



Methods of teaching language and literature to develop language competence for Vietnamese students

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Abstract: Developing language skills for students in Vietnam is an issue that needs attention. This article used interdisciplinary research methods between Linguistics and Education. Descriptive method was implemented to describe the characteristics of the Middle School Literature Program, the sixth grade Literature textbook set compiled. Analytical method was used to analyze the teacher's method of teaching literature and the linguistic abilities that need to be formed for students during this period. Developing this capacity is providing the most effective means to perfect thinking capacity. This article surveys teachers' Literature teaching methods applied to students at some Vietnamese schools with the aim of developing students' language and at the same time this will also be an information channel for completing Improve and criticize Literature textbooks compiled according to the new General Education Program (2018) in Vietnam that are in the early stages of being used.

Keywords: Language competency, teaching methods, literature textbooks, teachers, students, Vietnamese

Introduction

In the context that Vietnam is on the verge of deep and comprehensive integration with the global economy, innovation in educational policies and programs becomes an urgent need. Especially when Vietnam's comprehensive general education program has been completed and is in the process of compiling textbooks, learning and researching textbooks in schools is a meaningful job. theoretically and practically.

Middle school level is an important level in the national education system. The middle school program has many subjects, in which Literature plays an important role in forming and developing general capacity as well as language and literary capacity for students. Developing these abilities is to provide the most effective means to perfect thinking ability.

Textbooks in general and sixth grade Literature textbooks in particular are compiled according to the new General Education Program, absorbing the results of compiling mother tongue teaching textbooks from many advanced countries, inheriting experience. Compiled Literature textbooks in Vietnam through many stages with the desire to meet the requirements of innovation, improving the quality and effectiveness of Literature teaching in the current period and in the future.

The article initially surveys teachers' Literature teaching methods applied to 6th grade students in some middle schools in Hanoi city, Vietnam with language development for learners. At the same time, this will also be an information channel for completing and reviewing 6th grade Literature textbooks compiled according to the new General Education Program (2018) in Vietnam, which is currently in the phase of The first phase is put into use.

The important role of innovating methods of teaching literature at middle school level

To continue to overcome the teaching situation that is heavy on lecturing, reading and copying, and requiring memorization according to sample texts, the Ministry of Education and Training requires general and continuing education establishments to implement the following contents: on innovating methods of teaching, testing and evaluating Literature. The Ministry of Education and Training directs general and continuing education institutions to implement content on innovating teaching methods, testing and evaluating Literature.

Innovating teaching and learning literature

The Ministry of Education and Training requires the Departments of Education and Training to further promote the positivity, initiative, and creativity of students in the process of studying Literature, spending more time on activities. Practice, apply, present, and discuss to practice reading, writing, speaking, listening, and aesthetic perception skills according to the requirements and levels of each class and level. During the teaching process, teachers need to assign clear learning tasks that are appropriate to students' abilities, specify product requirements that students must complete, and focus on testing, evaluating, and Support and encourage students to carry out learning tasks.

At the same time, Departments need to develop lesson plans and organize the teaching of Literature in the direction of enhancing students' training in reading, writing, speaking and listening. Guide students to practice, experience receiving and applying knowledge of Vietnamese language and literature through learning activities inside and outside the classroom.

For teaching reading, clearly define the purpose of helping students know how to read and understand the text themselves. Through this, students' qualities and personalities are formed. Consider language materials as a means and understanding language materials as a way to form and develop the ability to read and understand texts. Teachers can give suggestions and instructions to help students read, but do not use their analysis or commentary to impose or replace students' thoughts. Avoid copying and asking students to memorize knowledge mechanically.

For teaching writing, focus on requiring students to form ideas, know how to present ideas coherently, creatively, and convincingly, thereby training their thinking and how to write different types of documents. Focus on the need to guide students through the steps of creating a text.

Innovating the way of testing and evaluating students in literature

The Ministry of Education and Training's ability to evaluate students in Literature needs to ensure the principle of promoting the positive aspects of personality, imagination, language ability, literary ability, and thinking ability. students' images and logical thinking.

Teachers need to focus on designing and using questions and exercises that require students to operate their learned knowledge and skills in reading, writing, speaking, listening to new contexts and languages. Create opportunities for students to discover new knowledge, propose ideas and create new products. Evoke associations, imagine, and mobilize living capital in the process of reading, writing, speaking, and listening.

In evaluating learning outcomes at the end of the semester, at the end of the school year, and at the end

of the study session, students need to avoid reusing texts they have learned in textbooks to build reading comprehension and writing test topics for assessment. Accurate student abilities, solving the situation where students only memorize lessons or copy the content of available documents.

In innovative content, the Ministry of Education and Training encourages the creation and use of open topics in testing and assessment to maximize the creativity of students. Build an evaluation toolkit to limit user calculations and perceptions. When commenting and evaluating students' products, teachers need to respect and encourage students' own ways of thinking and feeling on the principle of not violating ethical, cultural and legal standards.

