

**PEOPLE'S COMMITTEE OF TRA VINH PROVINCE  
TRA VINH UNIVERSITY**

**NGUYEN THI DIEM KIEU**

**DEVELOPING LITERATURE COMPETENCE FOR  
HIGH SCHOOL STUDENTS THROUGH TEACHING  
VIETNAMESE MEDIEVAL LITERATURE**

Major: **THEORY AND METHODS OF TEACHING  
LITERATURE**

Major code: **9140111**

**SUMMARY OF DOCTORAL THESIS THEORY  
AND METHODS OF TEACHING LITERATURE**

**TRA VINH, IN 2023**

The dissertation has studied  
in Trà Vinh university

Adviser: Prof. Dr La Nham Thin

Reviewer 1: .....

Reviewer 2:.....

Reviewer 3: .....

The dissertation will be defended before the Evaluated  
Council in Tra Vinh University  
At ..... hour ..... day ... month ... year .....

The dissertation can be found at the National Library  
and Library of Tra Vinh University

## **PREAMBLE**

### **1. The reasons to select the topic**

#### **1.1 The role and position of Vietnamese medieval literature in literature and in Literature subjects in high schools**

Vietnamese medieval literature has reflected the reality of the country and Vietnamese people in the process of building and defending the country, deeply expressing the Vietnamese people's awareness of the nation and people, contributing to the development of the country. forming and developing great traditions - patriotic and humanitarian - of national literature, influencing the development of modern Vietnamese literature.

Vietnamese medieval literary works occupy a large number of high school literature programs. Vietnam's traditional cultural heritage helps students visualize a panorama of the historical development of Vietnamese literature. They have an important role in educating and fostering thoughts, feelings, morals, concepts, aesthetic ideals... for students. In addition, they also help the learners to develop their general and literary abilities.

#### **1.2 Teaching Vietnamese medieval literature in high schools today**

Teaching Vietnamese medieval literature in high schools still faces many difficulties due to reasons such as limited knowledge and understanding of medieval culture and literature in learners and partly in teachers. The selection and application of teaching methods did not suitable with the knowledge, the targets...so, these reasons lead to the limited the development of philological competence of students.

#### **1.3 Innovation in teaching and learning methods**

Strong transform the educational process from mainly equipping knowledge to comprehensively developing learners' capacity and qualities

Innovate the methods, forms of educational organization, which have been renewed renewed towards modernization, diversification and digitalization.

Apply teaching methods aimed at developing student capacity, paying attention to practicality, linking learning content with experiential activities and innovating testing and assessment.

### **2. Objective of the study**

General objective: The dissertation was named as *Developing Literature competence for high school students through teaching*

*Vietnamese medieval literature* towards the common goal of developing philological competence for high school students through teaching Vietnamese medieval literature.

Specific objectives: The dissertation aims to develop linguistic capacity and literary capacity, through developing skills in reading, writing, speaking and listening to Vietnamese traditional cultural in the specific forms of teaching. In addition, they also develop the logical thinking capacity, visual thinking capacity, and aesthetic capacity (following the developing language capacity and literary capacity).

### **3. Objects and scope of research of the topic**

#### **3.1 The objects of study**

The objects of study was the literature competence of students in high schools.

#### **3.2 The scope of study**

Study on developing literary capacity for high school students from the impact of the teaching process, which followed by teaching methods, teaching measures and teaching organization forms.

- The scope of the survey: the current situation of teaching medieval Vietnamese literature in high schools was surveyed by region (city, countryside...), by region (North - Central - South), according to the survey type of training institution (specialized schools, non-specialized schools, continuing education centers)

- Data of study: Vietnamese medieval literature in high schools.

- About experiment of study:

+ Experimental lessons include integrated lessons, topic-based teaching, and topic-based teaching...

+ Experiential activities include the case study, project teaching, scientific research, discussions...

#### **4. The content of study**

- Issues in theory and teaching methods to develop literary capacity in high school students.

- Vietnamese medieval literature in the High School Literature program (High School Literature Program in 2006 and Literature General Education Program in 2018).

- Developing literary capacity for high school students through the teaching Vietnamese medieval literature.

- Process, methods, measures, and forms of teaching Vietnamese medieval literature in high schools according to the orientation of capacity development

## **5. The mission of study**

- Systematize the theoretical basis for teaching in the direction of developing learner capacity and developing literary capacity for high school students. Study in the characteristics of Vietnamese medieval literature and the characteristics of high school students followed by the combination of basic sciences and pedagogical sciences.

- Survey on the practice of teaching Literature and teaching Vietnamese medieval literature in high schools

- Design the teaching process, method, and organizational form to develop students' philological competence, through the teaching Vietnamese medieval literature at high schools.

- Design the lessons to illustrate the established teaching process, methods and forms of organization, organize experimental teaching to learn from experience and evaluate results of applying the topic to practice.

## **6. Methods of study**

### **6.1 Theoretical methods group**

Methods of analysis and synthesis.

### **6.2 Practical methods group**

Observational method, survey method, statistical method, comparative method, interview method, expert method, product research method of pedagogical activities, experimental method.

## **7. Scientific hypothesis**

Competency-oriented teaching has been attracting the attention of researchers in theory and teaching methods of philology and pedagogy. If we can build a scientific process and determine the teaching content, system of methods, measures, and forms of organizing teaching activities of Vietnamese medieval literature in high schools towards capacity development. literature for students, and tested over a long period of time and on a wide scale to produce specific, reliable results. The project will contribute to affirming the advantages of the teaching strategy according to orienting capacity development, implementing the process of innovating literature teaching methods in a practical and effective way, both consistent with the characteristics of subject teaching in the current program, and actively implementing *The Literature general education program in 2018*.

