

<https://doi.org/10.29013/EJHSS-22-2-22-30>

*Master Le Thi Quyen,
Postgraduate of Tra Vinh University
University lecturer of Nguyen Hue University*

TEACHING PHILOLOGY IN JUNIOR HIGH SCHOOL IN THE GLOBALIZATION SITUATION – CONTENTS, APPROACHING METHODS (CASE OF VIETNAMESE CONTEMPORARY SHORT STORIES)

Abstract. School Education Program in Literature (2018) demanded new requires. In addition to the goal of providing knowledge literature, language and culture, fostering students' souls, teaching philology also head for developing learners' abilities. In theoretical basis, researcher clarifies the globalization trend and some current methods to approach short stories. In the range of the research, we use research methods of analysis, synthesis, generalization, towards teaching Literature in junior high school in the situation of globalization – content, approaching methods to contemporary short stories). The research head for content, approaching methods, and evaluating methods of problems, phenomena of literature, languages, and teaching methods, being close the gap between research of Vietnamese and the world, open up expectations of academic equality: the acquisition and development, applying new theories to practical literature, language ...

Keywords: globalization, contents, approaching methods, short stories.

Introduction

Globalization has made a connection among countries all fields in the world. Countries in the world have known the benefits of globalization such as: creating the development and universalizing information technology and telecommunications; forming a knowledge economy; making opportunities in cultural exchange, being close the distance among people; promote economic development; having abilities to solve a number of global problems. Moreover, globalization is posing a number of common problems for countries around the world that need to be solved: ecology, environmental pollution, resource depletion, population, public health, wealth inequality, social evils, problems with children, domestic violence, etc. Not only that, but it also strongly affects national sovereignty, economic and political integration.

Nowadays, the trend of globalization has developed really quickly, effecting on all fields around the

world, posing many opportunities and challenges for countries in general and Vietnam in particular. It has had a strong impact on fields including education. Therefore, defining and specifying the educational perspective depends on each country. However, so as to globalize, each country need to have solutions suitable with the world's trend. In each specific subject, researchers have actively explored global issues. It has been demonstrated this points by Literature project 2018 through orient the selection of literary texts to be put into teaching and approaches to texts suitable as well as meet the development requirements of learners' qualities and abilities. Teaching of Literature research in the context of globalization in Vietnam is in the process of comprehensive renovation and international integration. Therefore, accessing research directions and educational models from countries around the world to make recommendations for education in Vietnam is necessary,

contributing to the success of the fundamental and comprehensive reform of Vietnamese education.

The article mention “Teaching Literature in junior high school in the context of globalization – content, approach method (Case of Vietnamese contemporary short stories).

Content

1. The impact of globalization to Vietnamese education

Nowadays, the world has seen profound changes in all aspects. The Fourth Industrial Revolution has made the strong knowledge economy, giving good opportunities to development, simultaneously giving significant challenges for each country. On the other hand, climate changes, resource depletion, environmental pollution, ecological imbalance and political and social changes also pose global challenges. To make sure sustainable development, many countries have constantly innovated education to improve the quality of human resources, equip future generations with a solid cultural foundation and high adaptability to all changes. of nature and society. Educational innovation has become an urgent need and a global trend.

For Vietnam, globalization is an inevitable opportunity. Vietnam education in the common situation other countries in the world, so it can find out its strengths and weaknesses, and gain advanced education in the world. The introduction of experience from developed education systems not only serves as an example, but also creates the necessary “push” to break the old and outdated stereotypes, from educational philosophy, content, and content. From curriculum content to teaching methods, school organization, etc. These advanced experiences will contribute to modernizing Vietnamese education, connecting between Vietnam and education systems in the world, and expanding vision over national and ethnic borders, heading for common standards, therefore it trains people who are not limited to a local thinking and knows how to think globally, has a democratic spirit, be able to cooperate, and can work in an international environment.

