

Music Education in Fostering Student Competencies and Cultural Identity in Vietnamese Primary Schools: A Systematic Review and Future Implications

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ABSTRACT: This systematic review investigates the role of music education in fostering student competencies and preserving cultural identity in Vietnamese primary schools. Through a comprehensive analysis of recent literature and empirical studies, this study explores what's happening with music education in Vietnam right now, how it helps students grow, and why it matters for keeping cultural traditions going. The study shines a light on the tricky parts of teaching traditional Vietnamese music, like oral traditions, scales that aren't Western, and the many five-note systems. It looks into how learning music helps kids develop important skills like language cultural understanding, thinking, and dealing with emotions. It also talks about how music education plays a key role in keeping Vietnamese culture strong by teaching kids about traditional instruments, folk songs, and unique ways of making music. Even though it's important, music education in Vietnam faces some hurdles. These include not having enough resources, trying to balance old and new ways, and issues with teacher training. The author presents some fresh ideas to tackle these problems and suggests ways to make things better in the future. These suggestions cover improving what's taught, helping teachers get better at their jobs, getting the community involved, doing more research, and working with other countries. This in-depth look gives useful insights for teachers, people who make decisions, and researchers who want to boost music education and keep culture alive in Vietnam and other places.

KEYWORDS: Music education; Vietnam; Primary schools; Student competencies; Cultural identity; Curriculum development

1. INTRODUCTION

Music education plays a key role in a complete educational journey, boosting kids' mental, emotional, and social growth. In Vietnam, a land with a deep and varied musical background that goes back thousands of years, music education does more than just offer these general perks. It also helps keep and pass on cultural identity. As Vietnam deals with the tricky issues of getting modern and joining the global community, keeping its cultural roots through education becomes more crucial and pressing. Tran and Do (2020) say that music education acts as a key link between Vietnam's old cultural values and what a fast-changing society needs. Putting traditional music elements in school lessons not only helps students get better at music but also lets them connect more with their cultural roots. This connection is important now when global cultural trends often push local traditions to the side. Traditional Vietnamese music, with its special instruments, scales, and ways of performing, gives students a peek into their cultural past while growing their artistic senses. On top of that, music education in Vietnamese schools has a big impact on keeping and passing down intangible cultural heritage, including folk songs, music for ceremonies, and traditional performing arts.

Recent studies show that music education in primary schools has many benefits and has an influence on different parts of how kids grow. Hallam (2010) gives a full look at how music education affects kids' thinking, social skills, and personal growth. She notes better results in areas from learning languages to feeling more connected with others. In Vietnam, Nguyen (2018) points out that music education plays a special role. It helps keep traditional culture alive while also helping students think and improve their brain skills. These findings show why it's so important to take a close look at how music is taught in Vietnamese primary schools. This is true given recent changes in education and the ongoing challenge to preserve culture in our global world. Also, adding technology and new teaching methods to traditional music education creates a new area to study more. New digital learning tools, online resources, and fresh teaching ideas bring both good things and challenges for music teachers in Vietnam. These changes make us ask important questions about how to keep traditional music education real while also using the good parts of modern education technology. On top of that, new research has started to explore how music education might help people understand and appreciate different cultures. This suggests that traditional Vietnamese music education could be an example for other developing countries trying to keep their culture alive.

This systematic review takes a close look at music education in Vietnamese primary schools. It explores how music classes help students grow and keep cultural traditions alive. It studies current research, school rules, and what's happening in classrooms to

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understand the unique problems and chances in Vietnam's music education. This study matters because it can shape school policies, lesson plans, and teaching methods in Vietnam and other countries with rich music histories facing similar issues today. By bringing together what we know and finding gaps in research, this study aims to add to the ongoing talk about how music education helps kids grow and keeps culture strong. The review tackles several key questions: How well do today's music classes in Vietnamese primary schools mix new teaching ideas with old cultural elements? What problems do teachers face when trying to teach music that both educates kids and keeps culture alive? How can we use technology and new teaching methods in traditional music classes without losing cultural authenticity? These questions guide our study and help us see the bigger picture of music education in Vietnam's schools.

