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TRUONG THANH TONG

**DEVELOPING QUALITIES AND COMPETENCIES
FOR HIGH SCHOOL STUDENTS IN TEACHING LITERATURE
THROUGH EXPERIENTIAL ACTIVITIES**

Major: Theory and Method of teaching Literature – Vietnamese

Code: 9140111

SUMMARY OF DOCTORAL THESIS

TRA VINH, 2024

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INTRODUCTION

1. RESEARCH REASONALE

1.1 The development of the global knowledge economy and the 4.0 technology era has posed an urgent requirement for the education industry that it is necessary to fundamentally and comprehensively innovate education and training to develop qualities and competencies for high school students, creating high-quality human resources for the country. The Political Report at the 12th Party Congress clearly defined the direction and task of the education sector as: “*Continue to strongly and synchronously renew the basic elements of education and training towards developing learners' competencies and qualities*” [22]. To carry out this task, the Ministry of Education and Training has directed the whole sector to continue strongly renewing teaching methods and techniques towards developing qualities and competencies, considering this a breakthrough of the process of teaching and learning, strengthening to bring “*Vietnam's education to an advanced level in the region*” by 2030 [22].

1.2 The main objective of the innovation of teaching methods is associated with developing students' qualities and competencies. Teachers must arouse students' motivation and excitement to learn, stimulate students' curiosity and creativity so that they have the ability to construct knowledge and apply what they have learned to solve problems that real life poses. Thereby, teachers adjust and improve the quality of teaching in high schools. In fact, the teaching approach towards growing students' qualities and competencies is currently being implemtated in high schools, but its effectiveness is not high mainly because the high schools have not really “*guided students in the method/how to self-own and create, implement, practice and apply knowledge to meet flexible requirements of practical situations, gradually self-forming and comprehensively developing learners' competence and quality*” [33, p.92].

1.3 Students' qualities and competencies are formed and developed through activities. Therefore, experiential activities in Literature teaching play an indispensable role in the objective of

developing qualities and competencies for high school students. *“Organization of teaching through experiential activities is being considered as a proper and promising direction in the world”* [97, pp.31-34]. Organizing experiential activities in teaching Literature effectively will partly *“improve the image of Literature subject in students' perception”* [9, p.155], towards *“building a perfect citizen with virtue, talent for the nation”* [83, p.10], helping to remove obstacles when teaching Literature through experiential activities.

From the reasons aforementioned, the research topic: *“Developing qualities and competencies for high school students in teaching Literature through experiential activities”* is selected to conduct in the hope that the doctoral thesis contributes to the development of students' qualities and competencies in high schools, narrowing down the gap between theory and practice of teaching Literature in the spirit of the 2018 Literature Curriculum.

2. RESEARCH OBJECTIVE

- Overall objective: The thesis contributes to the implementation of the Literature teaching in order to develop qualities and competencies for high school students in line with the general trend of world education.

- Specific objective: The thesis researches the theory and practice of how to organize teaching Literature through experiential activities so as to advance high school students' qualities and competencies.

3. RESEARCH QUESTION

How should the model of experiential activities in Literature teaching be designed to develop qualities and competencies for high school students effectively?

4. RESEARCH OBJECT AND SURVEY OBJECT

4.1 Research object

How to organize teaching Literature through experiential activities to develop qualities and competencies for high school students.

4.2 Survey object

- Literature teachers at some high schools by area in Tra Vinh province.

- Students in grades 10 and 11 at some high schools by area in Tra Vinh province.

5. RESEARCH SCOPE

- Content scope: Experiential activities and experiential activities in teaching Literature; modern theories of education; theories of literature; modern theories on teaching Literature to develop qualities and competencies for high school students; teaching Literature through experiential activities to enhance high qualities and competencies for high school students.

- Spatial scope: Pedagogical surveys in some high schools by area in Tra Vinh province.

- Time scope: From 2019 to 2022.

6. RESEARCH METHOD

Theoretical research method; investigation and survey method; observation and interview methods; practical research methods; expert opinion method; pedagogical experiment method; data processing method.

7. SCIENTIFIC HYPOTHESIS

That the model of experiential activities in teaching Literature is effectively designed is going to contribute the development of high school students' qualities and competencies, to the teaching method innovation, responding to the requirements of the 2018 Literature Curriculum.

8. RESEARCH CONTRIBUTION

8.1 Regarding theoretical contributions

- Contributing to clarifying the nature of Literature teaching through experiential activities.

- Contributing to building a theoretical basis for determining teaching methods, designing and using models of experiential activities in teaching Literature.

8.2 Regarding practical contribution

- Contributing to innovating teaching methods based on the development of qualities and competencies since after 2018 in Vietnam in general and designing the model of experiential activities in Literature teaching in particular.

- Contributing to the innovating Literature teaching based on the development of qualities and competencies through the experiential activity model proposed.

- The thesis' content can be designed into training materials for teachers to serve the implementation of the 2018 Literature Curriculum in high schools.

9. THESIS STRUCTURE

In addition to the *Introduction*, *Conclusion*, *References* and *Appendices*, the thesis includes 4 chapters with the following contents:

Chapter 1 introduces some typical research works directly related to the thesis topic: Concepts of students' qualities, students' competencies, experiential activities in Literature subject; the teaching towards strengthening students' qualities and competencies; teaching and developing qualities and competencies for students through experiential activities in Literature subject.

Chapter 2 builds the scientific basis for the implementation of the thesis. On the theoretical basis, the thesis presents the problems related to Literature teaching through experiential activities: Theoretical basis of education and that of literature. On the practical basis, the thesis delves into the survey of the 2018 Literature Curriculum, Literature textbooks, examining thoroughly the actual situation of teaching Literature through experiential activities in a number of high schools by area in Tra Vinh province.

