

Section 4. Pedagogy

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TEACHING CHILDREN'S LEARNING FOR ELECTRONIC EDUCATION STUDENTS IN UNIVERSITIES IN THE CUC LONG RIVER DELTA SITUATION AND SOLUTIONS

Abstract. Literature is diverse in genres and rich in content. reality of teaching children's literature to primary school students has many advantages, but there are also many shortcomings and limitations. In order to improve the quality of teaching to meet the educational renovation needs of the Party and the State, we propose some orientations on the program content, apply teaching methods, test and evaluate to improve the quality of teaching and learning. organization of teaching children's literature.

Keywords: children's literature, current situation, teaching methods, assessment.

1. Introduction

Children's literature is one of the compulsory subjects for specialized training in primary education at universities, with a relatively wide knowledge of folklore, to the history of the development of children's literature, along with the characteristics of children's literature, as well as authors and works about children from Vietnam. to famous authors in the world, from works written by children to works written by famous writers and poets for children. This is a piece of literature that is very diverse in genre and rich in content. reality of teaching children's literature to primary school students has many advantages, but there are also many shortcomings and limitations. On the basis of that research, we suggest some orientations to apply teaching methods to organize teaching children's literature in order to improve teaching quality to meet the educational renovation needs of the Party. and set forth by the State. Therefore, it is required that lecturers have pedagogical capacity to guide

students to access this amount of knowledge and re-apply teaching later after graduation.

2. Research content

2.1. Importance of children's literature module for students of Primary Education in the Mekong Delta

Children's literature is considered an important chapter in the module Literature contributes to providing knowledge Literature basics and capacity building pedagogy for students majoring in primary education. With a rich variety of genres and a wide variety of compositions, children's literature is taught in universities to students majoring in primary education. After graduating from school, students become primary school teachers, students will teach this part of literature. Thus, children's literature is not only taught at university, but after graduation, students will meet again and again, and children's literature is used as a corpus a lot in Vietnamese textbooks in primary schools since then. Grades 1 to 5, not stopping there, in moral and scientific education

lessons, children's literature materials also account for a significant part.

In this course, students are provided with the history of the development of children's literature, the content and artistic characteristics of poetic works and stories in the works of some typical authors such as: To Hoai, Pham Ho, Vo Quang, Nguyen Huy Tuong, Doan Gioi, Tran Dang Khoa, ...

Children's literature not only provides knowledge but also contributes to the formation and development of students' research-learning abilities. staff, orientation for professional training, pedagogical capacity such as: equipping children with knowledge of children's literature for primary school students, understanding the characteristics of children's reception of literature; fos-

tering professional skills, professional skills, and pedagogical qualities to become primary school teachers in the future through activities of practicing teaching skills. Therefore, how to associate teaching with practice is the task of teachers of children's literature.

2.2. Situation of teaching and learning children's literature for Primary Education in the Mekong Delta region

2.2.1. Survey results

To assess the situation of teaching children's literature to students of primary education, we will conduct a survey on the program content, methods, teaching organization and measures. student assessment methods for the teaching process of teachers.

- About the content of the program

Table 1.

No.	Content of the children's literature program	Universities in the Mekong Delta				
		Can Tho	Dong Thap	Tra Vinh	An Giang	Tien Giang
1.	Literary theory				×	
2.	Children's folklore: with genres: Myths, Legends, Fairy tales, Fables, Jokes, Folk songs, Proverbs, Puzzles, Dong Dao, Ve	×	×	×	×	×
3.	Development process Development of Vietnamese children's literature	×	×	×	×	×
4.	Vietnamese children's literature authors: To Hoai, Nguyen Huy Tuong, Pham Ho, Tran Dang Khoa, Vo Quang, Doan Gioi ...	×	×	×	×	×
5.	Foreign children's literature with typical authors: Grim, Andecsen, Tagor, ...	×	×	×	×	×
6.	Local children's literature		×			

Contents of children's literature programs of universities in the Mekong Delta region

- Methods and forms of teaching organization

The survey results of 35 lecturers from universities in the Mekong Delta are shown in the following table:

Table 2.

