comprehensively develop Vietnamese people with ethics, knowledge, culture, health, aesthetics and profession; with qualities, capacity and civic awareness; with patriotism, national spirit and socialism; promote the potential and creativity of each individual; improve people's knowledge, develop human resources, nurture talents, meet the requirements of the cause of national construction, defense and international integration (National Assembly, 2019). In addition to equipping students with scientific knowledge, music education in general schools is not only about teaching pure music but through music, it also affects the entire world of thoughts and emotions of students, first of all, their aesthetic, moral and intellectual feelings.

Music is an official subject in the primary school program, playing an important role in the comprehensive development of students. Music is not only an entertainment subject but also an educational tool that helps develop many important skills for students at primary school age (Pham, 2020). Thereby, creating opportunities for students to experience and develop musical ability, a manifestation of aesthetic ability (Chinh, 2020). At the same time, through the content and methods of teaching music, students are educated in the qualities of patriotism, humanity, diligence, honesty, responsibility, as well as the abilities of self-control and self-study, communication and cooperation, problem-solving and creativity to

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become citizens with comprehensive personality development, physical and mental harmony. Therefore, music is an indispensable subject in schools, meeting the great spiritual needs of students.

In the past time, the quality of music teaching in primary schools in Binh Thanh District, Ho Chi Minh City in the 2018 General Education Program will be met according to the needs of innovation of the education and training sector in the current situation if measures are applied to improve the management of teaching activities systematically and synchronously. In addition, in all subjects, music is often considered a secondary subject, so there are few documents and specific research works on the management of music teaching activities in primary schools. Moreover, the identification of this music subject project will contribute to the sharing of new knowledge in the field of music teaching, helping to improve the management of educational methods and the management of music education activities in primary schools. The research on the management of music education activities in primary schools is highly applicable. The results of the research can be applied to improve the quality of music teaching in primary schools, helping to improve learning performance and creating favorable conditions for student development.

Music subjects in primary schools make teachers and students closer and more friendly to each other. Make the school culture stand out and the school's position is raised to a new level. So, how can each music lesson be truly effective and attractive to students? As a music teacher, the author is always aware of the importance of innovating teaching methods and has researched, explored, and learned from the experiences of colleagues to build good lessons. Therefore, the author researched and chose the topic "Management of Music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program". Along with the implementation of this topic, the author hopes to gain more knowledge from the theory and practice of educational management science and also hopes to contribute to finding better measures to manage music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program in the context of implementing the current General Education Program innovation.

## LITERATURE REVIEW

Abril, C. R., & Gault, B. M. (2008) in The state of music in the elementary school collected opinions from teachers about the benefits of music in elementary schools, analyzing the challenges and benefits of this. The innovation in teaching methods is clearly shown in the activity of transferring tasks to students to study new lessons from the end of the previous lesson. Students are very excited about the results of their research and study with information about the composer of the song, the content of the song, and the musical symbols to note such as hyphens, slurs, rests, etc. Students also boldly share their feelings about the melody and rhythm of the song and music. It is from these research results that students, when learning to sing, immediately grasp the melody, rhythm, and lyrics very easily, even though the song has some difficult rhythms (single hook notes, dotted lines, double hook notes) or lyrics with slurred accents. In the practice steps, after the teacher organizes students to practice singing along with the accompaniment, directs students to form a continuous chorus and harmonize, the students have a short time to build ideas together to present the song in different forms. However, in just a very short time of 5 to 7 minutes, with their infinite love for music, the students have brought to the class an atmosphere filled with the beautiful sounds of nature with pure, innocent voices, they have tested their ideas together as a group and individually with very lively performances.