To respond the globalization trend, Resolution No. 29-NQ/TW also gave a guiding position, goals, tasks and solutions to guide the development of education in the new era. A comprehensive and synchronous solution system is introduced, which requires proactive integration and improving the efficiency of international cooperation in education- training [1]. These are large orientations that are actively implemented by all levels and sectors to create fundamental and comprehensive changes in Vietnamese education nowadays.

Implementing Resolutions of all levels, the school education program in 2018 is built in the direction of developing the quality and ability of learners; help them develop harmoniously physically and mentally, become active and confident learners, know how to apply active learning methods to complete foundational knowledge and skills; have the good qualities and abilities necessary to become a responsible citizen, a cultured, industrious, creative worker who meets the needs of personal development and the requirements of a construction career, protect the country in the era of globalization and new industrial revolution. Moreover, the common goal, each subject has its own objectives. To help learners to form and develop main qualities and contribute to the development of common competencies; develop language and literary competencies (practice reading, writing, speaking and listening skills); having a system of basic general knowledge about Vietnamese language and literature, developing figurative thinking and logical thinking, contributing to the formation of the basic education of a cultured person; know how to create common documents; knowing how to receive and appreciate literary texts in particular, communication products and aesthetic values in general in life are the main goals of Literature.

2. The content of teaching Literature

Literature is an instrumental and aesthetic – humanity subject; help students have communication tool, as a basis for learning all other subjects and educational activities in the school; simultaneously,

it is also an important tool to educate students in the noble values of culture, literature and national language; develop in students healthy emotions, humane sentiment, benevolent and altruistic lifestyles, ... [1]. Starting from this characteristics, the Literature program in 2018 is built in an open and unified direction along from grade 1 to grade 12 so as to develop qualities, abilities for student. The Literature materials provided to teaching are really abundance and diverse, many genres. To each grade, it also give competence that students need to achieve, both general and specific. Teaching content is determined based on the required requirements of each class. For literature, it is necessary to ensure knowledge such as: literary theory (some practical literary theory problems, which are closely related to reading and understanding literary texts); literary genres (stories, poems, plays, and some typical genres); elements of literary texts (story, plot, characters, space, autographs time, narrator, point of view, rhyme, rhythm, ...); literary history (some major authors and overviews of Vietnamese literary history are summarized at the end of junior high and high school). The Literature materials provided to teaching ensure: directly serving the development of qualities and competencies according to the program's goals and requirements; appropriate to the experience, cognitive capacity, and psycho-physiological characteristics of students in each class and grade level; having special value in terms of content and art, typical of text styles and genres, standards and creativity in language; reflect achievements in national ideology, literature and culture as well as show patriotism, national independence, sense of national sovereignty and humanity, education of compassion, tolerance content, true love of beauty, love of nature, spirit of international integration, towards universal values of humanity.

Depending on the school education in Literature 2018, the authors compile textbooks in the direction of topics and genres. This combination serves as a solid foundation to develop specific competencies

and main qualities and specialized competencies for students. Reading, writing, speaking and listening skills is integrated in the same lesson. The content of the lessons are closely linked with each other. Diverse and rich reading comprehension texts ensure the characteristics of genres and types of texts to form reading comprehension, reading ability suitable for age and reflecting the achievements of national literature. is a new direction, creating favorable conditions for teachers in the teaching process as well as the grasp of knowledge by students.

Same with other genres, short story in junior high school are rich and diverse, reflecting issues of global concern such as climate change, environmental pollution, domestic violence, security, etc. security and social welfare, child issues, etc.

3. The approach to Vietnamese contemporary short stories in junior high schools according to genre characteristics

It can be said that literary works are subjective images of the objective world. For writers, works never reflect and express themselves directly, but must rely on a certain spiritual heritage of the nation and humanity, and problems of society.

Along with the development of society, modern literary research methods are increasingly developed and pose many problems to approach the work comprehensively. Because, a literary work is the sum total of a series of relationships such as structure, social reality, writer's subjectivity, public, cultural heritage. These relationships are not mutually exclusive. In the trend of integration and development with the advancements of literary research and the times, with the reforms and reforms in Vietnam and globally, the literary research method needs a new perspective., a newer, more effective, accurate, more scientific assessment.