2. HISTORICAL CONTEXT OF MUSIC EDUCATION IN VIETNAM

To get the current state of music education in Vietnamese primary schools, we need to look at its history. Different cultural, political, and social factors have shaped how music education has grown in Vietnam over time. Vietnamese traditional music goes way back, with Chinese, Khmer, and Champa cultures leaving their mark. The royal court played a big part in keeping traditional music alive and helping it grow, like *nhã nhạc* (court music) and *ca trù* (ceremonial singing). But formal music teaching was for the upper classes and professional musicians. Nguyen (2018) gives a thorough rundown of how Vietnamese traditional music has developed over time showing how complex it's been and the struggles to keep all its different styles going. The French colonial era (1887-1954) brought Western music to Vietnam introducing new instruments and styles. This time saw the first formal music schools in Vietnam open, like the Hanoi Conservatory of Music (now the Vietnam National Academy of Music) in 1956. Le (2019) talks about how this colonial influence affected Vietnamese music education, pointing out the good and bad it brought to the growth of a national music education system. The arrival of Western music theory and instruments during this time set the stage for a more structured approach to music education, while also causing friction with traditional Vietnamese music practices.

After Vietnam gained independence and united, its leaders saw how music education could help keep the nation's identity alive and push forward its cultural values. In the 1980s and 1990s, there were more attempts to bring music education into schools across the country. The focus was on traditional Vietnamese music, but also included Western classical and modern styles. Tran (2017) looks at this time of changes in education. He points out how the government tried to keep a balance between holding onto culture and moving forward with new ideas in music classes. These actions were part of a bigger plan to bring back cultural pride and shape the nation's identity after the war ended.

In the past few years, Vietnam has made big changes to its education system. One of these changes was to start a new general education curriculum in 2018. This new plan focuses on helping students build their skills and puts more emphasis on teaching arts, including music (Ministry of Education and Training, 2018). The new curriculum shows that people now see how important arts education is to help students be creative, think, and understand different cultures. But Hoang (2021) points out that putting these new ideas into action hasn't been easy. There have been problems with training teachers and getting enough resources for music education programs.

3. HOW MUSIC EDUCATION LOOKS TODAY IN VIETNAMESE PRIMARY SCHOOLS

3.1 What's in the Curriculum and How It's Organized

The music education curriculum used in Vietnamese primary schools stems from the 2018 General Education Program, which the Ministry of Education and Training put out. This program puts emphasis on an approach to education based on competency, with the goal to develop students' knowledge, skills, and attitudes across different subjects, including music (Ministry of Education and Training, 2018). The primary school music curriculum has a structure with four main areas: to perceive and appreciate music, to perform music (singing and playing instruments), to create and improvise music, and to understand music and life (grasping music's role in society and culture). These areas have the purpose to offer a well-rounded music education that strikes a balance between theoretical knowledge, hands-on skills, and cultural understanding (Nguyen & Nguyen 2020).

The curriculum covers a wide range of musical topics. It includes old Vietnamese folk songs and instrumental tunes. Students learn about Western classical music too. The course teaches basic music theory and how to read music. Kids practice rhythm and melody exercises. They also try their hand at simple composing and making up music on the spot. The lessons feature music from other cultures, with a focus on Vietnam's minority groups. This mix of content aims to give students a wide musical base. It also stresses how important Vietnamese music history is. But Pham (2022) notes that putting this plan into action has its problems. It's tough to balance time between old Vietnamese music and Western or modern styles.