Chapter 3 presents the objectives and principles of teaching Literature through interactive activities; organizational methods and types of experiential activities in teaching Literature; model, forms of experiences and processes of organizing experiential activities in teaching Literature; providing best solutions to overcome the limitations of each experiential activity model when applied to teaching reading comprehension according to literary genres or teaching writing according to the text styles and processes; active teaching methods in teaching Literature through experiential activities to develop qualities and competencies for high school students; building a list of genres and texts to apply forms/formats of experience in teaching Literature. From there, the Ph.D student conducted a pedagogical experiment to check the feasibility of the research topic; simultaneously, detect limitations and problems when applying the research results into practice to find best solutions.

Chapter 4 describes the proposed pedagogical experiment process of using the experiential activity-based model in teaching

Literature and relies on initial its experimental results to clarify the connection between the theoretical basis, process and experimental lesson planning; synthesize information and compare it with scientific hypotheses to confirm the feasibility of the research topic; and draw conclusions and recommendations.

CHAPTER 1: OVERVIEW OF RESEARCH PROBLEM

1.1. RESEARCH ON STUDENTS' QUALITIES, COMPETENCIES AND LITERATURE TEACHING THROUGH EXPERIENTIAL ACTIVITIES

1.1.1 Research on students' qualities

1.1.1.1 Research on the term of students' quality

Student's qualities are psychological attributes inner student's soul, attitudes; thoughts, feelings; behavior; students' behavior is reflected in their ability to perform one or more learning activities in a specific context.

1.1.1.2 Research on students' qualities' classification

The 2018 Literature Curriculum identifies five main qualities: patriotic, compassionate, hard-working, honest, responsible [95, p.12]. Accordingly, “*the school's efforts play an important role in achieving important, core and ethical values in quality education*” [95, pp.48-49] for high school students.

1.1.2.3 Research on the pathway to forming students' qualities

Students' qualities are formed and developed through two ways: *First*, through of some subjects' knowledge content. *Second*, through educational methods [94, p.13].

1.1.2 Research on students' competencies

1.1.2.1 Research on the term of students' competencies

Students' competencies are the ability to synthesize students' knowledge, skills and attitudes in a flexible and creative way to effectively solve learning tasks in a specific context. Thus, competencies are assessed through procedures and results of these individual's activities when solving sophisticated problems of life.

1.1.2.2 Research on students' competencies' classification

The 2018 Literature Curriculum identifies two groups of competencies: general competency and specific ones. In particular, Literature subject delves into the language and literary competencies - a specific expression of the aesthetic competencies, and simultaneously, discovering and fostering the specific competencies (gifted) of students [94, p.14].

1.1.2.3 Research on the pathway to forming students' competencies

General competencies are formed and developed through all subjects and educational activities. The specific competencies are formed and developed mainly through a number of specific subjects and activities [93, p.20], [94, p.14], “*under real conditions, circumstances change*” [96, p.8] and skills play a particularly important role [177, p.4].

1.1.3 Research on experiential activities in teaching Literature

1.1.3.1 Research on the concept of experiential activities in teaching Literature

Experiential activities in Literature is a teaching organization activity in which teachers encourage students to participate in experiential activities with different types, methods, modes and forms of experience appropriate to the subject's characteristics, learning requirements to be met and specific teaching contents, thereby discovering and completing the set topic/lesson objectives.

1.1.3.2 Research on the nature and characteristics of experiential activities in teaching Literature

Experiential activities are viewed from four different aspects: a form of organizing teaching activities; an educational content; an activity; a cross-cutting subject in curriculum [47, pp.101-102]. Experiential activities help students go beyond the “*binding of books*”, connect with real life through “*trial and error*” experiences, with “*empirical knowledge*”, “*a priori knowledge*”, thereby comprehensive development of personality traits (qualities and competencies), meeting the objectives of the 2018 Literature Curriculum.

1.1.3.3 The relationship between the experiential activity model as an educational activity in the Education Curriculum and the experiential activity model in the process of teaching Literature

Both the experiential activity model in education curricula and the one in Literature teaching are associated with the process of organizing interactive activities for students to experience and perform their own learning tasks. In their experiential activities, students “*directly engage in an activity, operation, or behavior in a specific context*” [79, p.30] to observe and reflect; thereby abstracting the concept.

1.1.3.4 The relationship between the experiential activity model in Literature of the 2006 Education Curriculum and the one in Literature of 2018 Education Curriculum

There is a relationship between the extracurricular activities in Literature of 2006 Education Curriculum and the experiential activities in Literature of 2018 Education Curriculum, with many diverse forms, can be organized at many different times, with diverse topics, suitable for each student’s needs, meeting the aesthetic characteristics of the subject, hence contributing to training students' psycho-social competencies as well as flexibility and sharpness of their critical thinking.

1.1.3.5 The relationship between Literature teaching methods and experiential activities in Literature as a form of teaching organization

Formally, experiential activities in teaching Literature can be separated independently from teaching methods. But, that's just the way it is presented. Basically, experiential activities in teaching Literature are still a component teaching activity, a component in the teaching process shown in lesson plans.

1.2 RESEARCH ON TEACHING TOWARDS THE DEVELOPMENT OF STUDENTS’ QUALITIES AND COMPETENCIES

1.2.1 International research

Foundations for choosing value system and quality education for students; teaching to form and develop students’ qualities; the formation and development of trends in teaching and developing competencies; characteristics and advantages of competency-oriented teaching; organize teaching responding to competency development.

1.2.2 Domestic research

Teaching Literature with the objectives of teaching people; Literature teaching methods to develop qualities for students; needs to switch to teaching to develop competencies for students; teaching organization responding to the development of students' competencies; teaching models in the orientation of developing students' competencies.