Looking back at the history of our country's literary research in recent years, all social and cultural issues have been re-evaluated, with a new perspective with very capable literary research methods. Poetry (Artistic conception of people, Art space, Artistic language), Narrative study (Narrator, Narrative point of

view, Plot, Structure, Narrative tone), Culture (Cultural Semiotics, Sociology, Feminism, Postmodernism, Eco-Criticism),... ... The path to find artistic truth is still a difficult one and complex, requiring explorations and concerns. Approaching the problem thoroughly, helping us to have a more scientific and accurate view and assessment of traditional literary values, opening up a new research direction that is in line with the development trend, while preserving the traditional identity of the nation.

Approaching literature from a poetic perspective is to understand the concept of art for people, that is, to understand the interpretation of people that has been transformed into principles, means, methods, and forms. ... expressing people in literature, creating aesthetic value for that character's image [8]. To understand the artistic conception of people, the reader learns how the writer names the characters, how to describe the characters, pay attention to what actions the character repeats, describe How character psychology, even details, language also express the artistic conception of people. Understanding the artistic conception of man will see the inner depth that governs the way the writer's character is built, and will have a standard for evaluating human values in literary phenomena.

Each literary genre has a specific expression. Poetry is spoken in expressive and overlapping language, but in prose in general and short stories in particular, it is the choice of narration, the organization of point of view, structure, language, and tone of each writer. ... to create a unique feeling, perspective, and unique assessment of the reality of the outside world and the inner turmoil of people in the work. Therefore, when teaching Vietnamese modern short stories in particular and modern short stories in general with a poetic approach, teachers must take notice: topics; artistic conception of man; the art of plot organization; narrative art, time and space art; artistic words; ... Being good at these problems will help us see the problems of our lives, the social in reality that the writer interested in.

For example, in Lao Hac of writer Nam Cao. Even the name of the character, it also impress us this character. Writer Nam Cao has built a typical character. Lao Hac – an old farmer seems to be wandering, but under Nam Cao's ability, he becomes radiant with noble qualities: self-respect, kindness, selflessness, honesty, saintly gentleness. Lao Hac's miserable life is a testament to the life of poverty, facing the poor rice of Vietnamese farmers before the August revolution. The poor lives of people like Lao Hac still presence in the world. Those are the issues of social and concerned global security.

Approaching literature from the perspective of narration is the flexible and creative use of narrative theory to elucidate many aspects of narrative art from specific expressions through works through factors such as: narrative art, texture, character building, language, tone, ... Narrative theory shows that in prose the event is not the most important, but the most important is the consciousness, which is the character's psychological development towards the event. The consciousness center is what narration is concerned with. Details in prose must be filtered through the character's consciousness to reveal the meaning [9]. The issue of stream of consciousness has been discussed with special attention by many Western theoretical researchers. The stream of consciousness technique is applied thoroughly, becoming an artistic principle that governs the structure organization of the work convincingly clarified the artistic meanings and values of the work such as story-making techniques, character system building, language, rhythm, especially the re-enactment of characters' psychological developments. Besides, it can also be seen that the strange and new problems of modern short stories are also explored and explained by researchers creatively and thoroughly from the narrator's point of view, such as the dramatic dramatization of the narrative. Under the light of narrative theory, the most complex problems of narrative structure in contemporary literary works were initially studied deeply and systematically. These

are probably good starting experiments for future researches to continue to have creative discoveries and discoveries to point out and properly appreciate the artistic achievements of the national literature.

It's the same way to approach literature from the perspective of poetics, approaching literature from the perspective of narration plays an important role in the teaching process of modern Vietnamese short stories. From the theory of autobiographical learning transformed into specific teaching methods and measures that are positive in the direction of narration approach, the teacher organizes activities to make the lesson exciting and meaningful for students through factors such as: teller, narrative point of view, plot, structure, narrative tone, etc. The product receives the layers of meaning of the work actively and creatively.

