



SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF MUSIC AND DANCE LEARNING FOR STUDENTS AT DA NANG UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS

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Abstract:

Assessing the current state of the Music and Dance subject in the undergraduate training program at Danang University of Sports and Physical Education, [1][5] thereby developing methods and solutions to promote the role of music and dance to enhance students' learning outcomes during their training and to meet the practical needs of society when students graduate and enter the workforce. [3]

Keywords: current situation, solutions, methods, and effectiveness of music and dance, University of Physical Education and Sports Da Nang

1. Problem Statement

Music and dance are highly artistic and entertaining forms of performance, [2][8][9] associated with sports activities in society such as recreational sports, synchronized gymnastics, aerobic gymnastics and various types of sports activities that need to be connected with music and dance such as: Dancesport, social dance, cheerleading, [7]

Practicing music and dance makes people healthier, more agile and flexible. Music and dance also bring people beauty of soul, a cheerful spirit, helping people develop and harmonize physical and mental aspects. [4] In addition, music and dance also meet the need to enjoy cultures, create a cheerful and exciting atmosphere in life, and promote people's creativity.

In Da Nang, music and dance activities are currently developing very strongly in both quantity and quality. Many clubs have been established and attract many members to participate in activities. To have the best performance combining music and dance, the performer needs to have solid knowledge of music and dance, [10] have a beautiful and flexible body, have good music and dance perception, have a good performance style.

Da Nang University of Physical Education and Sports is one of the major centers in the country that trains many scientific staff, teachers, and coaches, with many different specialties, in order to improve the quality of learning for students. In recent years, the school has continuously reformed its teaching program, while also developing and expanding several new subjects such as: Sports Dance, Music and Dance, Cheerleading, Billiards, etc.

To effectively acquire techniques and improve skills, and to achieve effective learning, in addition to investing time and having a well-developed body and physical fitness, students must also explore and develop their musical and dance sensibilities. Each student must strive to perform their best in music and dance exercises. Although the teaching process has focused on perfecting and improving students' techniques, due to the newly established nature of the subject, the effectiveness is not yet high, especially in students' ability to appreciate music and dance. To overcome these limitations and contribute to improving the quality of learning for students in the Music and Dance subject at Da Nang University of Physical Education and Sports, and because this is a new field that has not yet received much attention or research, further research is needed.

Arising from this pressing issue, the research topic is: "Research on selecting solutions to improve the effectiveness of learning Music and Dance for students at Da Nang University of Physical Education and Sports"

2. Research Methods

Research methods: Document analysis and synthesis method, Interview and discussion method, Modeling method, Pedagogical observation method, Pedagogical testing method, Statistical method.[6]

3. Research Results

3.1.1 Assessment of the Current State of Conditions for Implementing the Music and Dance Subject at Da Nang University of Physical Education and Sports

3.1.1.1 Current State of Content Requirements of the Music and Dance Subject Program at Da Nang University of Physical Education and Sports

At Da Nang University of Physical Education and Sports, the Music and Dance subject program is structured as an elective course. The program consists of 30 lessons.

Table 3.1: Distribution of the Music and Dance Subject
Program at Da Nang University of Physical Education and Sports

Order	Program content	Number of lessons			Percent (%)	Program distribution
						Semester 1, Year 2
1	Music and dance	30	Theory	4	13,3	1 lesson plan/ 1 week (2 hours of study)
			Practice	22	73,4	
			Exams, tests	4	13,3	

Table 3.1 shows that the total of 30 class hours for students at Da Nang University of Physical Education and Sports is too little to practice and perfect their techniques and acquire the necessary knowledge of the subject. The subject is mainly for the Recreational Sports major, and a portion of students register for elective courses, so it hardly meets the general requirements of developing the mass movement.

3.1.2. Current Status of the Music and Dance Lecturers at Da Nang University of Physical Education and Sports

Table 3.2: Lecturers of Music and Dance at
Da Nang University of Physical Education and Sports

Order	Years of experience	1 - < 5 year			5 - 10 year			>10 year		
	Qualifications of teacher	PhD	MSc	University College	PhD	MSc	University College	PhD	MSc	University College
	Type of Teacher									
1	Full-time teachers	0	0	1	0	1	0	0	1	0
2	Contract teachers	0	0	0	0	0	0	0	0	0
3	Other types	0	0	0	0	0	0	0	0	0
Total		0	0	1	0	1	0	0	1	0

Table 3.2 shows that the qualifications, years of service, and number of lecturers at Da Nang University of Physical Education and Sports meet the minimum requirements for teaching the subject, but the number is still insufficient, and experience is limited.

