

Section 5. Pedagogy

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APPLYING READING KNOWLEDGE TO ACCESS MODERN SHORT STORIES IN THE SECOND HIGH SCHOOL LANGUAGE PROGRAM BY CATEGORY CHARACTERISTICS

Abstract. The General Education Program in Literature (2018) sets new requirements. In addition to the goal of providing knowledge and fostering the soul of students, teaching literature must also aim at developing learners' competencies. On the theoretical basis, the writer clarified more about the role of reading comprehension knowledge and how to apply reading comprehension knowledge to approach modern short stories. Within the framework of the article, we use research methods of analysis, synthesis, systematization, generalization, towards teaching the application of reading comprehension knowledge to approach modern short stories in Chapter 3. Secondary school Literature program according to genre characteristics. The research aims at affirming the role of reading comprehension knowledge, genres and characteristics of short stories, how to apply reading comprehension knowledge to approach, teaching methods, and narrowing the gap between Vietnamese research South to the world, opening up the prospect of equal academic dialogue, about grasping, accumulating and applying new theories to the practice of literature and language ...

Keywords: Application, knowledge of reading comprehension, Genre, approach, short story.

Introduction

Over the past time, Vietnamese education has made new changes in all aspects (objectives, content, programmes, tests, assessments...). In particular, the innovation of teaching methods, the innovation of testing and assessment has received more and more attention and attention. In *"Training materials for teaching, testing, and assessment in junior high schools and high schools in the direction of developing student's ability"*, the writer asserts that *"general education in our country is implementing This is the transition from educational programs that approach content to approach learners' com-*

petence, that is, from being interested in what to learn to caring about what students can apply through learning. To ensure that, it is imperative to successfully carry out the transition from teaching methods in the style of "one-way transmission" to teaching how to learn, how to apply knowledge, practice skills, and form competences. qualities". To achieve the above, teachers need to master knowledge of genres, orient students to apply reading comprehension knowledge to approach works, pay more attention to changing teaching methods in a modern way. have the right direction in organizing teaching activities in order to improve the quality of teaching and education.

Literature is one of the subjects with position and importance in high schools. In addition to its instrumental function, this subject also makes a great contribution to the formation and development of common competencies as well as contributes to fostering the thoughts, feelings and noble qualities of learners. In order for this subject to be worthy of its position and importance, teachers need to have methods and orientations for learners to approach the beauty and beauty of the work. In the framework of this article, we want to mention the issue of “*Applying reading comprehension knowledge to approach modern short stories in the junior high school literature program according to genre characteristics*”.

2. Research content

2.1. The importance of knowledge reading comprehension

Reading comprehension is the results created by humans. It includes the entire physical world, the spiritual world of man. Reading comprehension provides the most basic knowledge about genre characteristics. Marx once said that with an ear that does not know music, the best piece of music has no meaning, just as when receiving a work without reading comprehension, one will definitely not understand the work thoroughly. . Therefore, the provision of reading comprehension knowledge for students in the preparation stage is very necessary. From identifying knowledge outside the work such as the author's life, author's style, the birth circumstances of the work, to the knowledge that needs to be provided in the work such as title, subject, subject, character image, content value, artistic value.

In the process of going to class, adding reading comprehension knowledge for students will help them be active in the process of receiving literary works and know how to receive works in accordance with genre characteristics. On the other hand, knowledge of reading comprehension will help teachers to be more prepared with knowledge related to the lesson, to be more active in teaching activities. In teaching activities, the teacher still plays a key role from providing

knowledge for students to prepare lessons to the process of leading learners to the art world of the work. Teachers will choose the outstanding knowledge in the work to provide to students and this knowledge is also uneven depending on the purpose and requirements of each lesson. Through the guidance of the teacher, students are active in reading time because in addition to the knowledge the teacher equips students during class time, students have more conditions to prepare. In addition, with the provided knowledge, students who are not interested in learning will stimulate their creative initiative. This will create a comfortable atmosphere during reading time and allow them to communicate with friends and teachers.