Temmerman, N. (2005) in "Children's participation in music This article examines the barriers to quality music education in primary schools", including issues of resources, teacher training, and curriculum. In the same vein, Hallam, S. (2010) in "The role of music education in child development focused on the role of music education in the cognitive", emotional, and social development of children in primary school. Because music appreciation is closely linked to cognitive development, teachers must guide students to pay attention to observation, focus on listening to music, compare sounds to familiarize themselves with the expressive meaning of sounds and memorize the characteristics and properties of musical images. To attract children to class and help them become better acquainted with musical activities, teachers need to invest, research, and be creative in content and teaching methods to lead students to works and lessons gently and confidently. These studies provide us with information on the management and implementation of music teaching in primary schools, thereby helping managers and teachers to further improve the quality of music teaching for students.

Pham Tuyen (1999) in "Music with children" synthesizes musical knowledge and proposes many methods of teaching music to students. Music is a magical and subtle means to convey the call of goodness and humanity. It leads children into the world of goodness, creates empathy and is a means to foster intellectual creativity that no other means can match. Through music education, children develop a love for nature, the Fatherland, and love for people. Music is a means to develop children's aesthetic, moral, intellectual, and physical abilities, creating a premise for the comprehensive development of personality, and consolidating children's knowledge in learning and playing.

Pham Thi Hoang Hien (2011) in "some management measures to improve the quality of music education activities in primary schools in Thanh Hoa city, Thanh Hoa province", Master's thesis, Major: Educational Management, Vinh

University, 2011. Teaching music is a method of educational innovation in the direction of promoting students’ positivity. However, organizing teaching in which method and form to achieve high efficiency is not only theoretical but also requires time and teaching experience along with the constant exploration and self-study of the teacher so that the effectiveness of the subject can be improved and continuously innovated. Bui Van Nghi (2014), “Music education oriented towards learners’ capacity”, Hanoi Pedagogical University Publishing House presented the concepts of music, teaching music theory, which mentioned teaching music in the direction of developing capacity through teaching forms, teaching music through games, teaching music integrated with other subjects such as science, history, traffic safety, developing digital citizenship skills.

Thus, there have been several research works and documents on managing music teaching activities. There have been a few authors who have researched and proposed measures to manage and improve the quality of music teaching. However, there are still too few studies on the management of music teaching activities at primary schools according to the 2018 General Education Program. Especially the research on the management of music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program. However, these research works all have a very important meaning and role in helping the author carry out the research project, which is extremely important not only in terms of theoretical basis but also in terms of practical significance. These documents will provide necessary and in-depth information on different aspects of music management and teaching at the primary level in Vietnam. Music in general and management of music teaching activities, in particular, is an important task that affirms the role of management in improving the quality of teaching and learning at all levels.

## RESEARCH METHODS

**Survey Form:** Survey form for principals, teachers, and professional group leaders.

**Survey Objective:**

To clarify the current status of music teaching management at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program.

**Survey Content:**

The survey content includes the level of implementation of music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program, and the assessment of managers and teachers on the level of implementation of music teaching activities. The level of implementation of forms of music education activities and other related contents.

**Survey Tools:**

- i. The author used a paper questionnaire survey tool to collect survey data to assess the current status of Music teaching activities in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program. The topic used a questionnaire survey method and the survey tool was questionnaires;
- ii. The author conducted a survey to learn about 90 people, including 30 managers, the rest were professional team leaders, some homeroom teachers who had concurrently taught music and specialized music teachers of 9 primary schools in Binh Thanh district.

**How to Conduct the Research Method:**

To collect survey data to assess the current status of Music teaching activities in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program, the topic used a questionnaire survey method and the survey tool was questionnaires.

**How to Process Survey Data:**

Apply statistical data processing methods; Process data using percentage calculation and ranking methods; Conventional scoring for questionnaires: Each table has options and is conventionally assigned different scores.

**Measuring Scale Convention:**

The author uses a 4-level Likert scale. Each question is measured with 4 levels increasing from 1 point to 4 points, with the convention of the assessment score ranges in the scale convention table 1 below.