## **8. Scientific and practical significance of the topic**

### **8.1 About the science**

The dissertation establishes the theoretical basis of developing philological competence for high school students through teaching Vietnamese medieval literature, contributing to the realization of the

capacity development-oriented teaching strategy of the Education Program. *Generalization of Literature in 2018*, clarifying some basic contents of teaching and developing competencies in Literature and other competencies for high school students.

## **8.2 About practice**

The dissertation aims to innovate methods and forms of teaching organization, improve the quality and effectiveness of teaching Vietnamese medieval literature according to the 2006 program and deploy *The Literature general education program in 2018*, contributing to providing additional materials to help teach Literature according to the new program from the 2022 - 2023 school year, closely following and meeting the practical educational requirements set forth.

## **9. The structure of dissertation**

With the *Introduction, Conclusion and Recommendations, List of research works of the thesis author, References and Appendix*, the content of dissertation has 4 chapters, followed by

**Chapter 1.** Overview of the study situation, the theoretical and practical basis of the topic

**Chapter 2.** Contents of teaching Vietnamese medieval literature with the development of students' philological competence

**Chapter 3.** Organizational forms of teaching to develop philological competence through teaching Vietnamese medieval literature

**Chapter 4.** Experimental results

# **CHAPTER 1**

## **OVERVIEW OF THE STUDY SITUATION, THE THEORETICAL AND PRACTICAL BASIS OF THE TOPIC**

### **1.1 OVERVIEW OF THE STUDY SITUATION**

**1.1.1 Studying about the capacity and teaching followed by development in the capacity**

The dissertation studied about the concept of capacity, teaching and developing capacity. From there, the conclusion is that the competence is a personal attribute that is formed and developed through the process of learning and training. It also allowed students to synthesize knowledge, skills to perform successfully and achieve desired results in specific conditions. Individual capacity is also evaluated through methods and results of activities when participating in solving life problems. According to *The General Education Program* -

*comprehensive program* (2018), the competencies included: general competencies and specific competencies.

### **1.1.2 Study in developing of general and professional competencies in Literature**

Professional competencies are specific competencies that are formed and developed related to each specific subject. For the Literature, the professional capacity included linguistic capacity and literary capacity.

#### **1.1.3 Research on Vietnamese medieval literature**

The research works related in the dissertation:

- Study to provide basic knowledge about modern culture and methods of studying modern culture;
- Studying in the detail some genres of modern culture;
- Study in the methods of analyzing and reading Vietnamese folklore works.

#### **1.1.4 Study on theory and teaching methods**

##### *1.1.4.1 Studying in the active teaching*

The dissertation focused to study in researching the basic characteristics of active teaching methods:

- Teaching and learning through students' learning activities.
- Teaching and learning through practicing self-study methods.
- Enhance individual learning combined with collaborative learning.
- Combine teacher's assessment and student's self-assessment.

##### *1.1.4.2 Study in teaching literature towards capacity development*

The dissertation synthesizes from some sources, such as study in teaching methods oriented towards capacity development; Study in the relationship between integrated teaching and capacity development-oriented teaching

##### *1.1.4.3 Study in the teaching literature in high schools*

Study about the teaching literature in high schools that had received the attention of many researchers. Research on approaches to literary works will enrich the Literature teaching in high schools.

##### *1.1.4.4 Study on teaching Vietnamese medieval literature*

###### *a. Teaching Vietnamese medieval literature in high schools*

There are many works on teaching Vietnamese medieval literature with using different approaches. Studies focused on the specific genres that were taught in high school. Some works are still within the limited

scope of Literature books, without integration and related topics outside the books.

*b. Teaching Vietnamese medieval literature in the direction of capacity development*

Teaching literature with a developmental orientation is currently a concern of education. Currently, there are many works related to teaching Vietnamese medieval literature in high schools. The projects have demonstrated the creative ideas of teachers that through the classes on Vietnamese medieval literature.

From the study of overview and realizing what needs to be continued and supplemented, the dissertation will focus to study the development of literary capacity for high school, which through teaching Vietnamese medieval literature.

## **1.2 THE THEORETICAL AND PRACTICAL BASIC OF DISSERTATION**

### **1.2.1 Theoretical basis**

#### *1.2.1.1 Literary theoretical basis*

Literary theoretical basis helps students to recognize the characteristics of Vietnamese medieval literature and appropriate directions and methods. Vietnamese medieval literature not only has the common characteristics of Vietnamese literature (literary concept, content, genre, language) but also has its own characteristics (poetry perspective, literary philosophy, conversion, Zen poetry; patriotic content associated with centrist and patriotic ideology; functional literary genre and artistic literary genre; bilingual phenomenon, normativity...).

#### *1.2.1.2 Theoretical basis about teaching methods*

##### *a. Teaching followed by the orientation of capacity development*

Teaching according to the orientation of capacity development is a current educational trend. Teaching according to the orientation of energy development will focus on the output results of learners, focus on the level of absorption and ability's students. Teachers play the role of orientation, guidance and design of teaching content. Students must self-build their knowledge through by the observation, exploration, discovery, creation, and testing. Assessment of teaching oriented to human development, which focused on the ability of students. This helps students to solve practical problems in their lives.

*The General Education Program in 2018* was an important theoretical basis of the thesis. It helps to determine the goal of forming and developing core competencies for students, including: a) General



competencies: autonomy and self-study capacity, communication and cooperation capacity, problem-solving capacity and creative. b) Professional abilities: language abilities, computational abilities, abilities to understand nature and society, technological abilities, information technology abilities, aesthetic abilities, physical abilities.

*b. Some concepts about integration and integrated teaching*

Integration in teaching helps students learn how to use and coordinate knowledge and skills from different subjects or fields of knowledge, creating a unified content based on the theoretical and practical connections proposed. access in those fields, with the aim of forming and developing capacity. There are many ways of integration, mainly integrating knowledge content within subjects and across subjects. *The Literature General Education Program in 2018* integrated teaching emphasizes the integrated axis of reading, writing, speaking and listening.

