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DESIGNING TEACHING ACTIVITIES FOR THE TOPIC: "SOME REPRESENTATIVE FORMS OF ART IN THAI NGUYEN PROVINCE, VIET NAM" (LOCAL EDUCATION MATERIALS FOR GRADE 6 IN THAI NGUYEN PROVINCE, VIET NAM)

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ABSTRACT

The article researches and examines various issues related to teaching the topic "Some representative forms of art in Thai Nguyen Province " within the local education curriculum for 6th-grade students in Thai Nguyen Province. Based on a competency-based teaching approach, the article proposes a system of activities tailored to the psychological and physiological characteristics of 6th-grade students. Experimental evaluations are conducted to assess the effectiveness of the proposed activities, contributing to the enhancement of students' awareness and fostering a respectful attitude toward the traditional cultural and artistic values of the locality. As a result, the study encourages students to actively engage in the preservation and promotion of the artistic and cultural identity of Thai Nguyen Province.

KEYWORDS: activity design, local education; folk art; Thai Nguyen Province; Grade 6

1. INTRODUCTION

The 2018 General Education Program clearly defines the requirement to strengthen local cultural education, aiming to help students develop the ability to explore, appreciate, and contribute to the preservation of traditional cultural values. Integrating local content into subject curricula and educational activities is an essential approach to connecting school education with the real-life experiences of the local community. Thai Nguyen Province has a long-standing cultural tradition and is home to various ethnic minorities as the Tay, Nung, San Chay, Dao, Mong and San Diu. Each ethnic group possesses unique traditional art forms, such as Then singing of Tay people, Sang co singing and Tac Xinh dance of San Chay ethnic, Soong co singing of San Diu ethnic and panpipe art of the Mong people. These are not only invaluable intangible cultural heritage elements but also means of expressing the rich spiritual life of the ethnic communities in the region. However, the current teaching of local education content in schools faces several limitations: materials are often dry and lack practical experiential activities, and teaching methods do not fully promote students' active participation. Therefore, designing educational activities based on the topic "Some Forms of Folk Art in Thai

Nguyen Province” for Grade 6 students is necessary, ensuring the goals of local education while contributing to preserving and promoting traditional cultural heritage among younger generations.

2. Overview of Research Situation

Local educational materials at various levels, along with the teaching of this content, have been implemented over the years; however, research on this issue remains limited. Some related studies can be considered as follows:

The article "Research on Building a Model for Implementing Local Education Content in Response to the 2018 General Education Program" by authors Nguyen Văn Đe and Ho Van Thong (2022) initially explores and proposes models for implementing local education. It includes objectives, practical methods, and procedures for creatively and effectively delivering local education content in alignment with the innovation requirements of the 2018 General Education Program. The authors assert that "Building a model for implementing local education content for students helps them understand their hometown's traditions, the ethnic groups living in the locality, traditional festivals, culinary culture, local history, and geography" [1].

The article "Sang Co Singing of the San Chay People in Phu Lương and its implications for teaching local education materials in Thai Nguyen Province" by the authors Nguyen Thi Minh Thu, Luc Thi Diep Anh, Duong Tue Đan, and Đàm Thị Quỳnh Trang (2022) provides an overview of the folk art form Sảng Cọ singing while also proposing and directing some teaching methods for incorporating this type of singing into local education programs. However, this study has not yet provided a detailed and comprehensive design for the entire theme: "Some representative forms of art in Thai Nguyen Province" [5].

The article "Some issues in compiling and teaching local Literature in Thai Nguyen Province" by the authors Nguyen Kien Tho and Đặng Thị Kiều Trang (2024) summarizes the local education curriculum and studies the teaching and learning situation of local literature in Thai Nguyen Province. The authors point out that "Teaching local literature in general education schools still faces many challenges in terms of content, teaching methods, learning organization, and educational materials... Teaching and learning local literature remains heavily focused on theoretical knowledge, aiming to meet pre-set objectives, rather than truly inspiring students and fostering enthusiasm for learning. This reality has created an urgent need to identify suitable content and teaching formats that encourage students' active participation and enhance educational goals" [4]. This underscores the necessity of redesigning teaching and learning methods for local.