No.	Method and form of organization of teaching	Level		
		Frequently	Occasionally	Never
1	2	3	4	5
1.	Presentation	35/35= 100%	0/35= 0%	0/35= 0%
2.	Problem solving and problem solving	18/35 = 51.4%	15/35= 42.9%	2/35= 5.70%

1	2	3	4	5
3.	Group teaching	29/35= 82.9%	4/35= 11.4%	2/35= 5.70%
4.	Theatricalization of literary works	24/35= 68.6%	10/35= 28.6%	1/35= 2.90%
5.	Other methods and forms of teaching organization	6/35= 17, 1%	16/35= 48.6%	13/35= 37.10%

Table: Methods and forms of organization of teaching children's literature programs of universities in the Mekong Delta

2.2.2. Comment

Advantage:

About the program content: The schools all agreed to choose the basic contents that are: Children's folklore, Vietnamese children's literature, foreign children's literature... Thus, the program's content relatively reasonable to meet the goals, requirements as well as knowledge of children's literature that students need to be equipped and able to apply it after graduation to teach.

In terms of teaching methods and organization: in the teaching process, lecturers often use the method of presentation, group teaching and theatricalization of literary works. In which, 100% of the lectures used the presentation method, 82.9% used the group teaching method and 68.6% used the theatrical method of literary works. From the above results, we can see that the teaching staff is aware of the right direction to innovate teaching methods. Teachers have applied active teaching methods in the teaching process.

About the forms of examination and assessment: University lecturers in the Mekong Delta often organize regular midterm and final exams according to the examination and evaluation regulations of the universities. University. This is consistent with current regulations.

Through teaching practice and observation, we found that lecturers paid attention to the problem of conveying information and knowledge about children's literature to students. In one lesson, many teaching methods have been combined with the content of the lesson and the students to help students firmly grasp the knowledge. After each lesson, there

is a question content and some related documents are provided for students to read.

Limit:

About the content of the program: The content of literary theory is not taught by most schools. The local children's literature is only taught by Dong Thap University.

About teaching methods and organization: Using teaching methods in some classes is still weak, so the quality of lectures has not been achieved as expected. Lecturers are also heavy on one-way knowledge transfer. The organization of research orientation for students in some contents is still unclear.

About the forms of inspection and evaluation: The way to check and evaluate is not flexible. During the teaching process, teachers can also evaluate them in regular tests such as: calculating positive points during group participation, attendance points, presentation points when giving presentations, or assessment points on assignment content. study and learn more. The assessment content still leans towards the ability to remember and reproduce documents, not to bring into full play the capacity of creativity, imagination and the ability to apply knowledge in practice.

Besides, many students are still passive in the process of acquiring knowledge. Some students have not actively participated in group activities and group work, but only a few members represent the working group.

Based on the analysis of advantages and limitations, we propose some solutions to improve the quality of teaching children's literature for universities in the Mekong Delta.

2.3. Some solutions to orient the application of teaching methods study to organize teaching children's literature

2.3.1. Contents of the program

The Mekong Delta region currently has 5 schools specializing in Primary Education, including: Can Tho University, Dong Thap University, Tra Vinh University, An Giang University and Tien University. Giang. The unification of curriculum content between disciplines plays an important role. For this module, it is necessary to ensure the diversity of genres with the following types of lessons: Literature history (general overview of the development of Vietnamese children's literature), genre type (genres of folklore), the type of article about the author and the work, the type of article that analyzes the work with different types of works ... Therefore, the teacher must flexibly adjust the teaching method to suit each genre and content of knowledge., guarantee program duration.

2.3.2. Method and form of teaching organization

Selecting and applying teaching methods based on knowledge content

Children's literature section is general knowledge including: type of literary overview article, type of author's essay, type of essay item practice analysis ... So with For each specific type of lesson, the lecturer must pay attention to the characteristics of the unit knowledge of the lesson to be able to determine the right goals, outlines draft the right focus of the lesson and propose appropriate teaching methods suitable for students to acquire knowledge in the most effective way.

For example: With the general type of lesson, students will learn, the system develop and expand knowledge of historical contexts, basic characteristics and outstanding achievements of the development stage, typical works, authors, knowledge of characteristics, content, art of children's literature. This is the basis for students to have can be applied to conduct analysis, evaluation, and teaching true to the basic features of the works. At the same time, when teaching style In this lesson, the lecturer also helps students improve their ability to synthesize, Exploiting curriculum ma-

terials to forge more style independent learning. For this type of post, we can exploit advantages of lecture, question-and-answer, group discussion, and visualization methods. Specifically as follows:

Learn terms, concepts, lecturers use a combination of questions and answers and lectures. because these two methods will provide students with complete information sufficient and accurate in terms and concepts.

Instructors use group discussion and visual methods to learn the characteristics and development process of children's literature. Because these two methods create a great interactive environment for faculty and students, helping students share their concerns, experiences and insights with group members as well as other groups. and knowledge acquisition, intellectual development, behavior adjustment, and self-development of thoughts, feelings and actions.