**Table 1: Conventions for processing survey information**

Medium score	$1.00 \leq \bar{X} \leq 1.80$	$1.81 \leq \bar{X} \leq 2.60$	$2.61 \leq \bar{X} \leq 3.40$	$3.41 \leq \bar{X} \leq 4.20$	$4.21 \leq \bar{X} \leq 5.0$
Conventional points	1	2	3	4	5
Critical level	Not important	Less important	Rather important	Important	Very important
Level of implementation	Not done	Little done	Sometimes	Often	Very often

Result	Less (Poor)	Weak	Medium	Rather	Good
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$$\bar{X} = \frac{\sum_{i=1}^k X_i K_i}{n}$$

Processing survey data: Use the formula to calculate the average score:  $\bar{X}$ : Medium score. Xi: Score at level i. Ki: Number of participants rated at Xi level. n: Number of people participating in the assessment

## RESEARCH RESULTS AND DISCUSSION

### Current Status of Planning Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program

To survey the content of planning music teaching activities at primary schools in Binh Thanh district, the author summarized the following data table:

**Table 2: Current status of planning music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City**

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	Plan for training and capacity building to organize music education activities according to the 2018 General Education Program	1,3	10,0	33,5	55,2	3,43	1
2	Plan for organizing music education activities according to the 2018 General Education Program	2,2	34,3	42,6	20,9	2,82	4
3	Plan for testing and evaluating music education activities according to the 2018 General Education Program	1,3	16,1	50,0	32,6	3,14	2
4	Plan for coordinating with school forces to implement the 2018 General Education Program	2,1	33,3	41,9	19,9	2,80	5
5	Plan for professional development for music teachers teaching according to the 2018 General Education Program	2,6	20,9	41,3	35,2	3,09	3

Data from Table 2 shows that all contents of planning music teaching activities are carried out quite regularly (XTB focuses from 2.80 to 3.43). The results show that in general, primary schools have paid attention to planning music teaching activities and have achieved certain results. In particular, the content: “Plan to foster and improve the capacity to organize music education activities according to the 2018 General Education Program” is implemented most frequently (XTB = 3.43). In terms of implementation efficiency, the content: “Plan to inspect and evaluate music education activities according to the 2018 General Education Program” also achieved high results (XTB = 3.14). This is the content of the planning work directly related to the assessment and evaluation of music subjects in primary schools, so the effectiveness of their implementation will positively impact the quality of this activity.

However, the content of “Professional Training Plan for music teachers teaching according to the 2018 General Education Program” (XTB = 3.09) and the content of “Plan to Coordinate with school forces to Implement the 2018 General Education Program” are assessed as rarely implemented; the plan to coordinate with school forces to implement the 2018 General Education Program” is at the lowest level of effectiveness (XTB = 2.80 and 2.82). This shows that there is a need for measures to plan future teaching activities that need to be addressed to improve the effectiveness and quality of music education activities according to the 2018 General Education Program.

### The Current Situation of Organizing Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program

Organizing music education activities is the step of realizing the established plan, putting the music teaching activity plan into practice during the school year. When organizing music education activities, the principal needs to identify the main force to implement, which is the team of specialized music teachers who are properly trained in the major and need to have careful discussions with music teachers so that they are the main force to replace the manager in implementing the education plan. Whether music teaching activities are effective or not depends a lot on the team of teachers. When starting to implement the school year plan, the teaching implementation plan will also be deployed. The principal and the school’s Board of Directors will assign expertise, create a timetable, and arrange facilities to ensure that the subject is effective. During the implementation of the music education plan according to the 2018 Education Program, the principal always supervises and urges to grasp the situation and teaching quality of the subject. Avoid cases where teachers do not teach the right lesson or do not convey the right song message to educate students’ awareness, emotions and behaviors. Sometimes, teachers only see singing activities as pure entertainment without including meaningful personality education lessons.

To survey the content of organizing music education activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program, the author summarized the following data table 3.

