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Developing a Curriculum For a Music-Based Physical Education Course for Students at Saigon University, Vietnam

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Abstract

The physical education program with music for students combines movement and music to develop physical fitness, coordination skills, and enthusiasm for learning. The content is scientifically constructed, suitable for psychological and physiological characteristics, and contributes to the enhancement of comprehensive training effectiveness. The purpose of the research is to develop a music-based physical education program for students at Saigon University (SGU). The study employs literature review methodologies, interviews, and statistical analysis to effectively address the research content. The research subjects include 20 management officials, specialists, and 14 physical education teachers from both within and outside SGU. The research results have developed a curriculum for the music-based physical education course for SGU students, Vietnam, with 1 credit (30 periods). Theory (02 periods): History of creation and development; concepts, purposes, and classifications; competition rules; technical principles of the 7 basic steps; definition of tower building; use of music and methods for composing music-based exercise routines. Practice (26 periods): 7 basic steps of aerobics; exercises to develop physical fitness; group of general development exercises; posture transition movements; building towers; moving formations; the basic techniques in 4 difficulty levels of aerobics; using music in aerobics; the method of composing rhythmic exercises with music; completing the rhythmic exercise with music. Review and evaluate the results (2 periods).

Keyword: Curriculum, Aerobics, Students, Saigon University, Vietnam

1. Introduction

Physical education (PE) is an indispensable part of the education system in every country. It plays an important role in the development of physical fitness and health among individuals. With a specialized focus on teaching movement and developing human motor qualities, physical education helps improve human physical adaptability ^[1].

In the education system, the distinctive content of Physical Education (PE) is closely linked with education, intellectual development, moral education, esthetic education, and labor education, contributing to the comprehensive educational goals for students in schools. PE is a mandatory subject, part of the educational program at all levels and degrees of training, aimed at This program equips children, students, and pupils with basic movement knowledge and skills, helps

them form the habit of exercising and playing sports to improve their health; develops their comprehensive physical qualities and stature; and contributes to the goal of comprehensive education^[2, 3].

The physical education work in schools holds special significance at the student age, contributing to maintaining health, enhancing physical fitness, and achieving appropriate stature in accordance with age, gender, and individual health characteristics of each student; creating a foundation for comprehensive physical development; perfecting form; strengthening wellness; and forming a system of skills and techniques; developing comprehensive physical fitness, basic motor skills, and core movement abilities; self-discipline and creativity; communication and interpersonal skills; physical abilities (speed, strength, endurance, flexibility, and agility); obstacle navigation skills; drowning prevention skills; adaptability to social environments; and building a healthy lifestyle. Students progress toward mastering essential life skills and techniques, receive education on physical culture, enhance their mental health, and learn how to adapt and harmonize with their living conditions, learning environments, personal labor, and social circumstances.

The course syllabus is a document that specifies the objectives, content of teaching, teaching and learning methods, forms and methods of testing, and evaluating learning outcomes for a subject or a module^[5]. The knowledge in each subject must be linked to a level of proficiency of the learner according to the designed academic year. Based on the accumulation system, courses are divided into three types: compulsory courses, elective courses, and optional courses^[6]. According to Hilda Taba (1962), P. F. Oliva, White (2010), it has been shown that the conception of an educational program is not merely a matter of defining the program but also clearly reflects each individual's perspective on education^[7, 8, 9]. According to Article 41 of the Education Law, the curriculum shows what higher education aims to achieve; it sets the standards for knowledge, skills, content, teaching methods, and how to assess learning outcomes for each subject, area of study, and level of higher education, making sure it connects well with other programs.

Music is considered a powerful tool^[10] for memorizing new words to improve reading comprehension. It can be said that music has a positive impact on sports activities to enhance athletic performance and optimize movement capabilities^[11, 12]. Music in sports is considered a potential tool to improve mental health^[13], extend workout duration, and is an important tool to motivate those who are not yet accustomed to exercising and participating in low-intensity workouts^[14]. Based on numerous previous studies, music helps enhance endurance and activity duration when performing physical exercises^[15] because it can increase the enthusiasm of the exerciser and distract the central nervous system from feelings of fatigue^[16]. One of the proven benefits of applying music during exercise is that it improves the exerciser's mental state in a positive direction, such as increasing enthusiasm and mood during the workout. Training habits and proper education can truly improve the qualities of strength and muscle endurance in young athletes, which are conditions for high performance in competitions. Exercise routines with music are also one of the activities that promote enthusiasm, creativity, and participation in learning among children during physical education classes and extracurricular sports activities.^[17] The main reason for the positive impact of music is that it can help practitioners feel

more enjoyment and enthusiasm while exercising^[18, 19], thereby meeting their training needs and optimizing their health benefits^[20].