The story "Nhưng ngôi sao xa xôi" has a simple plot about three girls in a bomb squad at a high point on the Truong Son route during the years of the American war. The story line develops according to the character's line of thoughts and moods, alternating between the present and the past that are re-enacted in the flashback. Stories written about war should have details and events about bombs, battles, and sacrifices, but still mainly focus on the inner world, showing the beauty of people's souls in war.

Approaching literature from a cultural perspective is an concerned approach nowadays. This approach is built on the close relationship between literature and culture. From a cultural perspective, we can find out the factors that govern the formation of literary values, concepts, and formal expressions of literary texts in social and cultural life. This is shown through themes, themes, characters, words, artistic techniques, and genres. Topics are usually issues of relationships between individuals and communities, individuals and families, between people and situations, between one nation and another, etc., showing quite clearly the imprint of national culture [10]. Example topics "Go cua trai tim", "Yeu thuong va chia se" Literature 6 volume 1 (Connecting knowledge). In the work "Gio lanh dau mua" by author Thach

Lam clearly shows the theme of the life of children in the market neighborhood. Characters in literary works clearly show their cultural imprints when they are portrayed as cultural personalities. Literary characters can express ethical issues in behavior between people and people, people and the social environment, the natural environment, and people with issues of belief, religion, and interests. aesthetics... We can see the attachment to the village in the character of Mr. Hai (*Lang, Kim Lan*)... language in literary texts is also a factor that reflects the national culture quite boldly, because words product of social culture. Each ethnic group has its own language, has its own language usage habits. Each writer has his own way of using language but is still influenced by the language usage habits of the community.

Teaching modern Vietnamese short stories in junior high schools in the direction of cultural studies, which means the theoretical perspective of culture in literary works has been transformed into specific teaching methods and measures that are positive in the direction of cultural approach, the teacher organizes activities to make the lesson exciting and meaningful, students through the cultural traditions in the work receive the layers of meaning of the work in an active and creative way. Supporting learners read creatively from a cultural perspective; Teachers use questions to raise cultural issues, analyze the cultural features used by the author in the work, combine methods of finding, exchanging, discussing, asking and answering... Teachers need to apply a cultural approach in teaching literary works to reveal the cultural aspect of the work, help students understand the national culture and the times, and feel deeply in the mind about the culture. cultural beauty that the work evokes. Noticing that, cultural approach cannot take care of everything in discovering and interpreting literary works, but it needs to combine with existing approaches to create persuasiveness in reception. The cultural approach in teaching Vietnamese modern short stories is necessary, but it is also important to note that there is no optimal teaching method when it stands alone, it is

necessary to have a flexible combination of teaching methods both traditional and modern. The idea of cultural perspectives in literary works and methods and methods of teaching literary works in the direction of a cultural approach have common points, which is the intersection between theory and method. But the cultural imprint in each work, the cultural intention of the writer imprinted in each of his or her spiritual children is completely different, depending on the specific teaching conditions and circumstances, the teacher applies the method of teaching and measures to exploit the appropriate approach.

Cultural values mentioned in literature are always the most typical and unique values. Literature chooses those values to enhance the nation's culture and beautify the country's traditions. A good literary work that is promoted and handed down to future generations must be one in which the author succeeds not only in terms of content but also requires how art applies cultural values in that work. Therefore, it is not enough to teach literary works in current high schools in general and to teach modern Vietnamese short stories in junior high schools in particular, if only focusing on exploiting literature is not enough and also focus on exploiting the cultural aspect of the work. The aim of this approach is first of all to discover and enjoy the value of the work, rather than the cultural value of the work.

For instance: We can approach Nam Cao's short stories from village culture, Vietnamese family tradition, naming culture, behavior culture, funeral customs, weddings, tears, laughter, popular culture ...