*c. Teaching Literature according to the orientation of capacity development*

Teaching Literature forms and develops students' reading, writing, speaking and listening skills. Base on the teaching, reading, writing, speaking and listening, students can develop their skills, especially in language and literary abilities.

**1.2.2 Practical basis**

*1.2.2.1 Current status of teaching capacity development through Literature in high schools*

Students aged 16 - 18 years old have relatively comprehensive physical, psychological, and thinking development. Teaching based on integrated perspectives, content, and methods has had some good results. However, integrated teaching is sometimes still assembling and does not focus much on cross-subject integration

*1.2.2.2 Current status of teaching and developing Literature capacity through Vietnamese medieval literature*

The implementation of teaching Vietnamese medieval literature in schools had some difficult problems, such as the limitations in history, language, culture, psychology, and age.

The author surveyed the current status of teaching Vietnamese medieval literature in high schools. The results was obtained, as below:

+ *About student learning activities aimed at the developing capacity in Literature:*

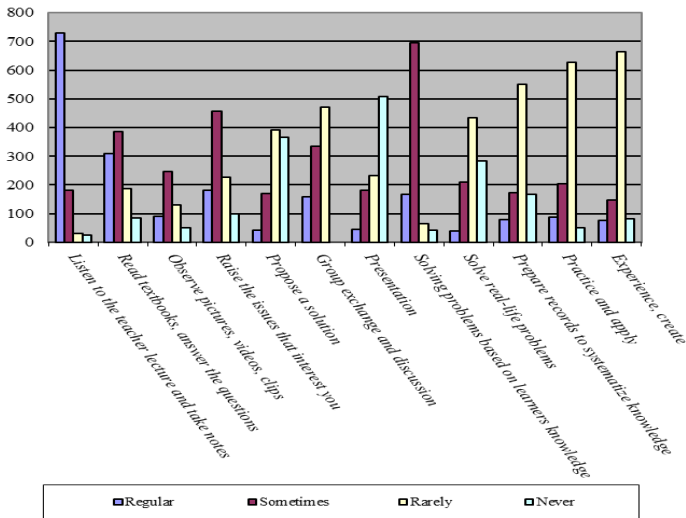


Figure 1.1. The chart describes the activities of students during the Vietnamese Medieval Literature class in high school (Nguồn: Author)

Students' activities during medieval literature classes in Vietnam often take place at a high level, including listening to teachers' lectures, taking notes, reading textbooks, answering questions... These activities are necessary for students during Literature class. However, To develop students' literary abilities and to comprehending (reading, listening, seeing), students must also be able to present, criticize, and know how to raise issues that they are interested in and make suggestions. These are activities that students rarely and never do. This has a significant impact on the development of students' literary ability.

+ *About the experiential activities for students in high school*

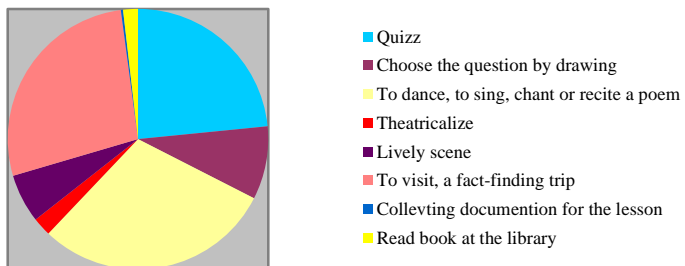


Figure1.2. The chart describes the forms of extracurricular activities in Literature in high school (Source: Author)

Through survey data, the high school students' experiential activities are quite diversified such as quizzes, dance, music, poetry recitation... However, these forms are repeated every year, lead to boring the psychology of students. The proposed forms of extracurricular activities need to be associated with experiential activities outside the classroom such as sightseeing, collecting materials for lessons, and reading books at the library.

#### *1.2.2.3 The current situation of teaching Vietnamese medieval literature in conditions the requiring innovation*

Teaching Literature has achieved many positive results such as innovating teaching methods, assessment, professional training for teachers, facilities to serve teaching... However, teaching Literature in general and teaching Vietnamese medieval literature in particular at high schools still has some limitations, such as the transformation of goals, content, and training methods. It was designed from primarily providing knowledge to a capacity development approach that has been implemented but is not synchronized. Teaching with an integrated perspective and method has had positive results but there are still many challenges...

#### *1.2.2.4 Request to innovate the curriculum and books in Literature*

Resolution 29-NQ/TW dated November 4, 2013 of the 8th Central Conference, term XI decided to fundamentally and comprehensively innovate education and training. *The General Education Program in 2018* had been designed according to the orientation of approaching qualities and competencies, creating a learning and training environment. These help the learners accumulate solid general knowledge; know how to effectively apply knowledge in life and lifelong self-study; have personality, personality and rich soul life. The program's educational approach is to actively engage students' activities and diversify learning forms. The requirements to be met in terms of quality and capacity are specified in the overall program and subject program as conditions for assessment.

### **SUB-CONCLUSION OF CHAPTER 1**

Chapter 1 was focused on two major contents, such as an overview of the research situation, the theoretical and practical basis of the topic. In the overview of study, the dissertation has explored issues related to the topic and it is divided into major issues, including theoretical research and teaching methods; Study on theory and methods of teaching Literature; Study on teaching Vietnamese medieval literature.

Base on theoretical and practical basis of the topic, the dissertation focuses on the theoretical basis of literature and the theoretical basis of teaching methods; Practical basis ranges from the current situation of teaching Vietnamese medieval literature to innovative requirements for teaching Literature in general; Teaching Vietnamese medieval literature in particular to develop students' capacity in high school.