3.1.3. Current Status of Physical and Technical Facilities Serving the Music and Dance Subject for Students at Da Nang University of Physical Education and Sports

Table 3.3: Current Status of Physical and Technical Facilities Serving the Music and Dance Subject for Students at Da Nang University of Physical Education and Sports

Order	Content - equipment	2014		2015		2016	
		Quantity	Quality	Quantity	Quality	Quantity	Quality
1	Gym floor	1 200m ²	Not yet achieved	1 200m ²	Not yet achieved	1 200m ²	Not yet achieved
2	Mirror system	1	Obtain	1	Obtain	1	Obtain
3	Cooling system	8	Not yet achieved	8	Not yet achieved	8	Not yet achieved
4	Sound system	1	Obtain	1	Obtain	1	Obtain
5	Projector	1	Not yet achieved	1	Not yet achieved	1	Not yet achieved
6	Video, technical	10	Obtain	12	Obtain	15	Obtain
7	Teaching materials	3	Obtain	3	Obtain	3	Obtain

The statistical results in Table 3.3 show that the technical facilities for teaching and learning Music and Dance at the school are still lacking and inadequate, especially the practice floor and projection equipment.

3.1.4. Limitations That Need Attention and Adjustment in the Implementation of the Music and Dance Curriculum

Table 3.4: Evaluation of Difficulties and Limitations in Combining the Teaching of Music and Dance for Students at Da Nang University of Physical Education and Sports Currently (n = 30)

Order	Level of impact	Much (%)	Medium (%)	Little (%)	Do not have (%)	Note
	Difficulties - limitations					
1	School leaders at all levels still pay little attention	66.7	16.65	16.65	0.0	
2	Students lack understanding and interest	83.33	10.0	6.67	0.0	
3	Shortage of specialized lecturers	56.7	26.7	16.6	0.0	
4	The curriculum is limited and unsuitable	56.7	16.7	13.3	13.3	
5	Lack of gyms and training facilities	83.3	16.7	0.0	0.0	
6	Lack of teaching and learning equipment (sound systems, musical instruments, etc.)	56.7	33.3	10.0	0.0	

7	Lack of teaching and reference materials	66.7	16.65	16.65	0.0	
8	Lack of extracurricular activities – clubs of all kinds	66.7	23.3	10.0	0.0	

A survey of faculty members regarding the difficulties and limitations in combining music and dance instruction for students at Da Nang University of Physical Education and Sports revealed that the attention from the university's leadership is still limited. The majority of students lack understanding and interest in the subject. The curriculum, learning materials, technical facilities, and extracurricular activities are still limited. There is a shortage of specialized lecturers.

Table 3.5 shows that students have a high level of interest (50.0%) or more in music and dance, as the subject aligns with their personal strengths; they receive guidance, encouragement, and support from lecturers, family, and friends. Students' awareness of the importance of this subject is very high; they recognize its necessity for their careers after graduation. On the other hand, limiting factors include a lack of specialized lecturers, and inadequate, inconsistent, and low-quality facilities.

Table 3.5: Needs, Interests, and Limitations in Learning Music and Dance among Physical Education and Sports Students (n = 50)

Order	Level of impact	Much (%)	Medium (%)	Little (%)	Do not have (%)	Note
A. Motivation for favorites	1. Due to the engaging and captivating nature of the subject.	50.0	40.0	10.0	0.0	
	2. Suitable for my personal strengths.	70.0	24.0	6.0	0.0	
	3. Encouragement from instructors and friends.	70.0	30.0	0.0	0.0	
	4. Having sufficient modern learning facilities and equipment.	40.0	40.0	20.0	0.0	
	5. Receiving encouragement and support from family.	100	0.0	0.0	0.0	
	6. Necessary for work activities after graduation.	90.0	10.0	0.0	0.0	
B. Limiting factors	1. Difficult subject matter	10.0	40.0	50.0	0.0	
	2. Inadequate individual abilities	6.0	24.0	70.0	0.0	
	3. Lack of specialized and highly qualified instructors	50.0	30.0	20.0	0.0	
	4. Lack of teaching facilities and equipment	70.0	20.0	10.0	0.0	
	5. Lack of widespread and engaging activities	50.0	36.0	14.0	0.0	
	6. Lack of financial resources from families to invest in additional tutoring	30.0	36.0	24.0	10.0	