When teaching Vietnamese modern short stories to junior high school students according to the approaches from poetics, autobiography, culturology, teachers and students must meet the following requirements:

- Having to stay on genre characteristics
- Having to be able to retell, summarize, remember, and visualize art pictures;
- Students read the work in advance at least once before class time, teachers must have a way to check this stage;

- Teachers carefully invest in the design of a series of teaching activities that are really suitable to the actual teaching conditions of the school, the locality and the student's level, and anticipate appropriate options such as: Start the mood, enter the lesson, question system, explanation of difficult words, use of annotations, interdisciplinary activities and options to end the lesson;

- In the process of guiding students to read and understand short stories, it is required to go from artistic signals to ideological content. Reading skills are fully promoted, from skimming to grasp the content of the work, reading quickly to locate paragraphs containing situations to reading in detail to find sentences containing the work's ideas;

- Noticing the development of the plot: the opening contradiction, development, knotting and opening. Visualization and imagination questions come into play at this time, interspersed with analysis and explanation. Fifthly, it is required to use flexibly teaching methods, measures and techniques in the organization of learning activities. Noticing specially to observe students' cooperation, interest in the problem, activities organized by the teacher and always pay attention to timely adjust the expected situations in the design;

- Choosing a flexible way of organizing lessons to avoid monotony and boredom because each short story has its own structure and operation.

Besides, in the process of researching, preparation and teaching, teachers must ensure the following principles:

- Staying on the text, going deeply into the analysis of words, grammar, and structure of the work, especially pay attention to the integrity of the text, avoid tearing apart, crumbling the work, causing the literary work to be lost. consistency, the writer's main inspiration, the work's theme ideas are blurred. It is necessary to choose an appropriate way of dividing the structure of the work so as not to lose the completeness and generalization of the work, which is the construction work of the writer;

– Specially noticing some factors: society, culture, history, writers, artistic conceptions of people, artistic space, artistic time, artistic words, storytellers, etc. Narrative point of view, plot, structure, narrative tone... This view is the same as the intertextual approach. This approaching is factors that closely related to the birth of the work such as the epochal context, historical circumstances, the origin of the work, special features in the life and personality of the author to explain work. We should consider history, era, circumstances, writers... as important information channels to help us understand and understand the work in-depth, should not be too dependent, leading to imposition and subjective inferences about the work;

– Learners are also readers, learners' views, students' reactions need to be focused, but we do not consider students' preferences to be absolutely immutable;

– Setting the student as the center, the subject of the perceptual process. Teachers do not play the role of bringing the truth to the role, but playing the role of leading the search for truth.

For the approaches available today, we can use them in teaching by topic or by specific works. However, depending on the genre and topic, teachers can choose a reasonable approach.

For example: when talking about the tragedy of children in modern short stories from a sociological point of view, it sees that many literary works are child-centered. Children are placed in many relationships: family, society, self... so that the writer can explore the process of personal personality formation, to re-realize core and fundamental human values. From the relationships of family, school, society, past, present, future..., children's characters are like a unique historical and social reference axis. In particular, most authors pay attention to depicting children's inner life, as a complex psycho-physiological entity, a self-conscious path between many inevitable and inevitable interactions. weaknesses of culture – literature with the times, current affairs. Children's

characters are seen as multifaceted personalities, good and bad, both illuminating the adult world and keeping their own independence from age-specific psychophysiological characteristics. In the works, children's characters are always present in all problems of adults and society: in worries about food, in pursuits of happiness, in the need for self-improvement of personality and cultural environment (social community): responsibility of mass organizations, policies, cultural practices... Each child is a destiny, a piece of life that reflects the problems of society. Children who are deprived of their father's love (*Chiec luoc nga* by Nguyen Quang Sang). When her father appeared, she did not dare to look at her father's face because Mr. Sau was so strange compared to Thu's imagination, she was afraid of getting the wrong father. For her, the affection for her father is sacred and noble, but only for her father, it will definitely be no one else. But pitifully for Thu, the moment of reunion is also a moment of separation. So many emotions rushed back in a short moment, both painful and sad, both loving and feeling guilty for her. The scene of Thu hugging her father tightly, not wanting to let him go, and kissing his long scar – the cause of her father's misunderstanding and her remorse for her father. This situation makes the reader extremely emotional. Or children who have been abandoned since they were born but are still longing for their mothers to come pick them up (*Da tro bong* by Nguyen Ngoc Tu). Children's right to be human, right to life, right to love have been taken away by their own relatives. The indifference and inhumanity of adults pushed Kho into a tragedy. But more painful is that the child himself did not know he was falling into that tragedy. He still believes in the lie of the person who deliberately pushed him out of his life without a bit of anxiety and torment.