1.3 Research on teaching towards developing students' qualities and competencies through experiential activities in Literature

1.3.1 International research: The birth and role of experiential activities in competency-based teaching; methods of Literature teaching through experiential activities towards developing students' qualities and competencies; models of Literature teaching through experiential activities: (1) Kurt Lewin's 4-stage model (1890-1947); (2) John Dewey's experiential learning model (1859 - 1952); (3) Model of learning and cognitive development of Jean Piaget (1896 – 1980); (4) David Kolb's 4-stage model.

1.3.2 Domestic research

The necessity of organizing Literature teaching through experiential activities; Literature teaching methods through experiential activities; experiential activity-based-models in teaching Literature; experiential activity-based-models in teaching reading and the ones in teaching Literature in general.

1.2.4 Research gap

- Research works have not really clarified the theoretical and practical basis of teaching Literature through experiential activities.

- Most of the authors have not specified the characteristics of each teaching method in relation to Literature teaching through experiential activities.

- Up to this point, models of experiential activities in teaching Literature are still mainly in the direction of teaching subjects in general. Some other cases apply Kolb's experiential learning model in organizing teaching activities by subject, ... Therefore, the real teaching context requires an experience model in teaching Literature to meet the objectives of growing qualities and competencies for high school students.

- Teaching Literature through experiential activities has been interested in high schools, however, the organizing way has not clearly developed general quality and specific competencies for students.

All of the above issues have not been systematically studied in any research thesis.

Conclusion of Chapter 1

Chapter 1 presented a number of typical domestic and international research directly adhered to the research thesis. These research works have made certain contributions in Literature teaching. However, the theoretical basis for Literature teaching through experiential activities to develop qualities and competencies for students has not been clarified; the experiential activities mentioned in the research works are still mainly an educational activity, not experiential activities in the Literature subject towards teaching *reading, writing, speaking and listening*. Accordingly, the selection of appropriate teaching methods, the design and effective exploitation of experiential activities in teaching Literature are still a gap.

CHAPTER 2: THEORETICAL AND PRACTICAL FRAMEWORK FOR THE RESEARCH THESIS

2.1 THEORETICAL FRAMEWORK

2.1.1 Theoretical framework of education

2.1.1.1 Experiential activities and experiential activities in Literature

Experiential activities can be organized inside and outside the classroom/school [169]. Nguyen Thi Quynh Trang believes that: “*Most of these forms of experiences can be potentially conducted in Literature*” [101, p.30]. Experiential activities in teaching Literature are considered a perspective on teaching and learning Literature that goes beyond the “*binding of books*”, connecting with real life through “*trial and error*” experiences, with “*empirical knowledge*”, “*a priori knowledge*”, thereby students can comprehensively develop their personality traits.

2.1.1.2 Learner-centered perspectives and learning activities

Phan Trong Luan also said: “*All methods, measures, and forms of activities by teachers and students are aimed at promoting the intellectual activity of each student*” [63, p.246]. In the teaching process, teachers are recommended that “*the direction must come from the students and the destination must also come from the students and for the students*” [80, p.11] but it is necessary to add that the direction and destination must be organized and led by teachers rather than “*just promoting the absolute role of students in a general and formal way*” [34, p.140].

2.1.1.3 Teaching towards developing students’ qualities and competencies

The nature of experiential activities will help teachers have conditions to stimulate and guide students so that through the students’ learning experiences, they can come to general feelings and judgments [61, p.120]. In other words, through observing, experimenting, and engaging in experiential activities, students are trained to generalize the problem and make certain conclusions and assessments about that problem, contributing to the development of qualities and competencies prescribed in the 2018 Literature Curriculum.

2.1.1.4 Multiple intelligence theory and teaching experiential activities

The theory of multiple intelligences and cognitive development in teaching Literature have a dialectical relationship: *First*, inner intelligence - the ability to discover oneself is linked to spiritual experience. *Second*, motor intelligence - the ability to control physical activities has a relationship with physical experiences and simulated experiences [197]. *Third*, linguistic intelligence - the ability to use language to communicate effectively has similarities with mental experiences and emotional ones.

2.1.2 Theoretical framework of literature

2.1.2.1 Literature in life

Through Literature, every aspect of human life and soul along with its social relationships is refracted through the lens of the writer's soul. Therefore, teaching and learning Literature must be adhered to life; teachers must return the works to their students so

that the students can experience and contemplate with their own literary perception.

Through experiential activities, the students' real life-based knowledge is accumulated and it "*will help them compare and shine light on the work to draw their own thoughts and feelings*" [35, p.49]. Therefore, in the process of guiding students to explore works, teachers need to create conditions for students to participate in experiential activities with diverse formats so that they can connect literary knowledge and life knowledge, and consider literature in comparison with life.

2.1.2.2 *Literature in schools*

Nguyen Van Tung with *Literary works in schools* has raised issues that need to be discussed around the directions of receiving, decoding and creating meaning for the details and aesthetic highlights of literary works from the perspective of readers' own feelings, experiences, and contemplations: "*Although works included in the catalog are always selected based on stable criteria of artistic values, however, following the rules of reception, artistic images are always interpreted from new perspectives*" [106, p.3].

Therefore, teachers' role is to organize instructions and arrange teaching activities in a professional, skillful, elaborate, and artistic way so that students can step by step gain knowledge and develop themselves gradually to ensure that "*real literary hours is oriented activities that's still liberal and free*" [64, p.105].

2.1.2.3 *Literary reception theory; mutualism; genres of speech, genres of literary works*

Constance School of Reception Aesthetics appeared in Germany in the 20s and 30s of the twentieth century with names such as Hans Robert Jauss, Wolfgang Iser, Roman Ingarden... marking the beginning of literary reception theory. Accordingly, in the triangle: *Writers - Works - Readers*, the readers with their certain creations is the core that creates literary history.