## **CHAPTER 2**

### **CONTENTS OF TEACHING VIETNAMESE MEDIEVAL LITERATURE WITH THE DEVELOPMENT OF STUDENTS' PHILOLOGICAL COMPETENCE**

#### **2.1 LANGUAGE COMPETENCE THROUGH TEACHING MEDIEVAL LITERATURE**

Language competency was used the linguistic means to communicate (reading, writing, speaking, listening) standardly and effectively in all situations.

Language capacity is formed and developed as follows:

- Language knowledge: phonetic knowledge, spelling, vocabulary, grammar, semantics, functional style...
- Communication skills: skills to use media and language knowledge to read, write, speak and listen in specific communication situations.

Accordingly, the skills of reading, writing, speaking and listening can be generalized as follows: the ability to receive communication text (reading, listening) and the ability to create communication text (writing, speaking).

In Literature, students' language ability is demonstrated in the following aspects: applying Vietnamese knowledge to read and understand text, knowing how to present and debate a literary issue with many different opinions, and using Vietnamese in communication – written and oral communication. What should be noted is that students' language ability is expressed through communication ability and otherwise, communication ability reflects language ability.

##### **2.1.1 Ability to apply Vietnamese knowledge to read and understand text**

When applying knowledge of Vietnamese and knowledge of history, society, ideology, philosophy and aesthetic concepts to read and understand texts, students need to pay attention to the linguistic characteristics of Medieval Literature, which are: bilingualism; Language is closely associated with ideology and culture; elegant, conventional nature

### **2.1.2 Ability to present and discuss an issue**

Developing the ability to present problems in Literature with students means presenting problems in life and literature. In life, the ability to present a problem describes how students know how to apply knowledge they have learned about language and literature to present life problems evoked from works or related texts. to texts and works. In literature, the ability to present an issue is shown in students knowing how to apply linguistic and literary knowledge to present a work (or excerpt from a work), an author... something that they have studied or read; know how to evaluate the content of the text, know how to express views and ways of thinking about people and life according to their own senses; Realize the role and effects of reading for yourself. In addition, to presentation ability, Literature also develops critical ability.

### **2.1.3 The capacity of communication**

#### ***a. The Basic communication***

Forming and developing students' language capacity, including common communication language, is an important role of Literature in high schools. Students will understand language rules and conversation rules in Vietnamese and use Vietnamese effectively in specific communication situations. Reading comprehension texts also create a specific cultural, social, and historical environment for students to practice, apply, and improve their ability to use Vietnamese (reading, writing, speaking, and listening) in different situations. different communication

#### ***b. Aesthetic communication***

Developing aesthetic communication capacity is a characteristic and strength of the Literature department. Aesthetic communication often pays attention to the aesthetic aspect of using language in communication. Aesthetic communication required the selection of words and expressions so that the words are not only correct but also good and beautiful. Vietnamese medieval literature has strengths in developing aesthetic communication skills for students because the language in literary works is the quintessential language of life, created by the laws of beauty. Teaching medieval literary works can develop students' aesthetic communication skills in both speaking and writing skills.

## **2.2 LITERARY COMPETENCE THROUGH TEACHING MEDIEVAL LITERATURE**

Literary competence is the ability to perceive and decode the goodness and beauty of literary texts. In addition, it also explains, comments, and evaluates the unique artistic forms of literary texts;

creatively receive content messages (such as meaning, themes, ideas, inspiration) of literary texts.

Literary competence is formed and developed by:

- Literary knowledge: includes knowledge of literary theory, literary history, literary authors, literary works, literary genres...
- Literary skills: including skills in receiving literary texts; Skills in creating literary discussion texts, discussing an issue raised in a literary work; Literary creative ability...

In particular, because the language is the first element of literature and literature is also a verbal art, so literary capacity can only be developed on the developing of language capacity.

Base on *The Literature General Education Program in 2018*, the literary competency was shown in the following by

- Students must analyze and evaluate literary texts based on their understanding of artistic style and literary history.
- Students must recognize the characteristics of literary images and some differences between literary images and other types of artistic images; Recognize and analyze characteristics of literary language, stories, plots and storytelling;
- Students must recognize and analyze some artistic style characteristics in folk literature, medieval literature and modern literature; author's art style; Create several types of literary texts that demonstrate the ability to express emotions and ideas in aesthetically pleasing verbal forms.

### **2.2.1 Ability to read and understand medieval literary works**

- Reading and understanding medieval literary works from the cultural, ideological and aesthetic characteristics of the medieval period
- Reading and understanding works according to genre and text type; Reading and understanding argumentative texts, reading and understanding narrative texts, reading and understanding lyrical texts.

### **2.2.2 The capacity of thinking**

*The Literature Program in 2018* was emphasized the requirements for reading, writing, speaking and listening skills. Base on the requirements for those skills, students can form and develop thinking capacity. To teach Vietnamese medieval literature effectively in developing students' symbolic thinking, it is important to recognize the characteristics of artistic imagery in this part of literature.

*2.2.2.1 Characteristics of artistic images in Vietnamese medieval literature*

- Artistic images are created by existing artistic conventions in thoughts and concepts.

- Artistic images are created by artistic conventions that originate directly from real life.

#### *2.2.2.2 The capacity of pictorial thinking*

Iconic thinking is thinking on the basis of images and symbols to perceive and represent objects, associated with the imagination and the ability of human association. In literature, visual thinking capacity and logical thinking capacity are related to each other. To develop logical thinking capacity and symbolic thinking capacity for high school students through teaching artistic symbols in middle-class Vietnamese literature, we need to connect symbols in the context of the times, in the culture from which the symbol arose; connecting symbols in a system of works with symbols of the same or similar type; connecting symbols in the entire work, in the author's entire artistic world.