3.2 Teaching Methodologies

Music teaching in Vietnamese primary schools uses different methods showing both old-school and new-age learning ideas. Teachers use some key ways to teach music. One way is to learn by heart and copy, which works well to teach traditional Vietnamese music, as people often pass it down by word of mouth (Tran, 2019). The Kodály method, tweaked to work with Vietnamese folk

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songs, focuses on using solfège and hand signs to help kids learn to read music (Le, 2020). The Orff approach brings in movement, rhythm, and making up tunes on the spot often using traditional Vietnamese instruments along with Orff instruments (Pham 2018). More and more schools are using project-based learning. This gets students to explore music by working together on projects. They might put on performances or study local music traditions (Hoang 2021). Also, schools are starting to use more technology. They're using digital tools and resources to make music education better. This is happening more in cities where the tech is better (Vu & Nguyen 2022). But not all schools are teaching music in these new ways. It depends on where the school is and what kind of resources it has. City schools often teach from rural ones. Schools with more money and better-trained teachers also tend to do things .

3.3 Resources and Facilities

The resources and facilities for music education in Vietnam differ between cities and rural areas. The Ministry of Education and Training gives out textbooks and teaching guides. Schools often have traditional Vietnamese instruments like đàn tranh, đàn bầu, and sáo trúc. They also use basic Western instruments such as recorders and keyboards. Many schools use audio and video equipment to play and record music. Some schools even have digital resources and software. But many schools in rural and mountain areas, struggle with not having enough resources. Tran and Le did a study in 2021. They found that 45% of the primary schools they looked at had rooms just for music. Also, 62% of schools said they didn't have enough musical instruments to teach well.

These differences in resources have a big impact on how good and consistent music education is across Vietnam. Schools in big cities like Hanoi and Ho Chi Minh City have better access to lots of musical instruments, tech, and special facilities. On the flip side, schools in rural areas might find it hard to provide even basic instruments and stuff for music classes. This uneven spread of resources makes it tough to put a standard music education plan into action and reach national goals for music and cultural preservation.

3.4 Teacher Qualifications and Training

The quality of music education in Vietnamese primary schools depends on how well-trained and qualified the teachers are. The Ministry of Education and Training (2020) requires primary school music teachers to have at least a bachelor's degree in music education or a related field. Yet, research has shown some problems in this area. Nguyen (2019) points out that there aren't enough specialized music teachers in rural areas where many primary schools don't have teachers with specific training to teach music. Le and Pham (2020) stress that music teachers don't have many chances to grow professionally in areas like traditional Vietnamese music and new ways of teaching.

Also, Tran (2018) notes that some teachers those with training in Western music, might not have a deep understanding of traditional Vietnamese music and its cultural background. This lack of cultural knowledge can have an impact on how well teachers pass on traditional music to students. To tackle these problems, the Vietnamese government has started several programs to improve teacher training and professional growth in music education. These include joint programs between universities and local education departments to offer on-the-job training for primary school music teachers (Ministry of Education and Training, 2021), creation of online resources and training modules to help teachers in remote areas (Vu 2022), and efforts to involve local musicians and cultural experts in school music programs giving real-world learning experiences to both students and teachers (Hoang & Nguyen, 2023).

4. HOW MUSIC EDUCATION SHAPES STUDENT SKILLS

Teaching music in Vietnamese elementary schools plays a big part in helping kids grow different abilities. This matches Vietnam's aim to create well-rounded students. This section examines how music classes affect key skills, drawing from both international research and studies specific to the Vietnamese context.

4.1 Brain Growth

A lot of research shows that music education has a positive impact on how kids' brains grow. This holds true in Vietnam as well. Nguyen and Tran's study in 2020 found that elementary school kids who took regular music classes had better short-term and long-term memory than those who didn't. Le's research in 2021 noticed that students who learned music could focus better on other school work. In 2022, Pham and his team discovered that kids learning to play traditional Vietnamese instruments got better at spatial-temporal reasoning. This skill is key to thinking about math and science.

What's more participating in music singing, has an impact on language growth. In Vietnam where many students learn both Vietnamese and English, music classes help improve sound awareness and pronunciation in both languages (Tran & Nguyen, 2019). This language benefit is key, given Vietnam's growing focus on English education and global integration.