Louise Rosenblatt believes that: "*Reading is a process of interaction that takes place between a specific reader and a specific text at a specific time and in specific situations*" [183, p. 123]. And in aesthetic interactive reading, the perceiver tends to focus on the experience with the literary texts: the emotions, impressions, associations that the literary text evokes in the mind and

continuously interacts with the text. Literary texts: constructing meaning and creating new experiences [69, p.855].

M.M. Bakhtin said: *“There cannot be a work outside the genre. Works exist only in a specific genre form”* [67, p. 144]. Accordingly, M.M. Bakhtin proposed that *“artistic literary genres should be studied in the same sequence as verbal genres, starting from one-word repartee to multi-volume novels”* [207, 2013].

2.1.3 Theoretical framework of the 2018 Literature Curriculum and textbook

2.1.3.1 Regarding the 2018 Literature Curriculum

Bui Manh Hung determined: *“The the 2018 Literature Curriculum is built according to the competency-based model to help students form and develop the competencies and qualities that the school expects”* [42, p.585]. The 2018 Literature Curriculum is open in nature. Accordingly, *“The opportunity is given to each student to carry out their own learning tasks and practical experiences”* [94, p.11].

The 2018 Literature Curriculum has 4 important highlights: (1) The quality and competency-approached curriculum; (2) The pathway of knowledge creation; (3) Requirements to apply, practice, and create learning/research products; (4) Requirements to expand, adhering and connecting between literary knowledge with life and social knowledge, *“applying experiences to explore texts - works and understanding themselves, knowing how to transfer literature values into daily lives’ values”* [94, p.33]. These are the foundations for teaching Literature through experiential activities to develop qualities and competencies for students.

2.1.3.2 Regarding 2018 Literature Textbook

Textbooks are designed as a fundamental and highly open source of learning materials. Teachers proactively organize Literature teaching through experiential activities to provide opportunities for students to connect Literature knowledge with life knowledge, gradually developing in themselves the qualities and competencies specified in the curriculum.

Compared to the 2006 Literature Textbook, the connection between school knowledge and social knowledge shown in the 2018 Literature Textbook is more systematic and multidimensional, and therefore, students can completely *“bring life to the lesson – take the*

lesson back to life". The important thing here is that the general structure of the textbook and the structure of each lesson unit create "open" and "untied" conditions for teachers in organizing teaching activities.

Schools and teachers have the right to proactively choose textbooks. This creates opportunities for students to experience, create knowledge and continue to apply it in real life, transforming it into new knowledge and new skills. Thereby, students have the opportunity to develop certain qualities and competencies.

2.2 PRACTICAL BASIS

2.2.1 Practical basis for teaching Literature through experiential activities in high school

To have an objective and comprehensive view of the current situation of teaching Literature through experiential activities in high schools, we conducted a survey of actual teaching activities of teachers and learning activities of students in grades 10 and 11 in high schools by location in Tra Vinh province.

For the teacher survey, we use non-probability sampling. Accordingly, we chose to survey high schools in different areas of Tra Vinh province. In the Literature groups, we surveyed all teachers, including teachers who have worked for 5 to 10 years, 11 to 15 years, and teachers who have worked for over 20 years. For the student survey, we used stratified random sampling because this sampling method helps us analyze the data quite comprehensively.

We conduct surveys using questionnaires with the Google Form data collection tool. Teachers and students choose the option they think is most suitable or write their answers in the blank space on the card. We analyzed the survey results on valid ballots and processed the data through SPSS software.

2.2.1.2 Regarding teachers' teaching activities: Teachers still have concerns about teaching Literature through experiential activities such as choosing methods, types of experiential activities, teaching methods, designing experiential activity models in teaching Literature... These barriers lead to teachers' lack of confidence in teaching Literature through experiential activities in high schools.

2.2.1.2 Regarding students' learning activities: Students show their interests in Literature teaching through experiential activities. However, they do not have many opportunities to

experience, contemplate and transform new experiences into knowledge, new skills, and new emotions. Thereby, they can develop for themselves certain qualities and competencies.

2.2.2 Evaluations of the Literature teaching's current status through experiential activities in high schools

As for teachers' awareness, teachers have not clearly distinguished between experiential activities as an educational activity and experiential activities in the subject. This leads to teachers not organizing experiential activities according to their nature, especially in teaching Literature: Experiential activities are separately organized with the teaching process.

As for the process, teachers have not clearly defined the process of organizing Literature teaching through experience learning activities. The common limitation of teachers is that they have not been able to determine the lesson planning corresponding to the topic/lesson or learning topic.

As for difficulties, most teachers and students confirmed that the biggest barrier is the overload of time, effort, finance, and location for organizing experiential activities in Literature teaching.

As for suggestions, teachers believe that the organization of experiential activities should not be abused in Literature lesson planning; we as classroom teachers must be clearly aware of the importance of experiential activities and the objectives of Literature teaching to organize practical activities in a practical and effective way to develop qualities and competencies for high school students. The students propose directions for Literature teaching through practical activities, close to students, helping students connect philological knowledge and life knowledge. Thereby, students develop for their qualities and competencies specified in the 2018 Literature Curriculum.

Conclusion of Chapter 2

Chapter 2 presented the theoretical and practical basis of Literature teaching through experiential activities to develop qualities and competencies for high school students. After that, we initially assessed teachers' awareness of the role and importance of Literature teaching through experiential activities. Next, we comment on the process of organizing Literature teaching through

experiential activities for high schools' teachers in general: Specifically analyzing the teachers' barriers in Literature teaching through experiential activities. Finally, we consider the suggestions and recommendations of teachers and students in Literature teaching through experiential activities as a basis for organizing Literature teaching through experiential activities in *Chapter 3*.