#### **2.2.3 Aesthetic ability**

*The General Education Program in 2018*, the students' aesthetic abilities included musical abilities, artistic abilities, and literary abilities. Each of these competencies is demonstrated through the following by activities: Perceiving aesthetic elements, analyzing and evaluating aesthetic elements, and reproducing, applying, and creating aesthetic elements.

Literature had strengths in developing aesthetic capacity. A student's aesthetic capacity consists of two parts that are closely related to each other: Aesthetic awareness and emotions about the beauty of literature and aesthetic awareness and emotions about the beauty of life. Teaching aesthetic development is teaching students from awareness and emotion towards the beauty of literature and art to awareness and emotion towards the beauty of life. From then on, students' work is directed toward beauty and creativity according to the laws of beauty.

#### **2.2.4 Ability to create documents**

For students, text creation is mainly aimed at argumentative texts and informational texts.

When creating an argumentative document, you need to follow by these steps:

+ Determine the purpose of the discussion: What issue is the discussion about? To achieve what purpose?

+ In general, many medieval argumentative works have an argumentative sequence (also the structure of the work): Choose a

premise that has the nature of truth and principle. Based on the premise, looking at reality (examining the premise into reality) includes: criticizing and negating wrong expressions that are contrary to the premise. Enhance and affirm correct expressions consistent with the premise. Conclude the issue on the basis of premises and practice.

### **2.2.5 Ability to recognize and analyze text according to literary characteristics**

*The General education program for Literature in 2018* had identified one of the requirements for literary competency such as:

- Recognize the characteristics of literary images and some differences between literary images with other types of artistic images (painting, music, architecture, sculpture)

- To develop students' literary abilities, teachers need to teach them to recognize the characteristics of literary images, the difference between literary images and other forms of art, and then know how to analyze the images in them. work. Literary ability is also shown in the recognition and analysis of characteristics of literary language, stories, plots, story situations, storytelling, etc.

## **SUB-CONCLUSION OF CHAPTER 1**

Chapter 2 focuses to study of teaching Vietnamese medieval literature with the development of literature capacity, including competencies: Linguistic capacity and Literary capacity.

In Language competency through teaching medieval literature, Chapter 2 focused to develop the capacity to apply Vietnamese knowledge to read and understand text, presentation capacity, debate an issue and communication capacity.

In terms of literary capacity through teaching Vietnamese medieval literature, Chapter 2 focused to develop the capacity to read and understand works of Vietnamese medieval literature, the capacity to create texts (creating argumentative texts), and the capacity to think (visual thinking capacity) and aesthetic capacity.



**CHAPTER 3**  
**ORGANIZATIONAL FORMS OF TEACHING TO DEVELOP**  
**PHILOLOGICAL COMPETENCE THROUGH TEACHING**  
**VIETNAMESE MEDIEVAL LITERATURE**

**3.1 INTEGRATED TEACHING**

**3.1.1 Integration in Literature teaching**

Interactive teaching is focused on Literature, which helps students develop their ability to apply and combine knowledge of learning content and areas of life to achieve learning goals.

*The General Education Program Master Program (in 2018) had affirmed that integrated teaching in Literature is oriented towards student capacity development: "Intensive teaching requires Literature teachers to first see the internal disciplinary connection (including reading, writing, speaking and listening), whereby the reading teaching content is related and repeated in the writing, speaking and listening teaching content. The knowledge and reading comprehension skills that students accumulate in the process of receiving texts of different types will help improve their writing, listening and speaking skills. [...] In addition, to integrating internal subjects in teaching reading, writing, speaking and listening, the teachers must also to take advantage of opportunities to integrate interdisciplinary educational requirements into class time."*

**3.1.2 Integration in teaching Vietnamese medieval literature**

*3.1.2.1 Teaching Vietnamese medieval literature is based on an integrated perspective and integrated method*

Integrated teaching in Vietnamese medieval literature has similarities with the general teaching of Literature. Regarding content, there is integration within subjects (reading - writing - speaking and listening) and interdisciplinary integration. Regarding methods, there is horizontal integration (integrating three parts literature, Vietnamese, Writing (Program 2006), integrating Literature, Vietnamese; integrating four skills of reading, writing, speaking and listening (Program 2018) and vertical integration (integrating, relating a unit of knowledge and skills of the upper class with the knowledge and skills of the lower class in the same subject...)

*3.1.2.2 Some integrated teaching designs in teaching Vietnamese medieval literature*

*a. Integrated teaching according to each lesson*

Lesson design: *Orientation for the martyrs of Can Giuoc* by Nguyen Dinh Chieu.

b. Integrated teaching by topic

Designing the topic of *Nature in Vietnamese medieval literature*.

c. Integrated teaching by detailed topic

Thematic design: *Nguyen Du's artistic language in "Kieu's story"*

### **3.1.3 Assessing students' literary ability followed by teaching**

#### **Vietnamese medieval literature**

The thesis focuses on contents including:

- Assessing reading ability;
- Assessing writing ability;
- Assessing speaking and listening abilities;
- Assessing literary and linguistic abilities.

### **3.2 EXPERIENCE ACTIVITIES**

#### **3.2.1 Some general issues about experiential activities**

The purpose of experiential activities at the high school level was to help students developing the qualities and abilities that have been formed at the elementary and middle school levels. In addition, students must be able to adapt to future living, studying and working conditions. Some main methods of organizing experiences are such as Discovery, Experimentation, Interaction, Dedication, Research.

#### **3.2.2 Some experiential activities in teaching Vietnamese medieval literature in high schools**

3.2.2.1 *Experience through the case study activities*

3.2.2.2 *Experiential activities through project-based teaching*

3.2.2.3 *Research sciences*

3.2.2.4 *Experiential activities through discussions*

#### **3.2.3 Evaluate literature capacity through experiential activities**

The thesis focuses on combining student self-assessment and teacher's assessment, evaluate through the whole learning process, evaluate through learning products.