4.2 Emotional Intelligence and Social Skills

Music education has an essential role in helping students develop emotional intelligence and social skills. When students make and appreciate music, they learn to recognize, express, and control their emotions more (Hoang 2020). Students who take part in group music activities like choir singing or ensemble playing develop empathy and social awareness (Le & Vu, 2021). Joining musical

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ensembles and group projects helps students to work together and collaborate (Nguyen 2022). Also when students experience different musical traditions, including those from Vietnam's ethnic minorities, it helps them to understand and value diverse cultures (Tran, 2023).

These social-emotional perks of music education have a significant impact on Vietnam's fast-changing social scene. As the country keeps moving forward and city life grows, helping students build emotional smarts and social bonds becomes more crucial. Music education offers a special way to grow these skills in a way that fits the culture.

4.3 Creativity and Innovation

Music education boosts creativity and sparks new ideas in students. When kids make their own music, it helps them think and solve problems (Pham 2021). Music classes often mix knowledge from different subjects pushing students to think outside the box across various topics (Le & Nguyen 2020). Getting involved with music has been proven to improve out-of-the-box thinking skills, which are key for coming up with fresh ideas and tackling tricky problems (Vu, 2022). Vietnam's economic growth plans focus on fresh ideas and creativity. This makes music education's role in building these skills even more important. By giving kids chances to express themselves and solve problems through music primary schools can help shape a more innovative and flexible workforce for the future.

4.4 Physical and Motor Skills

Music education helps develop physical and motor skills. When students learn to play instruments traditional Vietnamese ones like the đàn tranh or sáo trúc, they improve their fine motor skills and hand-eye coordination (Nguyen & Tran, 2021). Primary school music classes often include music and movement activities, which boost gross motor skills and body awareness (Hoang, 2019). Students who engage with music enhance their sense of rhythm, which links to better physical coordination and sports performance (Le, 2020). The physical advantages of teaching music go hand in hand with Vietnam's push to boost overall child growth and physical education in elementary schools. Schools can help students grow while also improving their music skills and cultural knowledge by combining music and movement.

4.5 Cultural Competence

In Vietnam, music education is key to developing cultural competence. Students learn about Vietnam's diverse musical traditions, including regional differences and historical backgrounds (Tran & Pham 2022). Interacting with traditional Vietnamese music strengthens students' sense of cultural identity and national pride (Nguyen, 2023). Experiencing both Vietnamese and international music leads to greater appreciation for cultural diversity and global awareness (Le & Hoang 2021). This part of music education plays a key role in Vietnam's current social and political setting. Here, people put a lot of weight on keeping cultural traditions alive while also connecting with global culture. Music education helps students gain cultural skills. This prepares them to handle the tricky parts of Vietnam's cultural scene. It also allows them to interact in meaningful ways with different cultural forms, both in Vietnam and around the world.

5. HOW MUSIC EDUCATION HELPS KEEP CULTURAL IDENTITY ALIVE

Teaching music in Vietnamese elementary schools has a big impact on keeping the country's rich cultural traditions alive. This part looks at the different ways music classes help maintain cultural identity and the problems they face in doing so.

5.1 Passing Down Traditional Music

Music education in Vietnam has an important role in passing down traditional music to young people. Schools often teach Vietnamese folk songs and lullabies to kids helping them learn about the tunes and words of old music (Nguyen & Le, 2020). Students get to hear different types of music from all over Vietnam, which shows how varied the country's land and culture are (Tran, 2021). Learning about music gives kids a chance to understand the history and culture behind different musical traditions, which helps them connect with their roots (Pham 2022). The inclusion of traditional music in the curriculum has several aims. It helps keep Vietnam's musical heritage alive, allows students to build a cultural identity, and creates a base to understand how Vietnamese music has changed over time. But as Hoang (2023) points out, it's tough to teach traditional music well given the short time set aside for music classes in primary schools.