CHAPTER 3: ORGANIZING LITERATURE TEACHING THROUGH EXPERIENTIAL ACTIVITIES TO DEVELOP QUALITIES AND COMPETENCIES FOR HIGH SCHOOL STUDENTS

3.1 Objectives of Literature teaching through experiential activities

In essence, organizing experiential activities in Literature teaching in high schools helps teachers and students improve teaching and learning effectiveness because through the connection between literature in school and literature in life, the connection between literature and life, learners can expand their knowledge, practice skills, and develop qualities, general and specific competencies such as linguistic competencies and literatural ones. Thereby, learners strengthen their love and interests in learning, contributing to improving their motivation to study Literature in high school.

3.2 Principles of Literature teaching through experiential activities

3.2.1 Ensuring the objectives of Literature teaching

Teaching Literature in general and teaching Literature through experiential activities in particular aim to develop qualities and competencies for high school students. Therefore, in organizing experiential activities, teachers must ensure that *“each student is given the opportunity to carry out their own learning tasks and practical experiences”* [94, p.18] to create knowledge, skills, and experiences. Forming and developing general and specific competencies of Literature; Forming and improving necessary life skills to serve individuals and communities as prescribed in the 2018 Literature Curriculum.

3.2.2 Ensuring pedagogical sciences

The content of Literature teaching through experiential activities must be consistent with students' reception characteristics, psychological ages, needs, motivation, and interests. Scientific and pedagogical factors require teachers to design and organize experiential activities in a scientific way but not "*rigid*", on the contrary, they need to be lively, attractive, and maximize the nature of experience so that students have the opportunity to "*engage*", transforming experiences into scientific knowledge, rich in practical meaning.

3.2.3 Ensuring practicality, diversity and flexibility

Students must "*learn directly from practice, in practice and by practice*" [78, p.29]. Students need to be placed in experiential activities with rich forms, open learning environments, learning by practicing, learning in schools associated with solving problems that bring the breath of life for students to apply knowledge, skills, and attitudes along with personal experiences to solve practical problems.

3.2.4 Ensuring adherence to Literature's characteristics

The positive emotional element is a unique feature of teaching and learning Literature because literature is the voice of the soul, the thread connecting soul with soul in harmony, heart with heart. Therefore, this principle requires experiential activities to have a strong impact on learners' emotions, making them "*know how to cry*", "*know how to laugh*", and "*easily sympathize with life scenes and ups and downs of human lives*" [61, p.121]; "*What must be done to make the learners' hearts vibrate and harmonize with the writers' heart, making the intellectual areas that are still dormant within the students wake up and sprout*" [46, p. 130].

3.3 Organizational modes and types of experiential activities in Literature teaching

Modes of organizing experiential activities in Literature teaching are the methods and ways of organizing one/several experiential activities carried out in a certain form. There are 4 methods: *Discovering, Experimenting, Interacting, Contributing, Researching.*

Regarding the type of experiential activities in Literature teaching, we temporarily divide them into two types as follows: *First*, experiential activities in Literature teaching are integrated with the series of learning activities of students, integrating with knowledge and *reading, writing, speaking and listening* skills at a given time **within the classroom**. *Second*, experiential activities in Literature teaching are carried out in the form of independent lessons on a certain Literature teaching topic **outside the classroom**, which can be interspersed between *reading, writing, speaking and listening* periods or put it at the end of that topic.

3.4 Organizational process, models, and forms of experiences in Literature teaching

3.4.1 Process of organizing experiential activities in Literature teaching

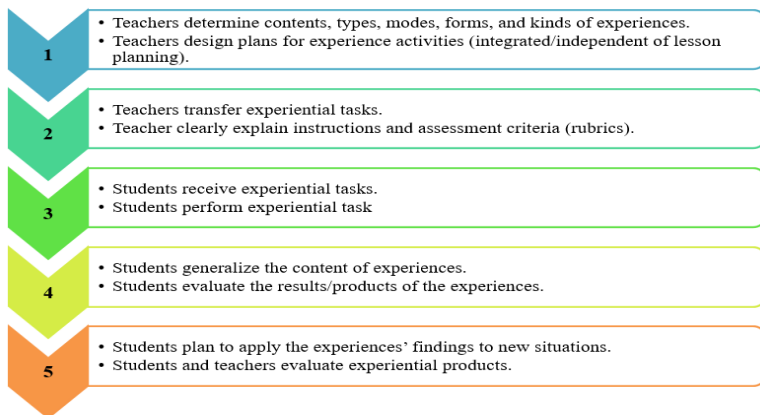
The proposed experience activity-based process is aimed at the following three levels:

Level 1: Under the guidances of teachers, partners and friends, students proactively and actively participate in internships and strive to learn how to solve each problem and each learning task.

Level 2: Students are proactive, independent, and creative when solving problems by actively searching for different directions for the same learning task.

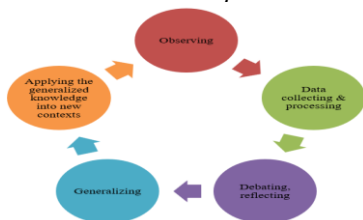
Level 3: To solve their learning tasks, students actively apply the knowledge and skills they have learned to create new, independent and more effective solutions.

From the objectives, principles, organizational methods of and types of experiential activities in relation to Literature teaching activities in schools, students, and facility conditions; inheriting Kolb's experiential learning model and the practice of Literature teaching in Vietnam, it is possible to design the process of organizing experiential activities in Literature teaching with the following steps:



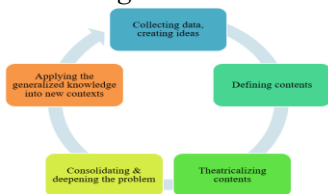
3.4.2 Models, forms of experiences and organizational processes in Literature teaching

3.4.2.1 Experiential activity model of Discovering



- *Step 1: Observing.
- *Step 2: Data collecting and processing.
- *Step 3: Debating and reflecting.
- *Step 4: Generalizing.
- *Step 5: Applying the generalized knowledge into new contexts.