From knowledge of reading comprehension, students can read works of the same genre by themselves and can read works of different genres. Children can foster their own thoughts and feelings through literary works. Children can discover behind each page of the book are human destinies with thoughts and worries in life, great aspirations, personalities that are longing for perfection, and physical pain. and the spirit that people experience. Each work aims to reflect life with different scopes. There is a work that only delves into a part of life, a life of hard-working people in Thach Lam's story Two Children. Sometimes the work reflects a whole human society with the lives and fates of individuals mixed with the fate of a nation such as *War and Peace* by Lep Tonstoy, *Tan's life* by Ban. From a piece of life to a human's fate, readers have recognized an entire historical epoch reflected in an intricate and organic relationship.

2.2. Genres and characteristics of modern short stories

2.2.1. Genre

Genre is a concept that has been mentioned for a long time, since the time of Aristotle, there has been a division of different methods to create works. In the process of composing, writers often use different ways of occupying life, expressing different aesthetic conceptions of reality. These modes correspond to other forms of human cognitive activity, making

the elements in the work always have unity and mutual regulation. Therefore, it can be said that a literary work is a complete unity of thematic elements, themes, ideas, characters, structure, plot, and lyrics. However, that unity takes place according to the law of ideological development, reflecting the objective reality of the writer in the work. Each researcher has a different concept of genre, but we can understand that *“the genre of a literary work is a concept that indicates the rule of the type of a work, in which there is a certain type of content for a certain series of content. certain, giving the work a form of whole existence”* [17, p. 220].

In the dictionary of literary terms, the authors affirmed that genre *“is the form of a literary work, which is formed and exists relatively stably in the historical development of literature. in the similarity in the organization of the work, in the character of the types of life phenomena described, and in the character of each writer’s relation to the described life phenomenon and in the character of each writer’s relationship with those life phenomena”* [9, p. 202–203]. The division of genres has many inconsistent concepts in naming. Although the names are not the same, researchers still agree on how to define the characteristics of each genre.

Teaching that adheres to genre characteristics is leading students to discover, discover and analyze formal aspects of literary and artistic works to derive its aesthetic meaning. This is one of the useful supplementary teaching methods for the traditional teaching method, which focuses more on factors outside the work such as: writer’s biography, composing situation, character archetype, price realism, social effects. Teaching in line with genre characteristics is also a requirement of the current teaching method innovation in high schools.

2.2.2. Basic characteristics of the modern short story genre

Short story is a small narrative form, the content of the short story genre covers most aspects of life: private life, world affairs, epic... but its uniqueness is that it is short. Short stories are written to absorb seamlessly, read in one breath without stopping.

Short stories are often “towards depicting an image, discovering an essential feature in human relations or human life” (Dictionary of Literary Terminology, cited book), which is a multi-dimensional convergence in human life. moments like “the cross section of life”.

A short story can become a “castle” containing the spirit of the times if it is really under a talented pen. Writers only need to “Draw a leopard through a patch of fur and still know it’s a leopard. Through one eye, it transmits the spirit” (Lu Xun). In the world, to achieve that, the number of writers can only be counted on the fingers: G. Maupassant, A. Daudet, A. Chekhov, E. Hemingway, J. London, Lu Xun, Nam Cao... Pure strength The work of these masters is largely in the characterization and identification of an image in which man and life are revealed. With that typical example, readers think of a historical period, a national era. At this time, the short story becomes “a great memorial stone”, becoming “a great building containing the spirit of the times” as Lu Xun said.

Short stories usually only focus on a certain situation, a certain topic. Therefore, it is often limited in terms of character, time and space. Sometimes a short story is just a slice, a moment, a fleeting moment of life. When reading texts, we need to master the basic characteristics of genres such as: capacity, themes, plots, story situations, characters, details, language, time and space, .. These are the characteristics for us to understand the content value, artistic value, message of the work.