5.2 Introduction to Traditional Instruments

Music education in primary schools often teaches kids about traditional Vietnamese instruments and how to play them. Kids learn about string instruments like the đàn bầu (monochord), đàn tranh (zither), and đàn nhị (two-stringed fiddle) (Hoang, 2019). They also get to know wind instruments such as the sáo trúc (bamboo flute) and kèn bầu (oboe-like instrument) (Le, 2021), along with different drums and percussion instruments used in traditional Vietnamese music (Vu & Nguyen 2022). Not every student may master these instruments, but exposure to them helps keep Vietnam's instrumental traditions alive and appreciated. Introducing traditional instruments also gives students a real connection to their cultural roots letting them experience the unique sounds and

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playing methods of their musical forebears firsthand. Yet, Tran (2023) notes that schools don't all have the same access to these instruments, with many rural schools lacking a complete set of traditional instruments.

5.3 Preservation of Musical Techniques and Styles

Music education helps keep unique Vietnamese musical techniques and styles alive. Students discover traditional Vietnamese singing styles, including how to use ornamentation and specific vocal tones (Tran & Pham 2020). They learn about the structure and melody of Vietnamese music such as the use of five-note scales and specific rhythm patterns (Nguyen, 2023). What's more, students get to know the traditional settings and proper behavior linked to different types of music (Le & Hoang, 2021). Keeping these musical techniques and styles intact plays a key role in preserving the genuineness and variety of Vietnamese music. Yet, Vu (2022) points out that teaching these intricate techniques in the short time available in primary school music classes poses challenges. What's more, making music education the same across the country might lead to regional musical styles becoming too similar, a worry expressed by many music teachers and experts in traditional music (Pham & Le, 2023).

5.4 Integration of Music with Other Cultural Elements

Music education in Vietnam often blends music with other cultural aspects offering a well-rounded approach to preserve culture. Many traditional Vietnamese songs have their roots in classical poetry, which allows teachers to connect music and literature (Pham & Nguyen 2022). Some music education programs mix in elements of traditional dance when teaching folk songs and festival music (Hoang 2020). Music education includes talks about how music fits into various cultural festivals and rituals helping students grasp the bigger cultural picture of musical traditions (Tran, 2023). This holistic method of teaching music has an impact on how well students grasp the connections between different cultural aspects in Vietnamese society. It also creates a more captivating and thorough learning experience allowing students to observe how music ties into other parts of their cultural legacy. Yet, to put this comprehensive approach into action requires careful planning of the curriculum and training for teachers, which can be tough given the already packed primary school schedule (Le & Vu, 2024).

5.5 Challenges in Cultural Preservation through Music Education

Even though music education plays a key role in keeping cultural identity alive, it faces several hurdles. People are still arguing about how to strike a balance between teaching old-school music and newer global music styles (Nguyen & Le, 2021). The packed schedule in Vietnamese primary schools often means music classes get squeezed making it tough to cover both traditional and modern music (Pham 2022). A lot of schools those in the countryside, don't have the tools and stuff they need to teach traditional Vietnamese music well (Tran & Vu, 2023). This lack of resources has a big impact on how good and deep the teaching of traditional music can be. Also, some music teachers might not know much about traditional Vietnamese music if they learned about Western music when they were training (Le, 2020). This gap in knowledge can cause problems in passing on traditional music and might even lead to losing some musical traditions.

6. CHALLENGES AND INNOVATIONS IN VIETNAMESE MUSIC EDUCATION

6.1 Resource Limitations

Music education in Vietnamese primary schools faces a big hurdle: not enough resources. This problem hits harder in rural areas and places without much money. Tran and Le (2021) did a big study that showed some eye-opening facts. They found out that 45% of the primary schools they looked at had rooms just for music. On top of that, 62% said they didn't have enough musical instruments to teach well. When schools don't have what they need, it can affect how good the music education is across the country. Schools in big cities like Hanoi and Ho Chi Minh City have better access to different musical instruments, tech, and special rooms. On the other hand, schools in the countryside might find it hard to provide even simple instruments and stuff for music classes. This gap in how resources are spread out makes it tough to put into action a standard music education plan and reach national education targets linked to music and keeping culture alive. To tackle these resource shortages, some groundbreaking methods have been put into action. For instance, Hoang (2022) talks about a program where city schools team up with country schools to share resources and know-how. Also, some schools have looked into using digital tech and virtual instruments to beef up their physical resources (Vu & Nguyen, 2023). While these efforts look promising, they're not yet common, and big differences in resources continue to be a major hurdle for music education in Vietnam.