The benefits of applying music during training are undeniable. Many studies on the same subjects who are not specialized in sports at universities (Meeks & Herdegen, 2002^[21]; Birnbaum *et al.*, 2009^[22]; Barwood *et al.*, 2009^[23]; Clark *et al.*, 2016^[24]), categorizing music by different tempos (such as fast and slow music), have shown that the group using music had a significant increase in performance compared to the group not using music. According to Simpson & Karageorghis (2005)^[25], when implementing, coaches, sports psychologists, instructors, and guides, etc., need to pay attention to the characteristics of the music to match the nature of each training session and type of exercise, as well as to align with the preferences of each group of trainees. Rendi *et al.* (2008)^[26] also suggested that the music applied in sports activities should perhaps focus on the specific movement patterns of the particular sport. Training combined with music has truly increased enthusiasm, motivation and improved the mood of the trainees, indirectly helping them to complete large "quantities" of exercises more enthusiastically and easily, thereby enhancing physical fitness and meeting the general physical development needs of each individual (Stork *et al.*, 2019)^[27].

Teaching music-based physical exercises in the physical education curriculum is suitable for the most common age groups in universities today. In addition, this subject has many unique features with rich content, diverse forms, strong dissemination ability, and a wide range of applications that enhance health and comprehensively develop the body's qualities. Practicing rhythmic exercises helps enhance the functions of the heart and lungs, increases muscle strength and endurance, and improves coordination, helping the body achieve its best state. In addition, exercising to music also has a high aesthetic value, bringing artistic emotions to the practitioners, helping them to have a cheerful mood, reduce pressure, and thereby enhance their health both physically and mentally. The movements of rhythmic gymnastics are not only beautiful and harmonious but also have the effect of comprehensively training the body. At the same time, when combined with lively musical rhythms, they provide an excellent remedy to relieve mental stress. During the training process, the trainee's focus on expressive and captivating actions will shift their psychology from worry and annoyance to mental stability and spiritual joy. Additionally, exercising to music also helps individuals maintain a positive attitude in social activities, allowing them to expand their social circles. This includes forming friendships, engaging in interactions, getting acquainted, and making new friends. Therefore, exercising to music not only helps improve health and physical strength and enhance physical appearance but also fosters teamwork and creativity in learning, has entertainment value, satisfies psychological needs, and enriches cultural and spiritual life. Therefore, developing a curriculum for the music-based physical education course for students at Saigon University is very suitable for the current social development, and it also aligns well with the physical education program required by the Ministry of Education and Training. The exercise routine helps students improve their health, develop physical fitness and stature, enhance their personality, and boost their learning ability and social skills with a positive spirit and attitude, contributing to the goal of

comprehensive education. Based on the above reasons, I am conducting research on the topic:

“Developing a curriculum for a music-based physical education course for students at Saigon University, Vietnam”.

2. Materials and Methods

2.1 Methods

Documentary research method: aimed at collecting, synthesizing, and analyzing relevant information from various sources; the results help researchers build a theoretical foundation for the study, select research methods, and discuss research findings.

Interview method: aimed at collecting information through the opinions of experts and specialists on the current status of the physical education program.

Statistical method: aimed at processing and analyzing the data collected during the research process with the support of SPSS 22.0 software.

2.2 Participants

20 management officials, specialists, and 14 physical education teachers from within and outside the University of Saigon.

3. Results

To develop a curriculum for the music-based physical education module for SGU students, the research will carry out 05 activities:

- Theoretical basis for program development
- Practical basis for program development
- Principles for program development
- Developing the curriculum for the music-based physical education course for SGU students.
- Planning and organizing the implementation of the music-based physical education course for SGU students.

3.1. Theoretical basis for program development

❖ Ensure legal compliance

The physical education program is based on legal documents from the Party, State, and Ministry of Education and Training, which include the educational reform policy, the national qualification framework, rules for higher education, and the program and output standards set by the Ministry of Education and Training. At the same time, the program complies with the training regulations and the plan for reviewing and updating the output standards of Saigon University for the period 2024–2028^[33, 34]. The course material is made to meet the output standards based on the facilities, equipment, and types of learners. The Party and Government's decisions to completely and fundamentally change education and training are linked to the development and adjustment of the curriculum. The goal is to improve the quality of the workforce and meet the needs of industrialization, modernization, and international integration. In addition to the subjects included in the curriculum, the selection of subjects can ensure that material resources and teaching equipment are suitable for the school's conditions, that the content duration is appropriate, and that it aligns with the students' capabilities.