In order to strengthen the management and direction of Literature teaching activities, the Departments of Education and Training and the Office of Education and Training need to consider and comment on the Literature teaching plans of schools according to the instructions. Set. Monitor and supervise the process of implementing teaching innovation and testing and evaluation in Literature and create favorable conditions and encourage teachers to be active, proactive and creative in teaching, testing and evaluation, price.

In addition, it is necessary to focus on innovating the professional activities of professional teams and groups in Literature based on lesson research. Increase lesson observation activities so that teachers have the opportunity to share experiences in teaching Literature in the direction of developing student qualities and abilities. Strengthen exchange activities and share experiences in developing teaching plans for Literature through conferences, seminars, learning, and exchanges between schools to meet the requirements of the General Education Program. Literature subject according to the 2018 General Education Program.

Method

This article uses interdisciplinary research methods between Linguistics and Education. Descriptive method was to describe the characteristics of the Middle School Literature Program, the sixth grade Literature textbook set compiled according to the new General Education Program (2018), while analytical method was to analyze the teacher's method of teaching literature and the linguistic abilities that need to be formed for students during this period.

Result

Within the scope of the research, we intend to delve deeper into understanding and surveying Literature teaching methods for sixth grade students at 02 secondary schools in Ha Dong district, Hanoi city with the aim of achieving The goal is to develop language skills for sixth grade students.

Surveying the classroom teaching process of teachers and students, we see emerging issues about teaching conditions and teachers' teaching methods.

Regarding teaching conditions

The number of students in the class meets the standard (about 40 students). Classroom teachers can control the level of awareness of each student in each teaching content as well as in the entire lesson. This leads to teachers providing timely support to students. Modern facilities, convenient for teachers' lectures as well as bringing excitement to students. In addition, the sixth grade textbook has been used for the second year. After the first year, due to feedback from many sides, especially from teachers and learners, teachers made adjustments and additions. In addition, the classroom space is spacious, tables and chairs are arranged flexibly, making it convenient to move around to form study groups. The number of students meets the standard so it is convenient to arrange classes in groups for high efficiency.

About the method of teaching reading comprehension of text

Teachers have applied reading comprehension methods according to each specific genre:

1. Reading and understanding story text,
2. Reading and understanding poetic texts
3. Reading and understanding the signed document,
4. Reading and understanding the argument text,
5. Reading and understanding informational text

Teaching reading aims to help students form and develop language skills, specifically reading aloud and reading comprehension skills. During the first semester, the main teaching method is for teachers to mobilize students' experience and understanding related to the content of the reading text, allowing students to compare and make extended connections; Ask questions and organize conversations between teachers and students, have students discuss in groups (pairs, groups of three, groups of four,...). Before reading the text, teachers can let students rely on the title and illustrations to infer the content of the text. The motto is that the method of teaching reading comprehension must activate active and creative reading

Through the survey process of 08 teachers directly teaching sixth grade and managers who are Principals and Vice Principals of Le Loi secondary school and Le Hong Phong secondary school in Ha Dong district, we realized it can be seen that in teaching reading comprehension, teachers have been flexible and creative. Teachers pay special attention to the form of teaching, specifically asking students to ask and answer in pairs, the first student reads the question in the textbook, the second student answers then switches roles.

Teachers have flexibly provided opportunities for students to practice reading comprehension skills. In addition, teachers often add difficult exercises such as presenting in front of the class, retelling stories from memory and with creative details.

The current situation from the reading comprehension teaching process of teachers and students as above shows that the methods and forms of organizing reading comprehension teaching have been flexibly innovated by teachers to suit the target audience and have been implemented. Attracting students to participate in the process of reading and understanding text. Therefore, teaching reading comprehension to elementary students at the two middle schools we surveyed has achieved the desired effect.

Specifically, when conducting in-depth interviews with 08 teachers directly teaching sixth grade at Le Loi and Le Hong Phong secondary schools about teaching reading comprehension for students in the direction of developing language capacity, we collected the results are as follows:

1. 100% of teachers think that students know how to apply Vietnamese knowledge along with their own experiences and reasoning ability to read and understand text; know how to read text by style and type; understand the explicit and implicit content of the text.
2. 88% of teachers think that students have recognized and initially learned to analyze and evaluate the content and outstanding features of the expression of the whole text; know how to compare this text with other texts, relate it to the life experiences of individuals; From there, there are unique views, ways of thinking and feelings about life.
3. 88% of teachers participating in the interview answered about giving students more time to do reading comprehension exercises on the Form. This method is quite effective because students have time to think and think more thoroughly than answering directly to the teacher's questions or taking turns answering in groups.
4. 100% of teachers participating in the interviews expressed their agreement with the new Literature General Education Program because it has provided quite specific standards for reading comprehension, different from the old Program (2006). There are more specific instructions for teachers to teach reading comprehension according to standards. The textbooks have been carefully compiled and the requirements of reading comprehension teaching activities are clearer. At the same time, teachers also expressed their desire to

receive more detailed and specific instructions on reading comprehension teaching methods that create excitement and promote students' positivity and initiative.