3.2. The Need and Level of Necessity for Combining Music and Dance in Sports at Da Nang University of Physical Education and Sports

3.2.1 The Need for Combining Music and Dance with Sports

Table 3.6: Results of Interviews on the Need and Level of Necessity
for Combining Music and Dance in Sports at Da Nang University of Physical
Education and Sports Da Nang University of Physical Education and Sports (n = 80)

Order	Level of necessity Sport	Much (%)	Medium (%)	Little (%)	Do not have (%)
I. Sports Recreation	1. Dancesport	100.0	0.0	0.0	0.0
	2. Social dancing	100.0	0.0	0.0	0.0
	3. Cheerleading	100.0	0.0	0.0	0.0
II. Physical Education	1. Exercise aerobically	100.0	0.0	0.0	0.0
	2. Synchronized gymnastics	100.0	0.0	0.0	0.0
	3. Basic exercises	6.25	50.0	25.0	18.75
	4. Artistic gymnastics	100.0	0.0	0.0	0.0
	5. Freestyle gymnastics	100.0	0.0	0.0	0.0
	6. Gymnastics	0.0	0.0	68.75	31.25
	7. Bodybuilding (performance)	100.0	0.0	0.0	0.0
III. Martial Arts	1. Performance rights	75.0	12.5	0.0	12.5
	2. Combat martial arts	0.0	0.0	25.0	75.0
IV. Football	1. Artistic ball juggling	60.0	27.5	12.5	0.0
V. Community and Mass Activities	1. Parades and demonstrations of strength	62,5	25.0	12,5	0.0
	2. Opening ceremonies of sports events, commemorative events	83.75	10.0	6.25	0.0

Table 3.6 shows that the need for combining music and dance in sports at Da Nang University of Physical Education and Sports is very high, especially in recreational sports, gymnastics, and mass performance activities.

3.2.2. Selection of Music and Dance Content to Coordinate with Sports Content Groups

Table 3.7 shows that music and dance genres such as Pop, Country, Rock, V-Dance, Ballroom Dance, Hip Hop, Contemporary Dance, and Traditional Dance are very suitable for subjects such as: Recreational Sports (Ballroom Dancing, Social Dance), and Physical Education (Aerobics, Group Gymnastics).

Thus, the current state of facilities serving the Music and Dance subject at Da Nang University of Physical Education and Sports is still limited, the number of class hours is too small, and the teaching staff is insufficient to provide even minimal instruction. Meanwhile, the need for Music and Dance in recreational sports, in particular, and other sports in general, such as Physical Education, Martial Arts, etc., is essential. Therefore, more attention from the Board of Directors and relevant departments is needed to improve the quality of training in general and the Music and Dance subject in particular.

Table 3.7: Level of Suitability of Music and Dance Genres for Sports (n = 80)

Order		Level of necessity	Very suitable (%)	Fit (%)	Less suitable (%)	Not suitable (%)	Note
Sport							
Music	1. Pop music	1. Dancesport	100.0	0.0	0	0.0	
		2. Social dancing	100.0	0.0	0	0.0	
		3. Cheerleading	100.0	0.0	0	0.0	
		4. Aerobic exercise	100.0	0.0	0	0.0	
		5. Synchronized gymnastics	100.0	0.0	0	0.0	
		6. Basic exercises	6.25	25.0	50	18.75	
		7. Artistic gymnastics	100.0	0.0	0	0.0	
		8. Freestyle gymnastics	100.0	0.0	0	0.0	
		9. Gymnastics	0.0	0.0	68.75	31.25	
		10. Bodybuilding (performance)	100.0	0.0	0	0.0	
		11. Football (artistic ball juggling)	50.0	50.0	0	0.0	
		12. Parade, show of force	62,5	25.0	12,5	0.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0	0.0	
		14. Performance rights	75.0	12.5	0	12.5	
		15. Combat	0.0	0.0	25	75.0	
	2. Country Music	1. Dancesport	100.0	0.0	0	0.0	
		2. Social dancing	100.0	0.0	0	0.0	
		3. Cheerleading	100.0	0.0	0	0.0	
		4. Aerobic exercise	100.0	0.0	0	0.0	
		5. Synchronized gymnastics	100.0	0.0	0	0.0	
		6. Basic exercises	6.25	25.0	50	18.75	
		7. Artistic gymnastics	100.0	0.0	0	0.0	
		8. Freestyle gymnastics	100.0	0.0	0	0.0	
		9. Gymnastics	0.0	0.0	68.75	31.25	
		10. Bodybuilding (performance)	100.0	0.0	0	0.0	
		11. Football (artistic ball juggling)	25.0	25.0	50	0.0	
		12. Parade, show of force	62,5	25.0	12,5	0.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	