The loss of confidence leading to low self-esteem of children is also reflected by author Ta Duy Anh in his work "*Buc tranh cua em gai toi*". The older brother was in a bad mood when his sister's painting talent was discovered. Everyone was touched, excited and

amazed at her talent. The older brother felt sadder and felt his inferiority to his sister whom he had long despised. Everyone's concern for his sister is what the older brother finds the most difficult to accept. The guilt and pride in him happened very naturally.

Through the characters' fates, the authors have alarmed a painful reality in society: there are still many abandoned children, loss of confidence, domestic violence, affecting the negative aspects of society, ... that needs community attention. The compassion that the authors have mentioned through the images of these children is a spark of conscience that awakens many readers to be less insensitive and to accompany children to understand them better.

Receiving literature from currently available methods will help readers discover the content in the literary text, at the same time it limits the closed approach to only discover the text's interior, separate from literature and social life. Besides, it also explains the causes of the formation of content elements, the formal elements of the text from the socio-cultural basis, which also helps the reading of literature to have a diverse and rich view, at the same time help readers feel that reading literature is not reading something foreign to the surrounding life. Literature also contributes to solving real life problems. In addition, cultural studies also pay attention to issues such as popular literature, feminist issues or the relationship between people and the natural environment ... All these expressions make literature become closer to the reality of life, receiving literature helps readers to think, recognize and explain the reality problems.

Applying approach methods when teaching Literature for high school students (The case of the Vietnamese contemporary short story genre) that requires teachers to be flexible in exploiting content, using different teaching methods are appropriate to age characteristics, paying attention to children's feelings about social issues of concern. In the process of teaching, teachers can ask specific questions for students to boldly look at reality. Stimulating aspirations, lighting up children's faith, contributing to

creating a favorable environment for them to acquire morality by keeping their souls always sensitive to life's subtlest disturbances, of fellow fate. Thereby, helping them to appreciate and understand people, to empathize and share, to have a rich personality and spiritual life, to have a humane conception of life and behavior for those around them. Contributing to help children improve themselves, form and develop humane people, know how to receive, feel, enjoy, and appreciate the products of words and beautiful values in life and in any circumstances which also shows very clearly humanity and goodwill.

When instructing students, exploiting the negative sides of social ethics, teachers should pay attention to exploiting those negative sides with the purpose of evoking and awakening people to stay away from evil and evil to nurture, supporting and fostering the inherent goodness in life, not crushing and trampling human personality. Literature needs to fight mercilessly with human vices and vices, but writing about the dark side of society can't just be a place to provoke hatred, not just a place where writers vent their hidden memories. Moreover, literature also knows how to help the public perceive the painful wound and find ways to overcome it with a deep belief in the future.

Conclusion

Researching Vietnamese contemporary short stories from a sociological perspective is a growing research trend. This is not only a trend to the methods, knowledge need, ... of many researchers nowadays, but it also is a trend to receive as well as select social issues by public Literature. Researching Vietnamese contemporary short stories from a sociological perspective has determined each person's responsibility for social issues and the intense vitality of Vietnamese people in general and Vietnamese literature in particular. This is also the main thing that the teaching- learning of literature in general need to concern, in the context of the new historical era, the country develops according to the current trend of international integration.

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