In order for the assessment to be effective, the thesis develops tests for reading skills, writing skills, speaking and listening skills.

### **SUB-CONCLUSION OF CHAPTER 3**

Chapter 3 of the dissertation focused on the forms of organizing teaching and learning skills, which had two contents such as interactive teaching and experiential activities in teaching literature. Three integrated lessons have been implemented in teaching Vietnamese medieval literature: integrated teaching by lesson, teaching by topic and

teaching by topic. Some tools to evaluate students' reading, writing, speaking and listening skills in integrated teaching are reading skills checklists, writing skills checklists, speaking and listening skills checklists. Experiential activities were designed in combination with integrated lesson plans, such as case studies, project teaching and experiences outside the classroom such as scientific research and discussions. The dissertation was also proposed some tools to evaluate experiential activities for students, followed by the self-assessment and teachers's assesement.

## **CHAPTER 4**

### **EXPERIMENTAL RESULTS**

#### **4.1 EXPERIMENTAL PLAN**

##### **4.1.1 Experimental purpose**

- Check the reasonableness of the process of organizing teaching activities in the direction of developing literature capacity for students through teaching Vietnamese medieval literature in high schools.

- Check students' progress in using a number of teaching activities corresponding to each component competency of literature competency through teaching Vietnamese medieval literature in high schools.

##### **4.1.2 Experimental task**

- Design lessons with compatible teaching activities aimed at developing literary capacity according to the process of organizing teaching and developing capacity for students.

- Organize teaching and experimental activities according to lesson plans. Analyze and evaluate the results of students' learning process through pedagogical experiments. From there, we gain lessons and suggestions to improve the quality of teaching.

##### **4.1.3 Experimental time and experimental address**

Time: from 9/2016 to 6/2022.

Address: Nguyen Thien Thanh High School for the Gifted and Tra Vinh City Continuing Education Center.

##### **4.1.4 Experimental subjects, control subjects**

- At Nguyen Thien Thanh High School for the Gifted, three experimental classes were 10A1, 11A1.1, 11E and three controlled classes were 10A2, 11A1.2, 11A3 of the 2019-2020 school year. The number of students participating is 90 for in the experimental class and is also 90 the control class

- At Tra Vinh City Continuing Education Center, three experimental classes were 10.1, 11.1, 11.2 and three controlled classes were 10.2, 11.3, 11.4 of the 2019-2020 course. The number of students participating in the experimental class is 90 students and the controlled class is also 90 students.

#### **4.1.5 Principles of conducting experiments**

- Experiments must have to the educational goals.
- Experiment must have to towards developing literature capacity of students.
- Experimentation must have to direction, interaction, and community.

#### **4.1.6 Methods of processing experimental results**

Using the statistical methods of sample data and compare and contrast samples from data collected during experiments and sample analysis. Evaluation of the experimental process includes qualitative evaluation and quantitative evaluation.

### **4.2 EXPERIMENTAL PROGRESS**

- Preparation steps: Study about the level, learning attitude, and habits of students in the experimental class regarding Literature. First of all, we need to conduct a preliminary survey of students' abilities through observation. After that, we will determine the goals, content, develop an experiment organization plan and complete to the lesson designs for the experiment.

- Experimental organization steps: We conduct experimental teaching according to lesson designs, then collect learning products after the experiment.

- Experimental evaluation steps: The author processes information from the learning products obtained during the experiment. After that, the author will compare and contrast the results obtained through experiments. The author will discuss with colleagues, learn from experience on the teaching organization process, and how to organize teaching activities compatible with developing students' literary capacity.

### **4.3 EXPERIMENTAL CONTENT**

- *Oration for the martyrs of Can Giuoc* by Nguyen Dinh Chieu.
- The topic about *The nature in Vietnamese medieval literature*.
- Topic of *Nguyen Du's Artistic Language in "Kieu's story"*.
- Experiential activities.

#### **4.3.1 Pedagogical experiments for integrated lessons**

##### *4.3.1.1 Requirements*

*Oration for the martyrs of Can Giuoc* by Nguyen Dinh Chieu.

Requirements: Students can recognize and analyze the tragic beauty of the monument to the heroic farmer. In addition, students can write an argumentative essay about a work/excerpt, and can also present the results on an issue in an oration.

#### 4.3.1.2 Comparative pedagogical experiment

##### *a. Content:*

- The tragic beauty of the monument to the heroic farmer.
- The unique artistic value of the funeral oration.

*b. Teaching activities compatible with the development of literature capacity are experimented through lessons*

+ Teaching activities aim at to improving reading comprehension of Can Giuoc martyrs' funerals according to the literary genre, applying knowledge of reading and understanding funerals to write argumentative essays.

+ Teaching activities aim to develop communication skills and use language through the Can Giuoc martyr's funeral: words with strong Southern nuances, the way of speaking of farmers.

+ Teaching activities aim at developing aesthetic energy: appreciating the beauty of the image of the heroic farmer in the funeral oration.

*c. Expected products:* the answer of student

#### 4.3.1.3 Experimental pedagogical assessment

##### *a. Content*

- Describe the tragic beauty of the statue of a heroic farmer.
- Describe the unique artistic value of the funeral oration.

*b. Teaching activities compatible with the development of literary abilities are experimented through lessons*

+ Teaching activities aim to develop the ability to read and understand the work of the Can Giuoc Liturgy's Eulogy, apply the knowledge of reading and understand the funeral to read and understand other funerals and be able to write modern eulogies.

+ Teaching activities aim at developing communication skills and language use.

+ Teaching activities aim at developing aesthetic energy and appreciating the beauty of the image of the heroic farmer in the funeral poem.

+ Teaching activities aimed at developing self-study and self-research skills: case study exercises, theater, document collection...

*c. Expected products*

Students' answers, presentations, and paper.