- *Capacity*: looking at the size of the text, we can also guess relatively accurately about the genre. The genre of short stories usually has a small volume but has great destructive power, a strong impact on the consciousness, evoking the imagination of the readers. This is also understandable because short stories often have few characters and few facts.

- *Theme*: most of the topics in the short story are personal issues, sometimes just moments in that private life. The choice of topic, reflecting the content in the work is governed by the “perspective” of the writer, in which establishing one’s own “point of view” is

the most important. The house always stands above all class relations, all ideological ties, speaking the right voice of truth and life. The inspiration of the world dominates the reverberation and deposition of short stories in the timeline, in the hearts of the readers. Short stories are the secret voices of people, the aspirations of all times.

- *Plot*: often based on unique, unexpected events; there are psychological stories directed at “Inner Action”, paying attention to the psychological transformation of the character rather than the fact that there is a story that tells a fantasy story; Some stories tell about everyday events; ... The plot is not formed according to a pre-existing formula, but it is formed from the writer’s sudden emotions when encountering moments of life and from the moments of life. fragment of human destinies.

- *Story situation*: is a certain time, moment in the work, where the main node in the writer’s work is concentrated. The story situation is compared as “the key that operates the plot”. From the situations, details and events taking place in the plot will be shown through the character’s character and actions. The main ideas, themes, and content that the author wants to send through the work will be clearly revealed through the resolution of conflicts and contradictions. The creation of unique situations has reflected the author’s ability to observe and explore the nature of people and society.

- *Characters*: Short stories often have few characters, little time, and tight space. Characters in experiments often appear in a certain situation, having both unique and common characteristics. The character is a small part of the world, is the embodiment of the relationships in community activities, the perception of social issues or the explanation of the presence of people, is the message sent by the author. through the character directly or indirectly.

- *Context*: is an important element of the story. The main context is the place, time, specific scene (society, historical period) where the story occurs.

It supports the development of the plot and contributes to the expression of the character’s personality.

- *Storytelling and changing the narrative*: How the story is told is always more important than who writes it. The narrator’s “point of view” becomes the basis for distinguishing the narrator from the author.

Tell the story in the first person from the point of view of the character’s consciousness. The narrator not only tells the story (describes what “I see”) but also tells the mood (describes what “I feel”, “I think”). This way of telling helps the narrator to tell the story flexibly, covering a wide range of events.

The change and coordination of narrators and narrators are often used in works with a story structure nested in a story. Each person, each narrator often brings a unique way of seeing and evaluating, making the story reflected from many dimensions become rich and attractive, containing many meanings.

- *Language, narrative*: how Using words that address and describe, we can also find out who’s point of view and narrative.

2.3. Requirements when applying reading comprehension knowledge to approach modern short stories

- *Ensuring the requirements of teaching innovation in the direction of developing learners’ capacity*

Resolution 29 NQ/TW approved by the 8th Central Conference of the XI term On

fundamental and comprehensive renovation of education and training, it is determined that “Continue to strongly and synchronously innovate the basic elements of education and training in the direction of attaching importance to developing the qualities and capacities of learners. ...”. Accordingly, the Program general education after 2015 is moving from content-oriented programs teaching to a competency-oriented program. For the subject of Linguistics – the subject can considered as a tool subject, the ability to communicate in Vietnamese and the ability to enjoy literature/ Aesthetic perception are the specific competencies of the subject. In addition, power communication ability, creative thinking

ability, problem solving ability, cooperation ability, Self-management also plays an important role in determining the teaching content of the subject.