❖ Ensure reasoning and logic

- Ensure the scientific and practical nature is suitable for the student audience.

- The course content must be structured from light to heavy, from simple to complex, and from easy to difficult.
- The ideological foundations regulating the social purpose of the physical education system, principles, and other guiding thoughts appropriate to each specific social form.
- The theoretical foundations and methods with practical-scientific nature ensure compliance with development regulations.
- When choosing a program, it's crucial to consider the forms and methods of instruction, making sure they stem from health-promoting values that serve as mandatory standards.
- Planning and adjusting physical activities must align with the principles of strengthening and enhancing health.

3.2. Practical basis for program development

Plan No. 398/KH-BGDĐT, dated May 9, 2019, by the Ministry of Education and Training, implements the minister's conclusion at the conference "Enhancing the Quality of Physical Education and School Sports"^[35] and is also based on the requirements of the school, the Department of National Defense Education & Physical Education regarding the "review of the physical education curriculum, researching the introduction of more diverse sports to provide students with more choices of their favorite subjects, creating greater interest in learning, and contributing to improving the effectiveness of the school's physical education work." That shows that education in general and physical education in particular play a particularly important role in the country's development strategy. Therefore, the inevitable and only path is to innovate the methods and develop the content of the physical education curriculum to align with the school's facilities. The elective sports classes are designed according to each school's physical education program, tailored to the students' abilities and interests, such as dancing, table tennis, badminton, football, basketball, pickleball, martial arts, playground games, cheerleading, aerobics, and others are characterized by the principle of "learning through playing and playing through learning." On one hand, it provides students with a healthy environment for physical training, and on the other hand, it educates them on desirable moral qualities such as courage, self-discipline, a sense of discipline, and team spirit. Therefore, the Department of National Defense Education & Physical Education is oriented toward developing a curriculum for the music-based physical education module for SGU students, which is a meaningful task aimed at adjusting and innovating the content and program to become increasingly complete, bringing enthusiasm to both teachers and students, and especially aligning with the school's facilities.

3.3. Principles of program development

- ❖ **Program structure:** The curriculum for aerobic physical education must specify the teaching direction, content, scope, and system of teaching for regular students studying physical education, in accordance with the regulations of the Ministry of Education and Training and the teaching plan of SGU. The curriculum serves as the basis for developing teaching materials and lesson plans and through it, for organizing and managing the teaching work.

The structure of the physical education program includes:

- Program description

- + Objectives and tasks of teaching.
- + Principles of curriculum development.
- + Time allocation.
- + Basic requirements of teaching work.

Detailed program: The presentation must be clear, concise, and fully cover the contents specified in the program.

Content and examination standards: This section is the part that evaluates the quality of the lesson, teaching work, and the organization of the teaching process.

- ❖ **Compilation principles:** The program is compiled based on the following principles: Combining physical enhancement and comprehensive development; Combine the leading role of instructors with the proactivity and self-discipline of students; Arrange a reasonable and scientific amount of exercise and rest; Combine the consistency of requirements with individualized treatment; Combining consolidation and enhancement; This involves the integration of a system and a focus, as well as the integration of intuition, thinking, and practice.

3.4. Developing a curriculum for the Music-based Physical Education course for SGU students

The following steps are conducted in the research to select the content of the Aerobic Physical Education curriculum for SGU students:

- Step 1: Compile the exercises that have been published in previous documents and scientific studies such as: Lại Phụng Thư (2015) ^[36], Nguyễn Trung Kiên (2017) ^[18], Nguyễn Kim Lan (2005) ^[37], Phan Thanh Chiển (2015) ^[38], Davydov & Karasnov (2000) ^[39], Sleeper *et al.* (2012) ^[40], Artemyeva & Moshenska (2017) ^[41].
- Step 2: Select appropriate content and exercises to develop the curriculum for the music-based physical education module for SGU students in the Physical Education (I) course. The program duration is 30 sessions, equivalent to 1 credit, with the following contents:

- ❖ **Theory**

- The history of the formation and development of Aerobic.
- The formation and development of Aerobic in Vietnam.
- Concept, purpose, and classification of Aerobic exercise.
- Competition rules for Aerobic gymnastics.
- Introduction to the technical principles of the 7 basic steps of Aerobic.
- Definition of building a pyramid.
- Use music and the method of composing exercise routines to music.