### **4.3.2 Pedagogical experiments on topic-based integrated teaching**

#### *4.3.2.1 Requirements of experimental topics*

The topic about *The nature in Vietnamese medieval literature*.

Requirements: Students can recognize and analyze the beauty of nature in Vietnamese medieval literature. In addition, students can understand the meaning of natural images in expressing the author's feelings and thoughts. Students can also analyze and evaluate the content and art of works written about nature.

#### *4.3.2.2 Comparative pedagogical experiment*

Based on the content of medieval literature in the High School Literature program, we have chosen a number of texts with the same theme of Nature in Vietnamese Medieval Literature to teach. They were: "Bao kinh canh gioi", the lessons of 43 (by Nguyen Trai), Duc Thuy Son (by Nguyen Trai), Bach Dang hai khau (by Nguyen Trai), Phu song Bach Dang (by Truong Han Sieu), Cau ca mua thu (by Nguyen Khuyen), Bai ca phong canh Huong Son (by Chu Manh Trinh).

#### *4.3.2.3 Experimental pedagogical assessment*

##### *a. Experimental content*

+ Nature in Vietnamese medieval literature has an elegant, beautiful, tranquil beauty, with little personal color and is often used to express sentiments and feelings.

+ Art was conventional, symbolic, normative, and symbolic.

*b. Teaching activities compatible with the development of Literature capacity are experimented through lessons*

+ Teaching activities aimed to develop the ability to read and understand texts with nature topics.

+ Teaching activities aimed to develop communication skills and language use: the pure Vietnamese language has a national character.

+ Teaching activities aimed to develop aesthetic energy, such as appreciating natural beauty through literary works.

##### *c. Expected product*

The presentations, research papers, students' answers.

### **4.3.3 Pedagogical experience in integrated teaching by topic**

#### *4.3.3.1 Requirements of the experiment*

Topic: *Nguyen Du's language in "Kieu's story"*.

Requirements: Students can recognize the beauty of language in *Kieu's story* by Nguyen Du. After that, they will apply some knowledge from the topic to read and understand Vietnamese medieval literature. Students can write an argumentative essay about a work of poetry, a

poetic story, or an excerpt from a poem or a poetic story. They can present language issues in medieval literature.

#### *4.3.3.2 Pedagogical experience*

##### *a. Content of the experiment*

The artistic language components in *Kieu's story* include: Vietnamese language, Chinese language, life language, dialogue language, monologue language.

*b. Teaching activities compatible with the development of Literature capacity are experimented through the following topics:*

- Teaching activities aim to develop the ability to read and understand *Kieu's story*

+ Teaching activities aim at developing communication skills and using language, especially artistic language.

+ Teaching activities aim at developing aesthetic capacity: appreciating the beauty of language through literary works.

##### *c. Expected product*

Students' answers, presentations, and paper.

### **4.3.4 Pedagogical experiments on some experiential activities**

#### *4.3.4.1 The goal of the experiential activity*

The purpose of experiential activities is to help students proactively prepare knowledge to learn lessons, actively participate in lessons, self-study and share their opinions; connect literature with life. In addition, discussing issues related to the lesson will help students develop their reading, writing, speaking and listening *skills*

#### *4.3.4.2 Some experiential activities are conducted in the experiment*

a. Applying case studies in teaching the text *Oration for the martyrs of Can Giuoc* by Nguyen Dinh Chieu.

b. Project-based teaching on the topic of *Nature in Vietnamese medieval literature*.

c. Experience in scientific research "Integrating history in Vietnamese medieval literature"

d. Discussion with experts

### **4.4 EXPERIMENTAL RESULTS**

Reading activities; Writing activities; Speaking and listening activities

### **4.5 EVALUATION OF EXPERIMENTAL RESULTS**

#### **4.5.1 Quantitative assessment**

To conduct quantitative assessment, we graded students' work in 12 experimental classes. The results of the post-experimental survey are shown in statistical tables and conclusion charts for each form of

teaching. From the statistical results after the experiment, we found that students' Literature competence through the teaching process of pedagogical experiment was rated higher than that of the control pedagogical experiment. After the pedagogical experiment, students evaluated that they had improved in studying Literature.

#### **4.5.2 Qualitative assessment**

##### **4.5.2.1 Evaluate through observation of student activities and attitudes**

Students in the experimental classes are interested in learning and actively participate in learning activities organized by teachers, boldly give their own opinions, write required documents and know how to criticize opinions other people.

##### *4.5.2. Evaluation through student interviews and case studies*

Assessed through interviews with students, the majority commented that not only in class but also outside of class, they have many opportunities to think, exchange opinions, and discuss to clarify issues. Many activities offered by teachers make you learn more actively and have more opinions and ideas for problems. Case study questions/exercises and scientific research helped students come up with new and creative ideas.

Through case studies, we found that students have ways of thinking, understanding, solving problems, analyzing/feeling natural images in Vietnamese medieval literature, and writing essays about an issue of Vietnamese Literature, presenting an issue related to Vietnamese Medieval Literature.

#### **SUB-CONCLUSION OF CHAPTER 4**

*Chapter 4* of the dissertation was presented the pedagogical experiment process and evaluated the results of the pedagogical experiment. The process of organizing teaching activities towards developing literary capacity for students in teaching Vietnamese medieval literature (integrated teaching by lesson, integrated teaching by topic, teaching by topic and activities dynamic experience). The post-experimental evaluation (including quantitative and qualitative evaluation) showed that the above teaching organization process was appropriate and effective. Students are more active in learning activities, have the opportunity to explore, explore, think and come up with more ways to solve problems when approaching discovering and solving problems, and have a deeper understanding of knowledge. Literature. The literature abilities are also formed and developed in students.



## CONCLUSIONS AND RECOMMENDATIONS

### 1. CONCLUSIONS

Base on the research process, the thesis has achieved the following results:

1. Clarify the concept of competency and teaching capacity development, component competencies of literary competency in teaching Literature in high schools.