3.4.2.2 Experiential activity model of Experimenting, Interacting



- *Step 1: Collecting data, creating ideas.
- *Step 2: Defining contents.
- *Step 3: Theatricalizing contents.
- *Step 4: Consolidating & deepening the problem.
- *Step 5: Applying the generalized knowledge into new contexts.

3.4.2.3 Experiential activity model of Contributing



***Step 1:** Proposing a task.

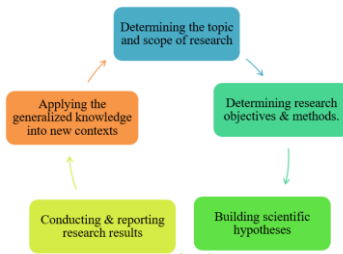
***Step 2:** Experiencing to perform tasks.

***Step 3:** Writing a report on task implementation.

***Step 4:** Reporting on tasks and experience process.

***Step 5:** Applying the generalized knowledge into new contexts.

3.4.2.4 Experiential activity model of Researching



***Step 1:** Determining the topic and scope of research.

***Step 2:** Determining research objectives and methods.

***Step 3:** Building scientific hypothesis.

***Step 4:** Conducting & reporting research results.

***Step 5:** Applying the generalized knowledge into new contexts.

3.4.3 Forms and kinds of experiences in Literature teaching

3.4.3.1 Forms of experiences

Physical experiences; Spiritual experiences; Emotional experiences; Psychotic experiences; Social experiences; Subjective experiences; Simulation experiences.

3.4.3.2 Kinds of experiences and in Literature teaching

Role-Playing; Theatricalized literary works; Presentation; Contest/Competition; Game organizing; Project-based learning; Field trip/Practical exploration; Talks about testament; Reading Club; Humanitarian/volunteer activities; Learning by researching; Event organization; Organizing forums and interactions (in groups, interactive discussions on social networks).

3.5 Active teaching methods in Literature teaching through experiential activities

Problem-based method of teaching; Role-playing method of teaching; Project-based teaching method; discovery teaching method; Cooperative teaching method; Inquiry-based teaching method.

3.6 List of genres and texts applying forms and kinds of experiences in Literature teaching

List of genres and texts applying forms/formats of experiences in Literature teaching for grade 10 and grade 11 curricula. Specifically: *Canh Dieu* - Grades 10 and 11; *Ket noi tri thuc voi cuoc song* – Grades 10 and 11; *Chan troi sang tao* – Grades 10 and 11.

Conclusion of Chapter 3

In *Chapter 3*, we mentioned the premises to organize Literature teaching through experiential activities in a more feasible and effective way: *First*, determining the objectives of Literature teaching through experiential activities to develop qualities and competencies for high school students. *Second*, building principles for Literature teaching through experiential activities: *Third*, concretizing organizational modes and types of experiential activities in Literature teaching to develop qualities and competencies for high school students. *Fourth*, on that basis, outline the model of experiential activities in Literature teaching and the forms of experiential activities. *Next*, we introduce positive teaching methods in Literature teaching to develop qualities and competencies for high school students. *Finally*, we built a list of genres and texts that apply the concepts of daily activities and forms of experiences in Literature teaching. Accordingly, the pedagogical experiment will be conducted in *Chapter 4*.

CHAPTER 4: PEDAGOGICAL EXPERIMENT

4.1 Experimental purpose:

The pedagogical experiment is conducted to verify the feasibility of the research thesis, and simultaneously discover limitations, challenges, and problems when applying research results to the practice of Literature teaching through experiential activities to find best solutions.

The pedagogical experiment process is divided into two rounds, each round targets different pedagogical experiment objectives.

4.1.1 The first round's pedagogical experiment objectives

- Evaluating the scientific and reasonable nature of the 5-step experiential activity model in Literature teaching with appropriate methods, forms and formats of experiences in developing qualities and competencies for high school students according to the 2018 Literature Curriculum.

- Adjusting and supplementing necessary issues in lesson planning when applying the models of experiential activities in Literature teaching with the proposed modes, forms and kinds of experiences.

4.1.2 The second round's pedagogical experiment objectives

- Evaluating the development level of students' qualities and competencies compatible with the requirements to be met of each experiential activity and the objectives of the topic/lesson or learning topic according to the 2018 Literature Curriculum.

- Verifying the correctness of the thesis's scientific hypothesis.

4.2 Scope, object, and duration of the experiment

4.2.1 Experimental scope

Developing qualities and competencies for high school students in Literature teaching through experiential activities: "*Theaterizing literary works*" – Literature Learning Topic 10 [85, pp.42-74]; Theme: "*Living with the vast ocean of forests*" (short story) – Literature Textbook grade 11, volume 2 [86, pp.5-32].

4.2.2 Experimental objects

Teachers and students were selected to participate in the pedagogical experiment according to the following specific criteria:

- For teachers: 5 years of experiences or more, enthusiastic, responsible, interested in innovating teaching methods.

- For students: 10th grade students and 11th grade students. 10th grade students are selected because they are studying the 2018 Literature Curriculum. Simultaneously, 11th grade students were selected because they learning the 2006 Literature Curriculum. In these two grades, students do not focus on preparing for the high school graduation exams, so the conditions for the pedagogical experiment are more favorable.

The selection of experimental areas is carried out based on the following criteria:

- The school ensures facility conditions for teaching Literature through experiential activities.