– *Sticking to the characteristics of modern short stories*

The requirement for reading comprehension of modern short stories in the Junior High School Literature Program is higher than that of the el-

ementary level in that it broadens and enhances the knowledge of the genre such as using two-person narrator, switching the narrator (same person) in a work. Therefore, when approaching the modern short story text in the junior high school program, it is necessary to pay attention to the following genre characteristics:

Ordinal number	Elements of the short story	Characteristics (for identification)
01	Topic	Current scope reality is reflected in the work.
02	Plot, events	Basic events, main events (in a journey, a slice, a moment in the character's life.
03	Main character and character art	Portrait, action, character's feelings, thoughts, words; relationships with other characters; meaning, problems emanating from/through the character
04	Persons, narrative art	<ul style="list-style-type: none"> – Narrator and transformation person/narrator; the effect of each person, each person telling the story – Narrative circuit (arrangement of events – narration sequence); historical chronological order of events
05	Special details	Are details capable of reflecting (life); containing meaning, highlighting themes; portraying character's personality
06	Themes	Exposed from content, characters, .. (no writer said straight to the topic in his work, ...)
07	Message	What the author wants to convey (through events, details, characters; readers draw lessons, ...)
08	Own creation	About images method, how to convey the message (creating images, details, language, endings, open textures, etc.).

Pay attention to the focus of reading comprehension of modern short stories in the Middle School Literature Program: using the narrator and transforming the narrator.

To clarify the reason, why the author uses the narrator (first/third person), we need to pay attention to whether the story being told needs to show an objective or subjective view?

To clarify why the author chooses from the point of view of character A or B, we need to pay attention to the character's relationships, age, occupation and social position. Consider what factors make the character understand the story being told, suitable for commenting or expressing feelings about that incident. What are the plot characteristics of works using two narrators?

– Associate the renovation of the organization of teaching activities with innovation and assessment in the direction of developing learners' capacity.

2.4. Modern short story approach through reading comprehension

To exploit a literary work, we can have many different approaches. In the scope of the article, we refer to the approach to reading comprehension.

– *Guide students to read comprehension*

Starting from the point of view of teaching reading – understanding literary works according to genre characteristics, in the document “Methods of teaching reading comprehension of texts” has emphasized the importance of mastering the basic elements. characteristic of the genre. “Knowledge of

narrative elements is an important foundation for teaching reading-comprehension based on literary works. For that knowledge forms the basis for discussions of comparing and contrasting texts, authoring styles, topic selection, and problem solving” [16, p. 184]. On the basis of the requirement to master the specific elements of the genre, the document also shows how to teach reading – understanding those elements as follows:

Contextual factors: Ask students to find information about the stages history of events so that they have a deeper look at the context with vivid images, compare the time of those events with the present... to better understand the work. From there, students adjust and convert the author’s information according to their own purposes, creating a story of their own.

Character element: Ask students to learn about the character. Use a reading diary to write down your thoughts about the character, use a diagram to learn about the character such as listing personality traits, details, information related to the character, students put themselves in position of the character to learn about the character, use the diagram to learn about the character. There are three ways to use diagrams.

The diagram only lists the main facts about the character.

The diagram lists all the information about the character and has comments on the character’s personality.

The diagram lists the details in the work about the character but is more systematic.

The use of diagrams to learn about characters helps students focus on important characteristics of characters in the work, providing a useful basis for discussions about the techniques the author uses. to portray the character vividly, to engage the reader, to provide an opportunity for students to fall in love with the character in the work, to create vivid memories of the character and that it can serve to compare when students read other works as well as can relate the content of the work to their own life. In addition, the use of diagrams when learning characters, it also helps students have the ability to systematize knowl-

edge, select and arrange knowledge, have the ability to generalize, understand and remember knowledge for a long time.

Use reading journals to encourage students to think about characters through their writing, thinking about creating character personalities so that the writing makes sense.

Students put themselves in the position of the character, the situation of the character, try to analyze the feelings of the character by relating how they would feel in that situation... So that students can recognize complex characters’ emotions, participate in discussions well, interpret texts from more diverse perspectives.