**Table 3: Current status of organizing music education activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program**

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	Implementing the music education plan in primary schools according to the 2018 General Education Program	4,2	15,2	57,0	23,6	3,00	4
2	Bringing music education science into practice in the school year	11,5	46,1	29,7	12,7	2,44	6
3	Identify the main force to organize music education activities as a team of specialized music teachers	2,4	21,2	51,5	24,8	2,99	5
4	The Board of Directors assigns expertise, schedules, and arranges facilities to ensure that the subject is effective	1,2	21,2	47,3	30,3	3,07	1
5	The Board of Directors monitors and urges to grasp the quality of music teaching.	1,8	23,6	42,4	32,1	3,05	2
6	Teach the correct lesson content and convey the correct message of the song to educate students' awareness, emotions, and behaviors	1,8	24,2	48,5	25,5	2,98	7
7	Teachers should not consider singing activities as mere entertainment but should include meaningful personality education content	1,2	18,8	53,3	26,7	3,04	3

The data in Table 3 shows that the content "The Board of Directors assigns expertise, makes timetables, and arranges facilities to ensure that the subject takes place effectively" has the highest result (XTB = 3.07). Next is the content "The Board of Directors monitors and urges to grasp the quality of music teaching; teachers should not consider singing activities as mere entertainment but need to include meaningful personality education lessons;" (XTB = 3.05). The contents: "Implementing the music education plan in primary schools according to the 2018 General Education Program; Bringing music education science into practice during the school year; Identifying the main force to organize music education activities as a team of specialized music teachers; Implementing the right lesson content and conveying the right message of the song to educate students' awareness, feelings, and behaviors" with XTB from 2.44 to 3.00 shows that the current situation of organizing music education activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program is taking place quite evenly and is organized according to the content of the Program.

#### **The Current Situation of Directing Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program**

To survey the content of directing music education activities at primary schools in Binh Thanh district, Ho Chi Minh City, the author summarized through the following data table:

**Table 4: Directing music education activities at primary schools in Binh Thanh district according to the 2018 General Education Program**

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	Assign and arrange teachers with sufficient knowledge, qualifications and levels to teach music according to the 2018 General Education Program	0,6	7,9	57,6	33,9	3,25	3
2	Organize training for teachers to improve their capacity and knowledge to undertake music education according to the 2018 General Education Program	0,6	9,7	52,1	37,6	3,27	2
3	Direct the content, methods and forms of teaching music according to the 2018 General Education Program	13,9	43,0	36,4	6,7	2,36	6
4	Encourage teachers to self-study, self-research and improve their music knowledge to undertake music teaching according to the 2018 General Education Program	0,6	14,5	30,3	54,5	3,39	1
5	Coordinate with organizations, individuals and departments in the school to organize teaching activities and foster musical talents for students according to the 2018 General Education Program	1,8	12,1	58,8	27,3	3,12	5

6	Adhere closely to the general orientation on viewpoints, goals, requirements to be achieved, teaching materials plans and orientations on educational content and methods	1,2	12,7	57,6	28,5	3,13	4
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From the survey results in Table 4, the content “encourages teachers to self-study, self-research and develop music knowledge to undertake the task of teaching music according to the 2018 General Education Program” (XTB = 3.39). However, the content “Organizing training for teachers to improve their capacity and knowledge to undertake the task of teaching music according to the 2018 General Education Program” is rated at a low level (XTB = 3.27). Contents such as: “Assigning and arranging teachers with sufficient qualifications and degrees to teach music according to the 2018 General Education Program; directing the content, methods and forms of teaching music according to the 2018 General Education Program; coordinating with organizations, individuals and departments in the school to organize teaching activities and fostering musical talents for students according to the 2018 General Education Program; Sticking to the general orientation on viewpoints, goals, requirements to be achieved, teaching plan and orientations on educational content and teaching methods” with XTB from 2.36 to 3.27 shows that the contents in directing music education activities according to the 2018 General Education Program need to be carried out synchronously to achieve the best guidance effect.

With the current situation of directing music education activities in primary schools in Binh Thanh district according to the 2018 General Education Program as surveyed above, it is necessary to have measures to manage music teaching activities in primary schools in Binh Thanh district that need to be promoted, more specifically and more regularly. Managing music teaching activities of teachers according to the 2018 General Education Program is very necessary to improve the quality of music teaching in primary schools in the current period. Furthermore, the management of music education of teachers also needs to be paid attention to and implemented regularly with practical and feasible measures. In addition, organizations and unions in primary schools need to implement and launch emulation movements to study well, with attention to implementation with good results.