Tran Ngoc Hai, Phan Thi Bich Ngoc
SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF MUSIC AND DANCE LEARNING
FOR STUDENTS AT DA NANG UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS

		14. Performance rights	75.0	12.5	0.0	12.5	
		15. Combat	0.0	0.0	25.0	75.0	
	3. Rock music	1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	100.0	0.0	0.0	0.0	
		4. Aerobic exercise	100.0	0.0	0.0	0.0	
		5. Synchronized gymnastics	100.0	0.0	0.0	0.0	
		6. Basic exercises	6.25	25.0	50.0	18.75	
		7. Artistic gymnastics	100.0	0.0	0.0	0.0	
		8. Freestyle gymnastics	100.0	0.0	0.0	0.0	
		9. Gymnastics	0.0	0.0	68.75	31.25	
		10. Bodybuilding (performance)	100.0	0.0	0.0	0.0	
		11. Football (artistic ball juggling)	50.0	50.0	0.0	0.0	
		12. Parade, show of force	62,5	25.0	12,5	0.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	
		14. Performance rights	75.0	12.5	0.0	12.5	
		15. Combat	0.0	0.0	25.0	75.0	
	4. VDance	1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	100.0	0.0	0.0	0.0	
		4. Aerobic exercise	100.0	0.0	0.0	0.0	
		5. Synchronized gymnastics	100.0	0.0	0.0	0.0	
		6. Basic exercises	6.25	50.0	25	18.75	
		7. Artistic gymnastics	100.0	0.0	0.0	0.0	
		8. Freestyle gymnastics	100.0	0.0	0.0	0.0	
		9. Gymnastics	0.0	0.0	68.75	31.25	
		10. Bodybuilding (performance)	100.0	0.0	0.0	0.0	
		11. Football (artistic ball juggling)	50.0	50.0	0.0	0.0	
		12. Parade, show of force	62,5	25.0	12,5	0.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	
		14. Performance rights	75.0	12.5	0.0	12.5	

Tran Ngoc Hai, Phan Thi Bich Ngoc
SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF MUSIC AND DANCE LEARNING
FOR STUDENTS AT DA NANG UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS

Choreography	1. Dancing	15. Combat	0.0	0.0	25.0	75.0	
		1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	0.0	0.0	25.0	75.0	
		4. Aerobic exercise	0.0	0.0	37.5	62.5	
		5. Synchronized gymnastics	12.5	37.5	50.0	0.0	
		6. Basic exercises	0.0	0.0	0.0	100.0	
		7. Artistic gymnastics	0.0	0.0	0.0	100.0	
		8. Freestyle gymnastics	0.0	0.0	0.0	100.0	
		9. Gymnastics	0.0	0.0	0.0	100.0	
		10. Bodybuilding (performance)	0.0	0.0	0.0	100.0	
		11. Football (artistic ball juggling)	0.0	0.0	0.0	100.0	
		12. Parade, show of force	0.0	0.0	0.0	100.0	
		13. Opening ceremony of the sports event, commemorative ceremony	83.75	10.0	6.25	0.0	
		14. Performance rights	0.0	0.0	0.0	100.0	
		15. Combat	0.0	0.0	0.0	100.0	
	2. Hiphop	1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	100.0	0.0	0.0	0.0	
		4. Aerobic exercise	0.0	12.5	37.5	50.0	
		5. Synchronized gymnastics	6.25	50.0	25.0	18.75	
		6. Basic exercises	0.0	0.0	0.0	0.0	
		7. Artistic gymnastics	0.0	0.0	0.0	100.0	
		8. Freestyle gymnastics	0.0	0.0	0.0	100.0	
		9. Gymnastics	0.0	0.0	0.0	100.0	
		10. Bodybuilding (performance)	0.0	0.0	0.0	100.0	
		11. Football (artistic ball juggling)	0.0	0.0	0.0	100.0	
		12. Parade, show of force	0.0	0.0	0.0	100.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	
		14. Performance rights	0.0	0.0	0.0	100.0	
		15. Combat	0.0	0.0	0.0	100.0	