Find the plot: Students read the text first at home to grasp the plot. Group discussion finds the main events and helps students understand its sequence and important role and students can write down the plot after reading. Use the event diagram and sequence of events in order or in reverse, or alternately, to ask students to practice. Thereby, helping students grasp the development of the story. The thing to keep in mind when using diagrams to summarize plots is that there are two types: those that follow the author’s narrative and those that follow character development. On the diagram, when showing the main elements, the minor elements must be distinguished by color and size...

Find the topic: Use a reading diary for students to discuss or express their own feelings. Use plot diagrams to explore themes. Explore specific topics to derive a general theme. The effect of this measure is to help students better understand the work and forge students’ ability to think and generalize about the problem.

Find the structure: Use a mind map sample of a story diagram in the form of a synoptic diagram to make an outline for the story.

As mentioned above, if you want to read and understand a modern short story, you must pay attention to the narrator, there is no narrator without a short story, but the narrator is always hidden. Even

the short stories with the narrator claiming to be me are also something that avoids the speaker. Writers want to lose their personal ego in order to gain artistic self. Besides, we need to know that there is a person who receives the story (narrataire). It is the intermediary link between the narrator and the reader. It helps to better define the framework of the story and define the narrator characterization that contributes to the highlighting of thematic elements and plot development. Ignoring the recipient of the story, it is difficult to understand what is outside the language of the story. In order for learners to have access to modern short stories, we need to guide learners to answer questions at the following levels:

– *Instructions for implementing awareness questions*

Awareness level belongs to the question group level 1, students need to read the text carefully and arrange it in the following order:

The plot stretches along the text; identify the main events in two sequences: chronological order and narrative sequence (modern stories of events are not arranged in chronological order but according to the author's artistic intention).

Notice how typical words, actions, thoughts and feelings play a dominant role in portraying the character's personality; identify details, expensive events that create an unexpected ending for the story, surprise in readers' perception and emotions.

– *Instructions for implementing thinking questions*

Students must think to understand the depth of the text with two types of simple questions and tables.

In short stories, thinking questions are often directed at explaining the causes of events, words, actions, thoughts and feelings of each character. Therefore, students need to locate them in the text, then pay attention to the events, circumstances, actions or feelings of characters that take place before or after. From there, connect the surrounding information (the question element raised) to make inferences to explain the question Why? Why?

Thinking questions are open-ended questions, so there are two bases for explanation: textual content;

individual students' understanding (same question Why there will be different interpretations: some students give only one reason, some students give two or three reasons, ...).

Analyzing the meaning of details, events, and passages of text are details/speeches (emotions, thoughts, actions of the character) selected to ask questions, which are often unique and contain two layers of meaning. above. What character traits/statements do those details/words (in the question) reflect? How does it affect the characters involved, etc.

Analyze and clarify the usage of words, sentences, artistic methods, and layers of meanings contained therein. For example, which aspects of life, characteristics (emotions, thoughts, dreams, changes in perception, ...) of the characters?

It is necessary to clearly show the explanation of the individual (may be contrary to the majority).

– *Instructions for implementing applied and connected*

– questions With open-ended questions, students need to determine that they have to do it themselves, no one can do it for them. Because the question asks to show an individual's understanding of a particular issue.

Determine the impact of the text (behavior, opinion of the character, ...) on yourself. That is, students compare the reality reflected in the story with the reality of life with themselves in order to adjust their emotions and behaviors, to have new life skills, to enrich their spiritual life. themselves (change perceptions, feelings, dreams, etc. to treat loved ones).

Example: Have students read and understand the short story "Tears and dust" by writer Nguyen Ngoc Tu.

Two boys climbed over the fence, one was scratched by barbed wire. The L-shaped laceration on his side revealed a patch of shriveled black skin, so black that the sensation darkened his pale orange shirt. Unfortunately I was there too, and was taking pictures of them and the caption popped into my head as soon as the camera shutter was open,

“through a barbed wire fence of the resort under construction...”