With the author type, the teacher can use a combination of methods of consult, lecture, raise and solve problems, live group discussion, because for this type of lesson, students need to gain knowledge about life, career as well as important Creative concept, creative content, artistic characteristics of authors.

With the type of work analysis, teachers should ask students to do their own homework and present and share their work. yourself in the group. Then in class, the teacher uses the questioning method Responding in conjunction with raising and resolving throughout the process learn, analyze articles from which students analyze prices content and artistry of works.

For example, when instructing students to analyze the work *Cricket In the adventure book*, we ask students to fulfill the requirements Asking after class before going to class:

Read *Cricket Adventure To Hoai's*

Divide into groups, each group has about 5–6 students. Groups assign each member to do 1 exercise, exercises choose not to match. Students then share their homework yourself with group members.

Image Exercise: When you read the work, you keep a mental picture of the story. You can draw it

out and share with friends in the group. When drawing, you need captions to remember where the image came from, what do you came up with it and why do you want to draw it.

Artistic exercises and special tricks of the author: When reading the work, the author uses good words, clearly portray them in the reader's mind, using funny language... Make a note of examples of these such special thing that the author used in the work.

Character Profile Exercise: Think of a character that you love. Draw diagrams to show shapes, actions, behavior, interesting points of that character.

Event Sequence Exercise: Sometimes the sequence of events in very memorable work. You can draw a sequence diagram actions.

Self and story exercise: When reading a work, a certain character or event that made you think about life? live personally. Please write and tell your friends in the group hears about a certain character, event, or idea makes you think about your life.

Explanatory Exercise: When you read, think about the author I want to tell you something through the story. Please write it down your own interpretation, listen to, similarsimilarand different points.

Book Review/Criticism Exercise: When reading, sometimes you feel "Absolutely great" but sometimes you think "if As an author, I would write differently. Please write down the points of the work and the shortcomings that need to be overcome. When they come to class, to the activity of analyzing the work, they I asked the question: "In the work, which character do you like the most? any? Why?" and ask students to use homework to answer, discuss, and share the feelings of character itself.

– *Applying teaching methods combined with instruction Students' self-study Students' self-study.*

Activities play an important role and are a direct factor in improving the quality of training at universities. For higher education, self-study is considered a way of learning at the university level. According to author Nguyen Canh Toan: "Self-study is thinking by yourself, using intellectual capacity (observing,

comparing, analyzing, synthesizing...) and sometimes even muscles (when you have to use them). tools) along with their own qualities and motives, emotions, personal outlooks, and worldviews in order to occupy a certain field of human knowledge and make that field their own [2, p. 59–60]. Self-study in the learning process of students is the work of the students I independently complete assigned tasks, with support direct or indirect help of the lecturer. Practice habits and self-study skills are to give them the opportunity to master be active, promote your positivity and creativity, and here It is also the basic goal of the innovation of teaching methods now. Teaching in a positive way, requires instructors to organize for students to self-directly explore, discover, develop knowledge, thereby forming cognitive capacity, their self-learning ability. Students self-study in two forms: self-study in class and self-study at home.

For self-study in class, teachers need to organize, guide students to study actively and proactively by assigning common tasks for the whole class or for each group of students. After After assigning the task, the teacher limits the time to complete succeed in that. In class, the teacher covers, helps, guide them when needed. After a while For a certain period of time, students present their results, and lecturers edit and supplement them additional knowledge.

For the form of self-study at home, the sense of self-discipline, Learners' movements are more clearly expressed, want to achieve To be effective in learning, teachers need to prepare a number of questions and assignments in advance for students, and the lecturer also proposes a plan to test and evaluate the results of students' self-study. In order to form self-study skills for students, lecturers need to help them learn by themselves by reading textbooks, systemizing knowledge by mind maps, teachers can design some questions, Worksheets require students to complete. In addition, teachers must provide reference materials for students to research, learn and complete the requirements of the lecturer.

For example, before learning the lesson *Overview of Vietnamese folk culture*, we provide students with the following references:

1. La Thi Bac Ly (2003) *Textbook of Children's Literature*, Publishing House Hanoi Pedagogical University.

2. Tran Duc Ngon – Duong Thu Huong (1998), *Literature Vietnamese children*, Education Publishing House, Hanoi.

3. Cao Duc Tien (editor) – Duong Thi Huong (2005), *Van Training materials for elementary school teachers at college level* and University of Education), Education Publishing House, Hanoi.

To test students' self-study at home, teachers can set up study sheet. In the form, there are clearly written questions related to the important information content of the article. Students are required to complete. Come to class, ask students to present and discuss in groups or in class.