6.2 Balancing Tradition and Modernity

A big challenge in teaching music in Vietnam is finding the right mix between old Vietnamese tunes and new or global styles. This issue shows wider conflicts in society between keeping cultural roots and joining the world stage. Nguyen and Le (2021) point out how hard it is to split limited class time between old and new music. They say that while it's key to keep old music alive for cultural identity, it's also important for students to hear different kinds of music to understand the world better. Some groundbreaking ways to tackle this issue have popped up. Pham (2023) talks about a lesson plan that mixes old Vietnamese music with new music styles. This helps students see how music has changed over time. Other schools now use hands-on projects. In these, kids explore how to

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blend old Vietnamese tunes with modern beats (Hoang & Tran, 2024). Even with these new ideas, people still argue about how much old and new music should be taught. This ongoing chat shows how cultural identity keeps changing in our fast-paced world. It also highlights how teaching music plays a part in shaping this identity.

6.3 Teacher Training and Professional Development

Teacher expertise has a big impact on the quality of music education, and Vietnam faces major hurdles in this area. Nguyen (2019) points out that there aren't enough specialized music teachers in rural areas. In many primary schools in these regions, teachers lack specific training to teach music. What's more, Le and Pham (2020) draw attention to the fact that music teachers have few chances to improve their skills. This is true when it comes to learning about traditional Vietnamese music and new ways to teach. To tackle these issues, Vietnam's government has started several programs to improve how music teachers are trained and grow. These include joint efforts between universities and local education departments to give on-the-job training to primary school music teachers (Ministry of Education and Training, 2021). They've also created online resources and training modules to help teachers in far-off areas (Vu, 2022). A groundbreaking way to tackle the teacher training issue involves bringing local musicians and cultural experts into school music programs. Hoang and Nguyen (2023) talk about projects where traditional musicians team up with school teachers to give real-world learning experiences to both students and teachers. This method not boosts the quality of music education but also builds stronger ties between schools and local cultural communities.

6.4 Technology Integration

Mixing tech with music lessons brings both good and bad stuff in Vietnam. Tech can open doors to loads of music stuff and ways to learn, which might help fix some of the problems schools face when they don't have enough resources. Vu and Nguyen (2022) talk about how some city schools have set up digital music rooms letting kids play around with making music and producing it on computers. But there's a big gap in tech access between city and country areas, which makes it hard to use tech-based music education everywhere. Many country schools don't have the tools or setup to bring tech into their music classes well. People also worry about how using tech might affect teaching traditional Vietnamese music, which usually relies on speaking and hands-on practice with old-style instruments. Even with these problems new ways to use tech are popping up. For instance, Le (2024) talks about a test program that uses phones to give virtual music lessons in far-off areas letting students learn from experts they couldn't reach before. These kinds of ideas show potential to connect old-school music teaching methods with what's possible using today's tech.

7. COMPARATIVE ANALYSIS WITH INTERNATIONAL MUSIC EDUCATION PRACTICES

Looking at how Vietnam teaches music compared to other countries gives us useful insights and shows where we can make things better. Vietnam is similar to other Asian countries in how it tries to keep traditional music alive through education. For example, Vietnam puts traditional instruments and folk songs in its lessons just like Japan and South Korea do. But some countries have gone further in bringing technology into music classes. Singapore and Japan, for instance, have done more in this area. Vietnam could think about doing more with technology in its music education too (Tran & Hoang 2022). Western music education models provide several takeaways that Vietnam could adapt to its own setting. Many Western curricula stress creativity and personal expression, which Vietnam could balance with its emphasis on preserving culture. Pham (2023) proposes that incorporating elements of the Orff Schulwerk method, which puts the spotlight on improvisation and making music, could boost Vietnam's music education while keeping its cultural focus intact.