Based on the Law on Education, Primary School Charter, music teaching plan according to the 2018 General Education Program, the school has effectively implemented the following management contents in managing teaching and learning activities: Building a school year plan, perfecting the organization of the school’s operating apparatus, directing the implementation of goals and teaching programs. Directing activities to improve pedagogical capacity for teachers, directing the implementation of the combination between subject teachers and homeroom teachers, mass organizations, and parents’ associations to contribute to coordinating and guiding activities to improve pedagogical capacity for teachers, directing the implementation of the combination between subject teachers, homeroom teachers, mass organizations, and parents’ associations to contribute to coordinating and guiding music teaching activities according to the 2018 General Education Program. Directing activities to inspect and evaluate music teaching results and the plan to implement tasks for the school year.

**PROPOSE SOLUTIONS**

***Firstly, Focus on Developing a Plan for Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program***

Develop a plan for music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program. Managers have an accurate basis to effectively manage teachers’ educational activities according to the program content, progress, and educational plans for each year, each period, each month, each week, and each day. Implement the correct purpose of teaching the subject, ensure and maintain discipline in teaching and learning in the school.

Manage the planning of the school year from the school level, the subject group level to the teacher. Use support tools to monitor tables, books, teaching reports, study test schedules, etc. Regularly checking and evaluating the implementation of teaching plans from the group level to the teacher, requires educational managers to improve their capacity and understanding of the subject to easily manage and plan music education, better music education activities, ensuring the synchronous implementation of teaching and learning quality of all subjects at all levels. Managers and teachers need to have a high sense of self-awareness in implementing the plan and educational functions of the subject. Be aware of building a developing school, thereby ensuring resources for implementing the purpose of the teaching plan.

***Second, Strengthen the Organization of Knowledge Training Activities for the Team of Music Teachers, Improve Professional Capacity and Innovate Teaching Methods for Music Teachers at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program***

Organize knowledge and professional training for music teachers, and improve professional capacity. Innovation in teaching methods for music teachers at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program is an urgent requirement. Therefore, organizing knowledge improvement, capacity training

instilling in the team of music teachers additional professional capacity and innovating teaching methods for music teachers at primary schools is necessary and needs to be implemented immediately.

The principal thoroughly instills in music teachers a firm grasp of the content and teaching methods of music. Implementing innovation in educational methods in a positive direction for learners, maintaining teaching discipline, and implementing music education content correctly to meet the requirements and quality of music education according to the 2018 General Education Program.

Annually review and check the professional knowledge level of the teaching staff to have a plan for professional and technical training for the teaching staff in general and the music teaching staff in particular. Directing the organization of topics during class hours, practice shows that this is the most effective and practical way for teachers to self-train. Requiring and encouraging subject group staff and teachers to register for training plans and self-training in professional knowledge for themselves. Make plans to train professional knowledge for subject groups and teachers at the beginning of the summer vacation so that they can be proactive in training and self-training. The principal strictly regulates the progress of implementing the training plan and self-training in professional knowledge.

Seriously handle teachers who do not implement the content of the curriculum correctly, and teaching methods that are not suitable for the teaching subjects. Innovation in the implementation of teaching methods is a key issue of the current educational innovation policy in Vietnam. Innovation in teaching methods will fundamentally change the way of thinking and working with students. Changing teaching methods will affect all elements of the education and training process. Therefore, it is necessary to thoroughly organize managers and teachers about the requirements for innovation in teaching methods. Create conditions for teachers to participate in training courses on innovation in educational methods. Currently, issues in innovation in teaching methods of music, in addition to the common methods commonly used, teaching music must pay attention to the specific characteristics of sound art and apply the following issues: (i) Integrating pedagogy in teaching music; (ii) Enhancing visualization in teaching music; (iii) Develop each student's musical perception through music subjects.