The article "Enhancing the Effectiveness of Teaching Historical-Cultural Knowledge in Local Education Content for Lower Secondary Schools in Thừa Thiên Huế Province" by Tran Thi Hai Le, Nguyen Thanh Nhan, and Nguyen Thi Bich (2024) provides an overview of local education content within the 2018 Education Curriculum; the article focuses on examining the historical-cultural knowledge strand within the local education program of Thua Thien Hue and proposes a practical,

interdisciplinary, and creative approach to teaching local history and culture. The article asserts that: *"During the teaching process, teachers should combine traditional teaching methods with active teaching techniques such as group collaboration, role-playing, and educational games...; strengthen practical activities, experiential learning, field trips, propaganda projects, and community engagement activities...; emphasize integration, interdisciplinary connections, and the application of information technology. Additionally, teachers should actively collect supplementary teaching materials beyond textbooks to both enhance their knowledge of history and culture and improve teaching effectiveness, thereby avoiding the phenomenon of 'rote teaching and rote learning'" [3].*

Thus, researching and proposing a detailed, feasible, and age-appropriate teaching plan related to this topic for Grade 6 students remains a research gap that requires attention.

3. RESEARCH METHODS

This article synthesizes various key research methods. It involves analyzing and consolidating documents related to local education within the 2018 General Education Program, the Grade 6 local education materials for Thai Nguyen Province, and research on folk art forms of ethnic groups in the region. Additionally, surveys and investigations were conducted to assess the current difficulties and advantages of teaching the "Some representative forms of art in Thai Nguyen Province" topic, as well as students' expectations and interests regarding this subject. Experimental methods were also applied to evaluate the effectiveness of the instructional design, leading to necessary adjustments and broader implementation strategies.

4. RESEARCH RESULTS

4.1. Thai Nguyen Province local education Documents, Grade 6 and topic: "Some typical folk art forms"

The Grade 6 Local Education Materials for Thai Nguyen Province are designed to cover three main areas, in which there are eight specific subtopics such as: History and Culture includes five subtopics: Thai Nguyen from Prehistoric Times to the 10th Century; Folk Literature of Thai Nguyen; Some representative forms of folk art in Thai Nguyen Province; Traditional Costumes of Ethnic Minorities in Thai Nguyen; Culinary Delicacies. Geography, Economy, and Career Orientation includes two subtopics: Geographical Location and Territorial Scope; Traditional Occupations in Thai Nguyen. Politics, Society, and Environment includes one subtopic: Climate Change and Disaster Prevention in Thai Nguyen Province. For each topic, students will explore local knowledge, master that knowledge, and develop their own qualities and competencies.

"Some representative forms of folk art in Thai Nguyen Province" belongs to the field of history and culture and is presented from pages 29 to 35 of the study materials. The content of the topic focuses on providing a general overview of typical folk-art forms, including performing arts such as Tac Xinh dance, Soong Co singing, Sang Co singing, then singing, and Khen art. Through this, students have the opportunity to approach the cultural and historical values of folk art, as well as better understand

the role of these art forms in community life and the process of preserving and promoting national cultural heritage.

The materials have been compiled following a competency-based learning approach for students in the sequence of 1. Introduction / Activation; 2. Exploration / New Knowledge; 3. Practice / Application; 4. Utilization. The materials provide fundamental knowledge about various art forms and include end-of-topic questions to guide students in discovery and knowledge acquisition. The development of self-learning and problem-solving skills is encouraged through additional readings that have been guided by methods of knowledge inquiry using various methodological approaches such as structured tables.