- Teachers involved in the pedagogical experiment have high professional qualifications and creative ideas in innovating teaching methods.

- Students in experimental high schools must be in two groups with high and low input quality respectively in Tra Vinh province.

4.2.3 Experimental time: 5 months, from March 2022 to July 2022.

4.3 Experimental process

4.3.1 Selecting experimental samples

The first-round experimental sample includes 02 10th grades and 02 11th grades of 02 high schools (02 classes in each school) with a total of 145 students.

Content:

- Teachers organize experiential activities in teaching the topic of “*Theaterizing literary works*” of grade 10 and the theme of “*Living with the vast oceans of forests*” (short story) of grade 11.

- Conducting a survey on the teaching activities of teachers and the learning activities of students when teaching Literature through experiential activities with the proposed experiential activity models along with forms of experiences in the objective of developing qualities and competencies for high school students.

Learning outcomes: Teachers’ comments on the experiential teaching periods, the students’s perspectives in participating in the pedagogical experiment process, the research thesis’s observation sheets on students' learning activities.

The second-round’s experimental sample includes 08 classes of the 2021 - 2022 school year (04 classes of Nguyen Thien Thanh High School for the Gifted; 04 classes of Cau Ke High School).

Content:

- Fine-tuning the lesson planning after discussing with the teachers conducting the pedagogical experiments based on the teachers’ comments, students' feedback and the students’ survey results on students' learning activities. Organizing teaching activities (adjusted) with the topic of “*Theaterizing literary works*” of grade

10 and the topic of “*Living with the vast oceans of forests*” (short story) of grade 11.

- Surveying teachers' teaching activities and students' learning activities when teaching Literature through experiential activities with the experiential activity model is given on the same topic with formative experiences in the objectives of developing qualities and competencies for high school students.

Learning outcomes: Comments from teachers conducting the pedagogical experiments; students' feedback, students' worksheets.

4.3.2 Experimental process

Step 1: Selecting teachers to conduct pedagogical experiments; **Step 2:** Designing experimental lesson planning; **Step 3:** Discussing with students; **Step 4:** Conducting experiments; **Step 5:** Quality survey (Worksheets) after the experimental teaching (output survey); **Step 6:** Analyzing the results of pedagogical experiments; **Step 7:** Drawing conclusions about the results of pedagogical experiments.

4.4. Pedagogical experiment toolkit

Developing qualities and competencies for high school students in Literature teaching through experiential activities: “*Theatricalizing literary works*” – Literature Learning Topic 10 [85, pp.42-74]; Theme: “*Living with the vast ocean of forests*” (short story) – Literature Textbook grade 11, volume 2 [86, pp.5-32].

4.5. Experimental results

4.5.1 The first round's pedagogical experiments

4.5.1.1 Experiments in teaching the topic “Living with the vast ocean of forests” through experiential activities

Before conducting experimental teaching, we consulted experts to confirm that the teaching objectives and the types, modes, forms and kinds of experiential activities used for experimentation are valid, that is, they can be used to develop qualities and competencies for high school students.

However, to further strengthen the validity, the Ph.D student conducted in-depth interviews with 4 teachers after the experimental lesson to collect perspectives.

4.5.1.2 Experiments in teaching the topic “Theatricalizing literary works” through experiential activities

- Teaching the topic “*Theatricalizing literary works*” is believed to become appropriate by using experiential activities in Literature teaching.

- Teachers are very confident when teaching the topic “*Theatricalizing literary works*” with the experiential formats used in the lessons.

4.5.1.3 Students' perspectives

With such lively experiential activities inside and outside the classroom, students can easily grasp the knowledge of the topic. This makes our friends more interested in learning because they do not have to memorize but can still understand and creatively apply knowledge and skills about the process of theatricalizing literary works.

4.5.1.4 Ph.D student's comments

Teachers organize teaching activities very smoothly, activating the students' learning spirit. Especially, experiential activities such as presentations, role-playing, theatricalizing literary works, project-based learning, forums and interactions via social networks,... make class time more lively. Teachers can overcome the traditional way of Literature teaching, that is, knowledge is transmitted to students in one-way.

4.5.2 The second pedagogical experiment

Based on the perspectives of teachers participating in experimental teaching in round 1, students' standpoints in experimental teaching classes and the Ph.D student's stances and observations on the process of organizing teaching activities of teachers conducting experiments to check the reliability, the Ph.D student has accepted comments and adjusted the lesson planning.

4.5.2.2 The second round's experimental samples

Name of school	EXPERIMENT CLASS	CONTROL CLASS
Nguyen Thien Thanh High School for the Gifted	10A2	10E
	11A2	11A3
Cau Ke High School	10B1	10C1
	11A3	11D2
Experimental time	June 2022 to July 2022	

4.5.2.2 The second round's experimental toolkit

- Lesson planning:

+ Theme “*Living with the vast ocean of forests*” (short story) through experiential activities.

+ Topic “*Theatricalizing literary works*” through experiential activities

- Observation sheets of teaching activities of teachers and learning ones of students.

- Questionnaires for interviewing teachers after the experimental lesson in round 2.

- Questionnaires for interviewing students after the experimental lesson in round 2.

- Student's personal worksheets after the lesson in the experiment class (9 forms, including 5 forms of 10th grade and 4 ones of 11th form).

4.5.2.3 Experimental results

- Results of observing teaching activities of teachers and learning ones of students through teaching lessons on the theme “*Living with the vast ocean of forests*” (short story) and the topic “*Theatricalizing literary works*” at Nguyen Thien Thanh High School for the Gifted and Cau Ke High School.

- Teachers' interview results: After the experimental lesson, the Ph.D student conducted interviews with the teachers about the experimental lesson.