- ❖ **Practice**

- 7 basic exercise steps to music: Marching step, running step, knee lift step, jack step (side jump), lunge step

(front-back split), long stride (flex and extend), and leg swing.

- Physical fitness development exercises: endurance development exercises, strength development exercises, and flexibility, agility, and dexterity development exercises.
- General development exercise group: Head and neck; stretching and breathing; arms and shoulders; side; twisting; back and abdomen.
- Group of postural exercises: standing, kneeling, sitting, and lying down.
- **Movements for changing positions:** Transitioning from standing to kneeling; the movements also include transitioning from standing to sitting and from standing to lying down.

Building a tower: Base; top.

Formation movement: Throughout the execution of the routine, the movement must demonstrate directions (forward, backward, diagonal, circular, varying distances, etc.) in all directions via aerobic movement sequences.

- The basic techniques in the 4 difficulty groups of aerobics are Group A (Dynamic), Group B (Static), Group C (Jumping and Leaping), and Group D (Balance and Flexibility).
- Using music in aerobic exercise involves understanding commonly used beats, units for calculating music tempo, and the characteristics of music.
- Methods of composing exercise routines to music: Method 1: Prepare the movements first, then add the music; Method 2: Prepare the movements according to the chosen music.
- Complete the rhythmic exercise with music.
- Evaluate the results.
- Step 3: Interview 20 managers, specialists, and PE teachers

Based on the above summary results, an interview questionnaire was developed, and two interviews were conducted two weeks apart, using the same evaluation method and the same interview subjects, which included 20 teachers, coaches, and sports managers teaching aerobic rhythmic gymnastics at colleges and universities, as well as fitness training experts in Ho Chi Minh City. To test the consistency of the results from the two interviews, the results of the two interviews were compared using the χ^2 (chi-square) statistic in Table 1.

The research results from Table 1 indicate that for all indicators assessed in the two rounds of interviews, the calculated χ^2 value is less than the χ^2 table value (3.84), indicating that the difference between the two sample observations is not statistically significant. The results from the two interviews with managers, coaches, and physical education teachers show a high level of consensus in their responses. Through the results in Table 1, the study indicated that the curriculum for the music-based physical education course for SGU students included content with over 90% approval, covering all interview topics.

Table 1: Comparison of the results from two interviews on the music-based physical education curriculum for SGU students

	Content	Interview Results					
		First time		Second time		χ^2	p
		Agreed	%	Agreed	%		
1	Theory						
1.1	The history of the formation and development of aerobic exercise	19	97	18	93	0.1	>0.05
1.2	The formation and development of aerobic exercise in Vietnam	17	90	18	93	0.1	>0.05
1.3	Concept, purpose, classification of aerobic exercise	20	100	20	100	0.0	>0.05
1.4	Rules for competitive aerobic	20	100	20	100	0.0	>0.05
1.5	Introduction to the technical principles of the 7 basic steps of aerobics	20	100	20	100	0.0	>0.05
1.6	Definition of tower construction	18	93	19	97	0.1	>0.05
1.7	Using music and methods for composing exercise routines to music	19	97	19	97	0.0	>0.05
2	Basic techniques						
2.1	7 basic steps of rhythmic gymnastics						
	Marching step	20	100	20	100	0.0	>0.05
	Running step	17	90	18	93	0.1	>0.05
	Knee lift step	17	90	18	93	0.1	>0.05
	Jack step (side jump)	19	97	18	93	0.1	>0.05
	Lunge step (front-back split)	19	97	18	93	0.1	>0.05
	Step with a gap (flex and extend)	20	100	20	100	0.0	>0.05
	Step kick	20	100	20	100	0.0	>0.05
2.2	Exercises for physical development						
	Endurance training exercises	19	97	18	93	0.1	>0.05
	Strength development exercises	17	90	18	93	0.1	>0.05
	Exercises to develop flexibility, dexterity, and suppleness	20	100	20	100	0.0	>0.05
2.3	Exercise group for general development						
	Head and neck	18	93	19	97	0.1	>0.05
	Stretch and breathe	19	97	18	93	0.1	>0.05
	Arms and shoulders	20	100	20	100	0.0	>0.05
	Breast	19	97	18	93	0.1	>0.05
	Twisting and turning	20	100	20	100	0.0	>0.05
	Back and belly	20	100	20	100	0.0	>0.05
2.4	Posture-based movement group						
	Standing	20	100	20	100	0.0	>0.05
	Kneeling	19	97	18	93	0.1	>0.05
	Sitting	20	100	20	100	0.0	>0.05
	Lying down	19	97	18	93	0.1	>0.05
2.5	Posture transition movements						
	Change from a standing position to kneeling.	19	97	19	97	0.0	>0.05
	Change from standing to sitting position	20	100	20	100	0.0	>0.05
	Change from standing to lying down.	17	90	18	93	0.1	>0.05
2.6	Building a tower	17	90	18	93	0.1	>0.05
2.7	Formation movement	20	100	20	100	0.0	>0.05
2.8	Basic techniques in 4 difficulty levels of Aerobics						
	Group A (Dynamic)	20	100	20	100	0.0	>0.05
	Group B (Static)	19	97	18	93	0.1	>0.05
	Group C (Jumping and Leaping)	17	90	18	93	0.1	>0.05
	Group D (Balance and Flexibility)	20	100	20	100	0.0	>0.05
2.9	Using music in Aerobics						
	Commonly used rhythm	20	100	20	100	0.0	>0.05
	Unit of measuring musical tempo	17	90	18	93	0.1	>0.05
	Characteristics of music	20	100	20	100	0.0	>0.05
2.10	Method for composing aerobic routines with music						
	Method 1: Choreograph the moves first, then add the music	20	100	20	100	0.0	>0.05
	Method 2: Choreograph movements to the chosen song	19	97	18	93	0.1	>0.05
2.11	Complete the rhythmic exercise with music	20	100	20	100	0.0	>0.05
2.12	Check and evaluate the results	20	100	20	100	0.0	>0.05