The study materials have outlined the expected learning outcomes, ensuring that after studying this topic, students should be able to: “List the forms of folk singing, dancing, and musical instruments typical of ethnic groups in Thai Nguyen Province”; “Recognize and identify folk melodies or traditional dances from their local area”; “Articulate their responsibility in preserving and promoting the traditional arts of Thai Nguyen.”[2; pp. 29] These expected learning outcomes are the first step in helping students recognize and remember the distinctive cultural features of Thai Nguyen, providing a foundation for deeper understanding of art and local cultural values. At the same time, students develop their ability to perceive and differentiate musical genres and dance forms through direct experiences. As a result, they cultivate an awareness of respecting, preserving, and promoting traditional art forms.

4.2. Survey results on teaching and learning activities for the topic "Some representative forms of folk art in Thai Nguyen Province"

We conducted a survey across 10 schools in Thai Nguyen City, with 76 students and 22 teachers participating. The results revealed several noteworthy findings:

For teachers, when asked about the challenges in teaching the topic "Some representative forms of folk art in Thai Nguyen Province", the responses were recorded in Table 1:

Table 1: Challenges in teaching the topic “Some representative forms of folk art in Thai Nguyen Province”

Challenge	Number of Responses	Percentage
Students lack interest in the topic	3	13.6%
Teaching methods remain rigid and monotonous	5	22.7%
Lack of reference materials	10	45.5%
Limited physical resources for organizing teaching activities	4	18.2%
Other	4	4,5%

Total	22	100%
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In addition, teachers have shared several methods and organizational approaches that have been implemented to enhance the effectiveness of teaching the topic "Some representative forms of folk art in Thai Nguyen Province" with the results presented in Table 2.

Table 2: Some methods and organizational forms for teaching the topic "Some representative forms of folk art in Thai Nguyen Province"

Some Methods and Organizational Forms for the Topic	Number of Responses	Percentage
Designing teaching activities in the form of competitions	2	9,1%
Enhancing the application of information technology devices	13	59,1%
Inviting artisans to participate directly in lessons or activities	4	18,2%
Conducting lessons in the form of field trips at local sites	3	13,6%
Others	0	0%
Total	22	100%

Thus, the majority of teachers have chosen to apply information technology (59.1%) to organize teaching activities. This is also a common trend in modern education today, contributing to improving the quality of teaching. However, the implementation of lessons through competitions, local field activities, or inviting artisans to participate directly in lessons has a low percentage. In reality, most teachers have expressed a desire for support from the school and subject specialists to organize lessons in the form of thematic workshops/extracurricular activities on folk art, with the participation of artisans or field trips for students to local sites. These forms would significantly contribute to improving and enhancing the quality of teaching this topic.

For students, the survey results regarding both the favorable factors and those affecting their learning experience with the topic "Some representative forms of folk art in Thái Nguyên Province" are presented in Tables 3 and 4 below.

Table 3: Favorable factors in learning of the topic "Some representative forms of folk art in Thai Nguyen Province"

Favorable Factors in Learning the Topic	Number of Responses	Percentage
Sufficient learning materials	13	17.1%
Personal interest in the topic	12	15.8%
Diverse and engaging teaching methods	31	40.8%
Availability of modern technology devices	3	3.9%
Participation in hands-on activities and direct experiences	15	19.7%
Others	2	2.6%
Total	76	100%

Table 4: Factors Affecting the learning of the topic "Some representative forms of folk art in Thai Nguyen Province"

Factors Affecting the Learning of the Topic	Number of Responses	Percentage
Lack of study materials	14	18.4%
Limited knowledge of different art forms	18	23.7%
Lack of diversity in classroom teaching methods	4	5.3%
No opportunities for direct practice and experiential learning	31	40.8%
Personal lack of interest	5	6.6%
Other	4	5.2%
Total	76	100%

Based on the survey results, most students have expressed their own opinions and desires regarding different teaching methods, such as "Participating and experiencing directly", "Having more learning materials and engaging in real-life activities", "Wanting to interact directly with artisans", or "I think the school should allow students to watch live performances of representative folk art forms in Thái Nguyên Province to enhance their learning. "Notably, some students also expressed interest in learning through "Thematic and image-based approaches", stating "I want to study folk art more and have more competitions at school." Thus, students have demonstrated a strong enthusiasm for exploring folk art. They wish to have more opportunities for direct experiences, visual observation, and hands-on

participation. Additionally, they seek more learning materials and extracurricular activities that allow them to engage practically, thereby enhancing their academic performance.