Tran Ngoc Hai, Phan Thi Bich Ngoc
SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF MUSIC AND DANCE LEARNING
FOR STUDENTS AT DA NANG UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS

	3. Contemporary Dance	1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	100.0	0.0	0.0	0.0	
		4. Aerobic exercise	25.0	37.5	37.5	0.0	
		5. Synchronized gymnastics	50.0	37.5	12.5	0.0	
		6. Basic exercises	0.0	0.0	0.0	100.0	
		7. Artistic gymnastics	50.0	25.0	25.0	0.0	
		8. Freestyle gymnastics	0.0	0.0	0.0	100.0	
		9. Gymnastics	0.0	0.0	0.0	100.0	
		10. Bodybuilding (performance)	0.0	0.0	0.0	100.0	
		11. Football (artistic ball juggling)	75.0	25.0	0.0	0.0	
		12. Parade, show of force	0.0	0.0	0.0	100.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	
		14. Performance rights	0.0	0.0	0.0	100.0	
		15. Combat	0.0	0.0	0.0	100.0	
	4. Traditional Dance	1. Dancesport	100.0	0.0	0.0	0.0	
		2. Social dancing	100.0	0.0	0.0	0.0	
		3. Cheerleading	100.0	0.0	0.0	0.0	
		4. Aerobic exercise	12.5	12.5	25.0	50.0	
		5. Synchronized gymnastics	100.0	0.0	0.0	0.0	
		6. Basic exercises	0.0	0.0	0.0	100.0	
		7. Artistic gymnastics	0.0	0.0	0.0	100.0	
		8. Freestyle gymnastics	0.0	0.0	0.0	100.0	
		9. Gymnastics	0.0	0.0	0.0	100.0	
		10. Bodybuilding (performance)	0.0	0.0	0.0	100.0	
		11. Football (artistic ball juggling)	0.0	0.0	0.0	100.0	
		12. Parade, show of force	0.0	0.0	0.0	100.0	
		13. Opening ceremony of the sports event, commemorative ceremony	100.0	0.0	0.0	0.0	
		14. Performance rights	0.0	0.0	0.0	100.0	
		15. Combat	0.0	0.0	0.0	100.0	

3.2.3 Practical Basis for Developing Solutions to Improve the Effectiveness of Music and Dance Learning for Students at Da Nang University of Physical Education and Sports

Based on the practical basis of the survey results assessing the current state of facilities, faculty, and curriculum allocation analyzed above, the study synthesizes and selects solutions considered most suitable to the school's practical conditions to adjust and improve the teaching and learning process for optimal effectiveness.

Through reading, synthesizing, and analyzing documents, the study has proposed the following four groups of solutions:

- Solutions regarding facilities, technical equipment, and infrastructure to ensure the teaching and learning of Music and Dance;
- solutions regarding faculty; solutions regarding the attention and guidance of school leaders on the subject;
- The proposed solutions involve promoting, informing, and widely disseminating information about the subject.

These are fundamental and practical solutions given the current conditions at the school. We conducted interviews with 30 lecturers and 50 students to obtain the most objective results. The results of the interviews and the selection of solutions are presented in Tables 3.8 and 3.9.