About the method of teaching writing

To help students write correct and good text, students need to fully complete the following steps:

1. Step 1: Preparation (determine the topic, determine the purpose of writing, determine the text type, collect documents).
2. Step 2: Find ideas and make an outline. With the idea finding step, students need to think about what big ideas the article needs to have, and what small ideas there are among those big ideas. To find ideas, students need to rely on the topic, raise and answer questions. In particular, for each type of text (narrative, descriptive, expressive, explanatory, argumentative, daily use) there will be different ways of finding ideas. With the outline step, students need to know how to select and arrange the ideas they have found according to the essay layout with three parts: introduction, body and conclusion.
3. Step 3: Write the article. Students write from the existing outline, expressing it verbally in sentences, paragraphs and complete essays. Students must pay attention to using words, making sentences, and spelling correctly. From writing correctly, try to write better by finding words that are accurate, rich in images and expressions, using rhetorical devices, combining the use of images, diagrams, tables,... suitable for the requirements of each text type.
4. Step 4: Check and edit. This is the final step of the writing activity. Teachers guide students to check and edit according to specific requirements regarding content and form. For example, is the content complete, accurate, consistent, etc. In terms of form, have students written a complete three-part layout? words, grammar, sentence connection, is the expression clear and easy to understand,...

Conducting in-depth interviews with 08 teachers directly teaching sixth grade at Le Loi and Le Hong Phong secondary schools about teaching methods of writing for students in the direction of developing language capacity, we collected The results are as follows:

1. 88% of teachers think that students know how to write narrative, descriptive and expressive essays.
2. Go into specific types of written text:

3. 88% of teachers think that, when writing narrative essays, students know how to focus on the need to retell the texts they have learned in their own words, and more importantly, they know how to retell them creatively. In the process of writing this type of topic, students know how to develop their imagination combined with descriptive and expressive elements.
4. 75% of teachers think that students know how to write narrative texts combined with description and expression when recounting their own memories/experiences (happy memories/experiences or sad experience).
5. 75% of teachers think that students know how to express their feelings about literary works, know how to write verses and poems, mainly to recognize the characteristics of some familiar poetic forms.
6. 100% of teachers participating in the interviews expressed their agreement with the 2018 Literature General Education Program because it has set specific standards for developing sixth grade students' language abilities through activities write.

About methods of teaching students speaking and listening skills

To have proficient speaking and listening skills, students need to fully perform activities corresponding to the following requirements:

1. Step 1: Prepare. Students associate speaking content with reading comprehension and writing content, the only difference is the way of expression: Speaking is presented orally (oral language); Writing is presentation in writing (written language). Teachers note that students should only prepare speaking content in the form of outlines (like outlines in writing), avoid writing articles to read.
2. Step 2: Practice. After the preparation step, the teacher guides students to speak according to the prepared outline, pronounce clearly, confidently, with appropriate speed and volume. When speaking, students can combine expressions with gestures, facial expressions,... or combine them with pictures, tables, diagrams, etc. When listening, students focus on watching and listening. Grasp the information from the speaker, take notes of main ideas and unclear points that need to be asked again. Both the speaker and the listener need to pay attention:

pay attention, focus on the object, respect each other, boldly ask, interrogate and be gentle in exchange,

3. Step 3: Check and edit.

After the practice step, the teacher asks students to learn from experience and correct errors in both content and speaking - listening style. Errors in speaking such as: insufficient ideas, poor, messy; no creative intention; speaking without a beginning or ending; the order is not reasonable; not speaking clearly, not expressing clearly, not confident, not knowing how to combine words and gestures, facial expressions,... Listening errors such as: misunderstanding or not fully grasping information; not having the right attitude when listening;...

We conducted in-depth interviews with 08 teachers who directly teach sixth grade at Le Loi and Le Hong Phong middle schools about teaching proficient speaking and listening skills for sixth grade students according to the orientation of developing language competence. language and get the following results:

1. 75% of teachers think that students know how to present ideas and emotions in an easy-to-understand manner; Have a confident attitude when speaking in front of many people.
2. 63% of teachers interviewed said that students have initially learned to use appropriate language, gestures, and gestures when speaking.
3. 75% of teachers interviewed thought that students knew how to coherently retell the stories they had learned and heard.
4. Only 50% of teachers think that students know how to share their feelings, attitudes, experiences, and ideas about the issues discussed; know how to discuss ideas about issues they have read and heard.
5. 88% of teachers confirmed that students know how to listen and understand with appropriate attitudes and summarize the content; Students have recognized and initially evaluated the arguments and evidence used by the speaker; Recognize the speaker's emotions and initially know how to respond effectively to what you hear.
6. 100% of teachers participating in the interviews expressed their agreement with the 2018 Literature General Education Program because it has set specific standards for developing sixth grade students' language abilities through activities speak and listen.

Conclusion

Developing students' language abilities is currently receiving special attention in world education in general and in Vietnam in particular. That is clearly shown through the educational programs, content and methods of many countries around the world, including Vietnam. Survey on teachers' Literature teaching methods applied to 6th grade students in some middle schools in Hanoi city, Vietnam with language development for early middle school students At the same time, this will also be an information channel for completing and reviewing 6th grade Literature textbooks compiled according to the new General Education Program (2018) in Vietnam, which is in the early stages of introduction use.

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Disclosure statement

"The authors declare no conflict of interest."

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