Based on these survey results, we recognize positive signs in teaching and learning the topic "Some Representative Forms of Folk Art in Thái Nguyên Province." Students show considerable interest in discovering different folk-art forms, and teachers have employed diverse, engaging, and appealing teaching methods. However, several limitations remain, such as a lack of variety in teaching approaches, insufficient learning materials, and limited extracurricular and real-world activities that could further stimulate students' interest.

4.3. Orientation for designing teaching activities on the topic "Some representative folk art forms of Thai Nguyen Province"

Teaching activities for the local education subject, including the topic "Some Representative Forms of Folk Art in Thái Nguyên Province", can be implemented in two forms: classroom instruction and extracurricular activities. Regardless of the approach, teachers should focus on designing highly visual activities that enhance students' direct experiences and practical engagement while providing supplementary information and materials beyond textbooks. Additionally, they should leverage the knowledge and cultural background of ethnic minority students, who are the inheritors of these art forms.

Below are proposed ideas for organizing specific activities within the lesson plan for this topic:

1. Warm-up Activities: Teachers utilize images, videos related to Thai Nguyen province, ethnic minorities, and folk arts for students to observe, recognize, and engage with the lesson topic.

2. Knowledge Formation Activities: Teachers may organize the following activities:

- Prepare and present videos, images, and reference materials related to different folk-art forms.
- Develop and conduct rounds of quiz games on folk art topics, each round focusing on a specific art form, followed by a summary and comparison table.
- Guide students in exploring the beauty of various folk-art forms through pre-designed worksheets with specific learning objectives.

3. Practice Activities:

- Students review knowledge through memory cards and quiz exercises.
- Students practice performing a short excerpt from a selected folk-art form based on prior learning, rehearsing at home and receiving further guidance in class. If conditions permit, schools and teachers may invite artisans for direct instruction or have students observe recorded performances and practice movements or singing techniques.

4. Application Activities: Each student writes a reflective piece on folk art and their personal responsibility in preserving and promoting these traditional art forms.

3.4. Experimental teaching Results

We conducted an experimental teaching activity designed according to the above orientation at Son Cam 1 Secondary School in Thai Nguyen City. Survey results show that students in the experimental class exhibited a positive attitude towards learning. The percentage of students enthusiastic about the lesson increased significantly, reflecting the attractiveness and liveliness of the new teaching methods. Group work skills were clearly enhanced. Students actively expressed their opinions, engaged in lively discussions, demonstrating initial communication and critical thinking skills. Moreover, throughout the lesson, students maintained high concentration levels, listened attentively, and seriously followed teachers' instructions. Additionally, direct observation, discussion, and performances helped students retain knowledge better. Experimental class students also showed a strong preference for innovative and diverse learning activities. Most notably, the proportion of students wishing to learn more about folk arts increased significantly, proving that the new teaching methods inspired long-term enthusiasm and a spirit of self-study.

5. CONCLUSION

The design and implementation of educational activities for the topic "Some representative folk art forms of Thai Nguyen Province" are based on solid pedagogical principles, a reasonable design process, and practical evidence proving their positive impact on students' competency development. Experimental results show clear transformations in students' awareness, attitudes, and cultural skills. We recommend that secondary schools actively apply this model while local authorities should invest more in learning materials, infrastructure, and teacher training to enhance implementation effectiveness.

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