Table 3.8: Results of Interviews Selecting Solutions to Improve the Effectiveness of Learning Music and Dance for Students at Da Nang University of Physical Education and Sports (Lecturers n = 30)

Order	Level of necessity	Very necessary (%)	Necessary (%)	Less needed (%)	No need (%)	Note
	Solution content					
1	Leaders at all levels are paying attention and have regulations and guidelines to encourage this.	66.7	33.3	0.0	0.0	
2	Enhancing understanding of the social benefits of music and dance combined with physical activity.	100.0	0.0	0.0	0.0	
3	Add more full-time lecturers	66.7	33.3	0.0	0.0	
4	Adjusting the curriculum	83.3	16.7	0.0	0.0	
5	Ensure sufficient training floors meet standards.	100.0	0.0	0.0	0.0	
6	Equip with sufficient and synchronized technical means.	100.0	0.0	0.0	0.0	
7	Coordinate with various units and organizations to organize after-hours clubs...	66.7	23.3	10.0	0.0	
8	Supplementing learning and reference materials.	100.0	0.0	0.0	0.0	

9	Organize practical social exchange activities.	100.0	0.0	0.0	0.0	
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The results of interviews with knowledgeable faculty members indicate that the school needs to focus on fundamental solutions such as raising students' awareness and understanding, investing in technical infrastructure and faculty, and coordinating practical activities. These solutions received high ratings (70-100%) as necessary and highly necessary

Table 3.9: Level of Evaluation and Proposed Solutions to Improve the Effectiveness of Learning Music and Dance for Students (Students n = 50)

Order	Level of necessity Content of interest	Very necessary (%)	Necessary (%)	Less needed (%)	No need (%)	Note
1	The school pays close attention and has regulations and guidelines to encourage this.	100.0	0.0	0.0	0.0	
2	Recruit additional full-time lecturers (male and female).	70.0	20.0	10.0	0.0	
3	Add appropriate in-class teaching hours for each subject.	100.0	0.0	0.0	0.0	
4	Organize clubs and extracurricular activities outside of school hours.	70.0	20.0	10.0	0.0	
5	Provide sufficient training floors and appropriate, standardized teaching equipment.	100.0	0.0	0.0	0.0	
6	Supplementing learning and reference materials.	100.0	0.0	0.0	0.0	
7	There are many forms of encouragement in learning and training.	100.0	0.0	0.0	0.0	
8	Organize visits and exchanges between students and local organizations.	100.0	0.0	0.0	0.0	

Through student interviews (Table 3.9) regarding interest in music and dance, it was found that students' evaluations and suggestions for the school to invest in learning through measures such as guiding and encouraging students, supplementing class hours and training conditions, as well as social interaction activities, are essential to improve the quality and effectiveness of the subject.

3.2.4 System of Solutions to Improve the Effectiveness of Learning Music and Dance for Students at Da Nang University of Physical Education and Sports

The purpose is to determine the effectiveness of applying 4 groups of 9 solutions to improve the effectiveness of learning music and dance for students at Da Nang University of Physical Education and Sports.

The selected solutions were implemented in August 2016. In coordination with the school, departments, faculty, and students, the solutions were applied for one year. We then conducted investigations, surveys, and statistical analyses to compare the effectiveness of the chosen solutions with the previous year.

- Leaders at all levels should pay attention and issue regulations and guidelines to encourage participation.
- Enhance understanding of the social benefits of music and dance combined with physical education and sports activities.
- Supplement with specialized instructors.
- Adjust the teaching program.
- Supplement with sufficient standard training facilities.
- Equipped with adequate and synchronized technical equipment.
- Coordinate with units and organizations to organize after-school clubs.
- Supplement teaching and reference materials.
- Organize practical social exchange activities.

4. Conclusion

From the research results of this project, we can draw some scientifically based conclusions as follows:

- Music and dance activities in general, and their combination with physical education and sports content, have great significance and value, both mentally and physically, for people, especially young students. However, in recent years, music and dance activities combined with specialized training at Da Nang University of Physical Education and Sports have been limited. The main reason is that this subject is poorly equipped and does not meet the necessary conditions, such as training facilities, technical equipment, and teaching staff. While the needs of students both during their studies and after graduation are very high, this highlights the need for attention and investment from the university in the coming time.
- Through our research, we have selected necessary solutions and concretized them by combining traditional music and dance content with the application of recreational sports and physical education subjects. This has contributed to promoting the movement and improving the quality of the subject among students. The results of the experimental application show a significant increase in the number of participants and clubs, and a statistically significant increase in the quality of student learning.

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Conflict of Interest Statement

There is no conflict of interest.

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