– *Applying combined teaching methods to elicit background knowledge and stimulate students' interest in learning*

Students' levels and interest in the subject in the classroom vary. Therefore, to achieve the highest educational effectiveness, teachers need to learn background knowledge and measures stimulate students' interest in learning by collect information as well as the needs of learners. We can use KWL vouchers to learn knowledge student background. Thanks to the above information KWL slip that we adjust the method and timing learn that content. In addition, teachers also need to spend a lot of time learning how to stimulate interest in learning and create a receptive attitude for learners because the level of interest of learners in the subject is different. . For example, teachers can organize a few games related to the lesson, design many exercises for students to choose to study on their own. For example, when teaching an *overview of children's literature*, teachers can organize students to participate in a jigsaw puzzle to stimulate their interest in learning and create a comfortable and lively classroom atmosphere. The lecturer

prepares some pictures to show the content of the work; the puzzle piece with the author's name; piece inscribed with the name of the work. The teacher invites 2 teams to participate, in an equal amount of time, the team that can match the most correct information, that team will win.

2.3.3. *Forms of testing and assessment*

In order to record student learning outcomes, testing and evaluation play a very important role because through testing, teachers can understand students' learning ability so that they can learn from that. The lecturer will adjust the teaching method to suit the learning process of the students. In the process of teaching Children's Literature to students of Primary Education, we use the following forms of assessment:

Examination and evaluation will follow the academic regulations issued by the university, usually with There are two forms of assessment: process assessment and end-of-course assessment.

With process

Assessment Process assessment is an assessment during the student's participation in the module. This assessment is agreed upon by lecturers and students in the following forms: after 15 periods, there is a test, students' scores for presentations, comments, cognitive assessment, and attendance scores.

The assessment does not stop at the teacher's assessment of students, but the assessment here students can evaluate students through the presentation stating the advantages and disadvantages, and the students themselves self-review. About themselves in the process of participating in learning, teachers need to have a spirit of receiving students' evaluations of their teachers, so that teachers can promptly correct and adjust their working methods.

In the assessment process, the lecturer will find out the factors affecting the student's educational results in order to have timely and timely solutions to improve the quality of education and teaching.

To evaluate the process makes sense when students participate in the assessment and evaluate themselves. When students take an active role in de-

veloping grading criteria, self-assessment, and goal setting, it means that students are ready to accept the way that has been developed to assess ability. his learning. With this assessment, it will create motivation and encourage students to voluntarily participate in activities in the teaching process, to gain knowledge for themselves.

Summative assessment

In addition to the process assessment in the academic regulations, there is also a form of summative assessment. Summative assessment is done after the student has completed the course of study. The organization of the final assessment exam can be taken at the end of the semester or after completing the course at least a week. The final evaluation weighted score is calculated at 50%, and the regular assessment is calculated at 50%.

The form of summative assessment such as: Essay test, multiple choice, large assignment, essay is organized by the Faculty or Department.

The main objective of the summative assessment is to determine the level of achievement of students, in order to review the student's learning outcomes after a semester, the end of the course.

In addition, like other forms of assessment, the summative assessment helps teachers gain useful information to review and adjust (if any) from the objectives, content and improvement of methods. teaching methods, innovation of assessment methods oriented to capacity development.

Improvement evaluation

In addition to the above two forms, many schools also conduct improvement evaluation. The evaluation measures to improve the departments will survey the teaching of lecturers about: content, methods, organizational form of teaching, pedagogical style.

The objective of the improvement assessment is that the school collects objective information related to the teaching process of the lecturers such as: teaching content, teaching organization process, teaching methods and techniques, shape and form. methods, means of teaching and assessment. Teachers who receive this assessment will self-regulate their teaching. Thus, improvement assessment is considered as the final step to complete a teaching cycle of the subject, and at the same time orients for new values of the following teaching cycle.

3. Conclusion

Teaching is a science and also an art. Teaching at university needs to be more scientific and calculated high art. Teaching children's literature to students at university is an elaborate, serious and demanding process Ask the lecturer to love the job, be enthusiastic and have an organizational method flexible lecture organization, sticking to specific purposes and by many new methods can equip students with knowledge system original children's literature. To achieve high efficiency when teaching learning, teachers must master the basic knowledge and find in-depth understanding of children's literature, mastering the advantages and disadvantages of teaching methods to apply and combine Active and skillful methods suitable for teaching content. Beside In addition, teachers must also pay attention to eliciting the background knowledge of learners, designing teaching tools and means, organizing Organize group discussion and presentation activities for learners work, interact, learn from each other. Using teaching methods suitable in a synchronous combination of teaching methods with each other will create a positive effect, bring the desired effect Waiting for the teaching of children's literature in primary education at universities.

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