### ***Third, Strengthen the Direction of Music Teaching Activities at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program***

To direct music teaching activities at primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program; principals need to pay attention to the preparation of lessons and professional records of teachers, manage teachers' teaching activities, and manage the assessment of students' learning outcomes. Manage teachers' implementation of the teaching program according to the plan and goals of music education in primary schools. Managing the implementation of the music teaching program by teachers means managing the correct and complete teaching of the prescribed program.

Manage the planning of music teaching, this is the main plan of teachers and needs to be discussed in the professional group, ensuring the prescribed time for the program. Manage lesson preparation, lesson plans, and conditions for a music class hour. Develop a detailed and scientific timetable for easy management and monitoring of the progress of the music program as well as managing teachers' class hours.

Managers must have a plan for observing and visiting classes periodically. After each observation or visit, they must organize feedback and experience sharing, help teachers overcome their limitations and promote their positive aspects, creating joy and love for learning music for students. However, the innovation of educational methods also depends on actual conditions and each teacher's creativity. In addition, in the teaching process, it is necessary to discover and nurture students with musical talent to nurture, encourage and develop their talents.

### ***Fourth, Innovate the Inspection and Evaluation of Music Teaching Results at Primary Schools in Binh Thanh District, Ho Chi Minh City According to the 2018 General Education Program***

This measure aims to help improve the quality of music teaching at primary schools in Binh Thanh District, helping the Board of Directors at primary schools in Binh Thanh District grasp the implementation of tasks, correctly assess the capacity and qualities of students, the results achieved and not achieved in terms of the goals and content of music education activities. Thereby, promptly adjust and supplement the primary music education program and plan effectively and achieve the goals and content of music teaching activities according to the 2018 General Education Program.

To strengthen the inspection and evaluation of music teaching results at primary schools in Binh Thanh District, Ho Chi Minh City according to the 2018 General Education Program; The principal needs to plan and announce the inspection plan, determine the inspection objectives. Innovate the method of professional inspection, coordinate the inspection with consulting and encouragement to promote professional development. The inspection of class time, inspection of professional records, and inspection of teachers' teaching results must be closely coordinated. To achieve

high efficiency in inspection and evaluation, it is necessary to conduct regular inspections, before, during and after teachers carry out teaching activities.

Inspection and evaluation of music teaching results in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program, specifically: (i) Correctly evaluate the educational results of music teachers, while improving the quality of music education in schools. (ii) Carry out testing and assessment activities with various forms of testing such as solo singing, trio singing, or group singing, and pay special attention to assessing students' awareness when participating in music learning activities. How to implement learning content and student attitudes through each lesson. (iii) Innovate the grading, correction, and assessment of student quality: Assess learning outcomes with scores on actual tests and based on student's learning methods and learning spirit in lessons. (iv) Test managers must be good at their expertise, good at testing, and have prestige in testing. (v) Cooperation and support from music teachers for test officers.

## CONCLUSION

From theoretical research, investigation and assessment of the current situation, the author proposes measures to manage and improve the quality of music education activities in primary schools in Binh Thanh District, Ho Chi Minh City according to the 2018 General Education Program. The topic has been deeply surveyed honestly, analyzed, evaluated adequately, scientifically, and objectively and presented a panoramic picture of the current situation of music education activities in primary schools in Binh Thanh District, Ho Chi Minh City according to the 2018 General Education Program. The results of the current situation study show that the management of music education activities in primary schools in Binh Thanh District has achieved certain advantages in planning, assigning music teachers with the right professional capacity, etc. However, there are still many limitations in the awareness of managers and teachers who are incorrect in performing management functions, especially in organizing professional training for teachers in music teaching activities; equipping facilities, and teaching equipment; and using motivational measures. With the results of theoretical research and practical research presented above, the author has completed the research task and the scientific hypothesis has been proven, the research results are consistent with the scientific hypothesis so that measures to improve the effectiveness of music education management in primary schools in Binh Thanh district, Ho Chi Minh City according to the 2018 General Education Program can play a role and be effective in education.

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