3.5. Developing a plan and organizing the implementation of the music-based physical education curriculum for SGU students

1. The experimental teaching program for the music-based physical education course for regular students at Saigon University is designed as 1 credit with a total of 30 periods, with 2 periods per week. The first and second semesters of the 2023-2024 academic year will organize and teach the PE (I) course, which students registering

for it must take as a mandatory course. The curriculum will include a detailed syllabus.

2. The experimental program of the project will be conducted from September 2023 to August 2024.

➤ Characteristics of the research subjects

As a student at Saigon University majoring in physical education, without any diseases or congenital defects, I love

and have registered to take the elective course in Physical Education (I).

➤ The purpose and objectives of the curriculum

- The purpose of the curriculum

- + Developing physical qualities and improving academic performance for students at Saigon University.
- + Create a playground for students to practice the sport they love. Contribute to diversifying and enriching sports activities in the school.
- + Establish a Music-based exercise club (Aerobics) to compete and perform activities and celebrations in the school.

The mission of the curriculum

- + Practicing rhythmic gymnastics during Physical Education (I) classes and self-training outside of class at Saigon University will help students grasp the most basic issues of rhythmic gymnastics via fundamental techniques, enhancing physical qualities suitable for their age's psychological and physiological development. + Educating ethics, perfecting students' personalities, and meeting the requirements and objectives of the program.
- + Additionally, after completing the study program, students who truly love and have a talent for rhythmic gymnastics can join the school's team to perform in competitions or participate in welcoming activities and cultural events.

Table 3: Scoreboard for evaluating the Music-based Physical Education course for SGU students

Criteria for evaluation	Points to evaluate the criteria	Weight	Form of assessment
1. Evaluate the process	Process score (1.1 + 1.2)	40%	Practice
2. Learning awareness	Attendance and study attitude	10%	Attendance checking
3. Academic records	Mid-term exam score	30%	Practice
4. Final assessment	Final exam score	60%	Practice

4. Conclusion

The research has developed a curriculum for the music-based physical education course for SGU students, Vietnam, with 1 credit (30 periods: 2 theory periods, 26 practical periods, 2 assessment periods).

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➤ Curriculum distribution

Based on the research results mentioned above, the distribution of the Physical Education module that incorporates music for students at Saigon University is now approved, with specific content outlined in Table 2.

Table 2: Table of time distribution for teaching the Physical Education with Music module for SGU students

Number of periods: 30 periods			
Theory	Practice/Exercise	Test	Self-study
2 periods	26 periods	2 periods	20 periods

➤ Regulations for the subject and teacher's requirements

- The theoretical teaching hours are integrated into the practical sessions.
- The conditions of the training grounds must ensure safety and hygiene, and the training equipment must meet quality standards.
- PE uniforms that meet the school's regulations, using sports shoes or running shoes.

➤ Score evaluation: Department evaluation scores and course grades are calculated on a scale of 10 (from 0 to 10), rounded to one decimal place.

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