- Students' interview results: After the experimental period, the Ph.D student conducted interviews with students about the experimental period.

- Students' survey results: After the experimental period, the Ph.D student collected students' personal worksheets and evaluated the task completion's level with two levels: *Pass* and *Not pass*.

4.6. General assessment of experimental results

The Ph.D student conducts qualitative and quantitative assessments.

4.7. Conclusion of pedagogical experiment

At the end of the pedagogical experiment process, the Ph.D student draws some conclusions and solutions for Literature teaching through experiential activities.

Conclusion of Chapter 4

Pedagogical experiments were conducted to help the Ph.D student verify the feasibility of the research topic, and

simultaneously discover limitations, challenges, and problems when applying research results to the practice of Literature teaching through experiential activity to find best solutions. The experimental process was conducted in grades 10 and 11 of Nguyen Thien Thanh High School for the Gifted and Cau Ke High School, Tra Vinh province. The results obtained through the experimental process have proven that the research topic is feasible. The experimental process achieved the expected objectives, proving the correctness of the research hypothesis and contributing to affirming that the experiential activity models in Literature teaching that the thesis proposed are an appropriate and effective direction for developing qualities and competencies for high school students to meet the objectives of the 2018 Literature Curriculum .

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

1.1 Teaching Literature towards developing qualities and competencies for high school students is believed in accordance with the general trend of the world. Students' qualities and competencies are formed and developed through activities, by activities, and in activities. This confirms the indispensable role of experiential activities in Literature teaching. Therefore, the topic “*Developing qualities and competencies for high school students in teaching Literature through experiential activities*” is completely consistent with the requirements and orientation of innovating teaching methods in our country when the 2018 Literature Curriculum was fully implemented at the high school level.

1.2. To develop qualities and competencies for high school students in Literature teaching through experiential activities, we have built a theoretical and practical basis, specifically:

1.2.1. Regarding the theoretical basis, the research thesis presents two main issues: *First*, clarifying the theoretical basis of education; *Second*, clarify the theory of literature. Regarding the practical basis: *First*, the thesis surveys the practical basis of Literature Curriculum and textbook (Grade 10) of the 2018 Literature Curriculum; *Second*, the thesis presents research results on the current status of Literature teaching through experiential

activities in high schools; evaluating the current status of Literature teaching through experiential activities.

1.2.2. The survey results of the 2018 Literature Curriculum and textbooks and the current status of Literature teaching through experiential activities in some high schools in Tra Vinh province show that Literature teaching practices have not met the requirements of the development of high school students' qualities and competencies prescribed in the 2018 Literature Curriculum. This situation stems from many reasons, but the main reason is related to the innovation of teaching methods, especially teachers have not built a model of experiential activities and concretized it into types and forms, kinds of experiences in Literature teaching to develop qualities and competencies for high school students.

1.3. Based on the identified theoretical and practical bases, we proceed to identify the premises to organize Literature teaching through experiential activities: Objectives and principles of Literature teaching through experiential activities; building and concretizing the model of experiential activities with types, modes, forms and kinds of experiences in Literature teaching through experiential activities to develop qualities and competencies for high school students; selecting positive teaching methods in Literature teaching; designing a list of genres and texts to apply the models of experiential activities with forms of experience in Literature teaching.

1.4. To verify the feasibility of the research topic, and simultaneously discover limitations, challenges and problems when applying research results to the practice of Literature teaching through experiential activities to find best solutions to overcome them. In response, we conducted pedagogical experiments for grades 10 and 11 of Nguyen Thien Thanh High School for the Gifted and Cau Ke High School, Tra Vinh province. The results obtained through the experimental process have proven the feasibility of the research topic. From there, we synthesized information and compared it with scientific hypotheses to come up with conclusions and solutions in Literature teaching through experiential activities to effectively develop qualities and competencies for high school students.

1.5. Teaching Literature through experiential activities is a suitable direction in developing qualities and competencies. The experiential activity models with their rich experience forms really attracts teachers' and students' attention. With the research results aforementioned, we hope that the experiential activity models will be used in the practice of innovating Literature teaching methods in high schools so that students can truly form and develop for themselves certain qualities and competencies, meeting the objectives of the 2018 Literature Curriculum.

In summary, the research topic "*Developing qualities and competencies for high school students in teaching Literature through experiential activities*" is highly topical and practical. However, despite our best efforts, it is difficult for the thesis to avoid shortcomings and limitations. Therefore, the Ph.D student hopes to receive comments from multi-dimensional perspectives to improve the thesis, creating conditions for us to continue researching issues related to teaching Literature through experiential activities at a more specialized or expanded level to meet the objectives of the 2018 Literature Curriculum .

2. Recommendations

2.1 For the Ministry of Education and Training and local authorities:

- Providing professional training for teachers on innovating teaching methods according to the orientation of developing qualities and competencies for high school students in Literature teaching through experiential activities;

- Deploying basic solutions to teaching Literature through experiential activities as follows:

- + Training for core teachers and professional managers on the field of experiential activities is specified by determining the types, modes, forms and kinds of experiences to develop qualities and competencies for high school students;

- + Providing best solutions to overcome the limitations of each experiential activity model when applied to teaching reading comprehension according to literary genres or teaching writing according to the text styles and processes;

- + Soon issue standards for evaluating Literature lesson planning through experiential activities.

2.2. For high school teachers:

- Reshaping awareness of the experiential activity's role and position in Literature teaching;

- Actively and proactively self-studying and self-improving professional skills in innovating teaching methods according to the orientation of developing high school students' qualities and competencies.

- Boldly applying and conducting experiments with new directions in Literature teaching through experiential activities to develop students' qualities and competencies.

THE AUTHOR'S RESEARCH WORKS ADHERED TO THE THESIS

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