2. Study on the current situation, analyze the advantages and limitations in the process of teaching in the direction of developing literary capacity for high school students through teaching Vietnamese medieval literature.

3. Study on the content of teaching Vietnamese medieval literature with the development of literature capacity for high school students. Two specific competencies of literature are focused on clarifying: linguistic competency and literary competency through teaching Vietnamese medieval literature, develop reading skills, writing skills, speaking and listening skills.

4. Propose a process for organizing teaching activities in the direction of developing literary capacity for students through teaching Vietnamese medieval literature and determine how to organize teaching activities aimed at developing reading skills, writing skills, speaking and listening skills according to the process through similar activities interested in teaching some Vietnamese medieval literature content in high schools: Interactive teaching (lesson-based teaching, topic-based teaching, thematic teaching) and experiential activities (case studies, project teaching, scientific research and discussion).

5. Check the reasonableness and feasibility of the process of organizing teaching activities according to the proposed energy development direction; Students' progress in using teaching activities compatible with literature competencies through two rounds of pedagogical experiments at two high schools in Tra Vinh province. Experimental content includes integrated teaching by lesson, teaching by topic, teaching by topic and experiential activities. The experimental procedure is conducted in three steps, such as the preparation step, experimental step and experimental evaluation. Qualitative and quantitative assessment methods are used to evaluate the experimental results.

The results of the above thesis allow us to draw the following conclusions:

In teaching Literature at high schools in general, teaching Vietnamese medieval literature in particular, focusing on developing literary skills for students, helping students accurately recognize the text (genre, topic, theme, method of expression), feel the outstanding features of the text (language, images, rhetorical devices,...), evaluate the content and meaning of the text, make connections expand a certain issue from the text with your own thoughts and opinions; Apply text to present directions and measures to solve a specific problem of social life. Students read to develop their abilities and nourish their souls, know how to write what they have read, speak what they have read and write, and know how to come up with ways to solve a problem in a learning situation; create opportunities for students to be more active and creative when accessing and mastering subject knowledge, understanding subject knowledge in a sustainable and profound way, thereby developing general and professional competencies. Therefore, the development of literature skills for students plays an active role in the activities of discovering and creating new knowledge for learners, thereby contributing to improving the quality of teaching Literature in high schools according to the orientation of human capacity development study in the current period.

The results drawn from theoretical and practical research have initially shown that the scientific hypothesis of the thesis is acceptable, and the purpose and research tasks of the thesis have been completed.

## **2. PROPOSE**

- Teaching Vietnamese medieval literature in high schools today still has many problems that need to be solved such as innovating teaching content, teaching methods, testing, evaluation... These issues require joint attention, from all levels of departments, experts, and educators.

- Teachers who teach Literature in high schools, especially when teaching works of Vietnamese medieval literature, must be the ones who regularly organize learning activities for students aimed at developing students' literary skills in every lesson.

- When teaching Vietnamese medieval literature in high schools, teachers need to have lesson plans, develop learning topics and topics that demonstrate teaching activities, and measures to guide students in exploiting literary knowledge, learn effectively to develop students' literary abilities.

- The thesis topic was carried out when *The General Education Program in 2018* was put into operation and implemented teaching new textbooks in grade 10, but the research in the thesis is also suitable when applied to the next grades according to *The Literature General Education Program in 2018*.

**LIST OF AUTHOR'S PUBLISHED RESEARCH WORKS  
RELATED TO THE THESIS**

<b>Ordinal</b>	<b>Name</b>	<b>Year in publication</b>	<b>Journal</b>
1	Using teaching materials in innovating methods of teaching medieval literature	2015	Today's Teaching and Learning Magazine, May 2015, pages 44-45, 48
2	Reading diary with the development of reading and writing skills for high school students through teaching Vietnamese medieval literature	2016	Education and Society Magazine, January 2016, pages 33-36
3	Designing single-subject integrated topics in teaching Vietnamese medieval literature in high schools	2016	Proceedings of the 2016 Postgraduate Scientific Conference on Literature, Hanoi University of Pedagogy, pages 515-523.
4	Using image exercises in teaching the text <i>Orientation for the martyrs of Can Giuoc</i>	2017	Journal of Education and Society, 71(132) February 2017, pages 34-37.
5	Developing general thinking capacity and symbolic thinking capacity for high school students through teaching artistic symbols in Vietnamese Youth Culture	2017	Proceedings of the 2017 Postgraduate Scientific Conference on Philology, Hanoi University of Pedagogy, pages 508-517.
6	Teaching Vietnamese medieval literature in high schools from an	2018	Science Magazine of Hanoi University of Pedagogy, Volume 63,

<b>Ordinal</b>	<b>Name</b>	<b>Year in publication</b>	<b>Journal</b>
	integrated perspective and method		February 2018, pages 178-187.
7	Designing integrated lessons in teaching Vietnamese medieval literature in high schools	2018	Proceedings of the Conference on Cultural Science and Literature in the integration period, Tra Vinh University, pages 502-526.
8	Receiving Vietnamese medieval literature in integration with history	2018	Education Magazine, number 441 (session 1 - November 2018), pages 40-44.
9	Medieval values in modern education	2019	Proceedings of the International Conference on Value Education in Schools, Hue University Publishing House, pages 922-939.
10	Improving cultural behaving capacity of students with ecological environment through teaching Tran Nhan Tong's poetry and fu	2019	Science Magazine, Hanoi University of Education, Volume 63, Issue 11, pages 81-90.
11	Design a special subject in teaching Vietnamese medieval literature for high school students	2022	Proceedings of the Scientific Conference on Innovating Language and Literature teaching methods towards developing learners' qualities and abilities, Tra Vinh University, September 2022, pages 75-86.