Vietnamese music education stands out for its emphasis on connecting music with national identity and cultural heritage. The way it combines music education with cultural festivals and rituals is especially remarkable and might inspire other countries looking to boost cultural connections through education. Vietnam's method of teaching traditional scales and rhythms along with Western music theory offers an intriguing example of musical biculturalism in education (Nguyen & Le, 2024). Nevertheless, Vietnam could improve by taking on certain global practices. These include using more tech in music classes, putting a stronger focus on teaching methods that put students first, and setting up better ways to help teachers keep learning on the job. It's key to strike a balance between these worldwide best practices and Vietnam's own culture and what it wants from its schools. This balance will play a big part in how music education grows in the country down the road.

8. FUTURE IMPLICATIONS AND RECOMMENDATIONS

The analysis of current practices, challenges, and international comparisons leads to several recommendations to improve music education in Vietnamese primary schools:

- 1) **Curriculum Development:** Vietnamese primary schools need to balance traditional Vietnamese music with global musical styles. This could involve creating teaching materials that show the links between Vietnamese music and other musical traditions. Such materials would help students understand their cultural heritage in relation to global music (Pham & Tran, 2023).

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- 2) **Teacher Professional Development:** Setting up regular training sessions has an impact on updating teachers about traditional Vietnamese music and modern teaching methods. This would boost the quality of music education. Working with universities and cultural centers could give teachers a deeper understanding of Vietnam's musical roots and new ways to teach (Le & Hoang 2024).
- 3) **Resource Allocation:** Putting money into musical instruments traditional Vietnamese ones, and making special music areas in schools would improve the learning experience. Looking into cheap options, like mobile music labs or shared resources between schools, could help solve resource problems (Vu & Nguyen, 2023).
- 4) **Technology Integration:** We need to come up with ways to bring technology into music education to support teaching traditional music. This could make learning better and fill in resource gaps. Some ideas include creating digital resources for traditional Vietnamese music and using virtual reality to give cultural experiences (Tran, 2024).
- 5) **Community Engagement:** We should build stronger ties between schools and local musical traditions. This could involve teaming up with local musicians and cultural groups. It would make music education richer and help preserve culture (Hoang & Le, 2023).
- 6) **Research and Evaluation:** We should keep doing research to see how music education affects student growth and helps preserve culture. This would give us useful info to improve our teaching methods and policies (Nguyen, 2024).

Putting these recommendations into action would need joint efforts from education policymakers, school leaders, teachers, and community members. These efforts could boost the quality and effect of music teaching in Vietnamese primary schools. This would help both student growth and cultural preservation.

9. CONCLUSION

This thorough review has looked into the many roles of music education in building student skills and keeping cultural identity in Vietnamese primary schools. The results show that music education has a big impact on mental, emotional, and social growth. It also plays a key role in keeping Vietnam's rich music heritage alive. The review has also found main challenges. These include limited resources, issues with teacher training, and the need to balance old and new ways of teaching music. This study has a big impact because it takes a deep look at how music is taught in Vietnam today. This gives a solid basis to make smart choices about education policies and practices. By looking at what's working well and what's tough in music classes in Vietnamese elementary schools, this review gives useful insights. These can help teachers people who make education rules, and researchers not just in Vietnam, but also in other countries. These countries might be dealing with similar issues about keeping their culture alive while improving their schools.

However, it is important to acknowledge the limitations of this study. The education scene in Vietnam changes fast so some of the data and rules the study talked about might become outdated. Also, It looked at published studies and official papers, which might not show the full picture of music classes in all Vietnamese primary schools in far-off areas. Future studies should tackle these issues by doing more in-depth field research across different parts of Vietnam, including what teachers, students, and locals think. Long-term research that follows how music education affects students throughout their school years and after would give us a better idea of its lasting impact on skill growth and shaping cultural identity. To wrap up, music education in Vietnamese primary schools is at a key turning point striking a balance between keeping cultural traditions alive and building skills needed in our fast-changing world. By tackling the issues we've spotted and using current strengths, Vietnam can create a music education approach that does more than just boost student abilities and protect cultural identity. It can also get students ready to take part in our connected global community.

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