But the caption and photo seemed to have been burned by the child's glare. He swore o bolo a ba la and asked if being rich was a good thing? Suddenly I found myself holding a camera is guilty, dressing well is guilty, I am whiter than it is also guilty. And I am guilty because I came to this paradise island to play, so they built a place to pick me up, so the boy's shirt was torn.

It's the end of November, the sea breeze blows cold everywhere. The guy with the feng shui was afraid to talk to the guy (who was) but still torn. I remember when I climbed a tree and scratched my new sweater, when I came back, I went back into the house, in case my mother hit me, I ran quickly. The healthy shirt of childhood is a fortune. Like this child of the sea.

The boy in the ragged shirt was still standing by the fence, bewildered. His friend ran back first because it was time for dinner. Fear and regret softened the sparks in his eyes as I wandered around indifferently suggesting this and that. Ask her family to wave her hand towards the village located on the other side of the sand, every house looks exactly like the other, just like the thin rolls of smoke rising up.

That sandy beach is also going to be fenced off to build a commercial center of the island. This means that the children's path to the beach is increasingly blocked by layers of higher hedges. He told me that a few months ago, he would take me out to the beach every afternoon to feed him, “let the child play with water and he will eat as much as he can, it's not easy at home ...”. The boy in the torn shirt told and told, about the little brother and the children in the neighborhood, about the running games that were so exhausting and some of them nearly drowned, about the drifting fish that he had picked up and brought back to fry to eat. Bui Bui.

– My dog Phen is buried there.

Now the beach, where the dog “smart as a demon, when dying, can shed tears” rests, belongs to strangers.

And tomorrow the sky also belongs to someone else, when the building rises and blocks all views.

I thought so when I heard the bragging boy say that if you climb up the poplar trees near his house, you can see Little Rai Island all the way offshore. As he talked, he caressed the torn shirt, as if he could not forget the cruel tear that chilled the sharp ribs. Any piece of cloth cut into his hand and the resentment returned, the boy pushed me across the border with the darkness in his eyes, “I'm on their side too...”. Are they here a hedge of thorns or the owner of a hedge of thorns?

The word side of it reminds me of my old cousin, once asked in a loud voice, which side is this cloud cover? The question, is also the conclusion of a village story that the old man is angry. A few aquatic plants pollute the surrounding water, complaining for years that no one can solve it, so one day, relatives pulled back to the factory to talk right and wrong. Fifteen minutes after everyone was still hustling outside the fence, the authorities came to disperse the chaos. Clouds do not stand in the middle so that both sides are shady and well-watered, but seem to lean to one side without any pretense.

Now also on their side, the old man said and then left a country, when I heard I hesitated the sentence “my relatives are a bit unreasonable...” but I had to juggle a basket of words to choose the modest ones, most ambiguous. At that time I wondered when did the boundaries appear and I was forced to choose either to be on one side or the other, not in the middle?

Like the kid who ripped his shirt from the beginning, he assumed I was on the side of those who took his beach, because I could go out there and play without having to climb the fence. Just pay, which the other kid doesn't have. The boy was so sharp that he left me, he crossed the street alone.

And when the milky white car passed by, sending a cloud of sand to separate me and the boy, I was able to see him pick up a handful of shells and throw it at him, accompanied by a very strong wind stone. After the wheels of the wheel calmly turned, there were some swear words of the boy himself falling.

Why do I feel sad and full of feelings of helplessness? Why can't I see the boy's actions as desperate

as he used to, when he watched his uncle's shadow crouching with a cane in the late afternoon?

After students finish reading the story, students do the following questions and exercises:

Recognition questions

1. Read the text and fill in the following table with information: Worksheet

Study sheet No. 1

Ordinal Number	Key Elements	Expression (Brief demonstration)
1	What happened next, where did it happen?	
2	main characters	
3	main narrator	
4	Topics	
5	Genre	

2. Arrange the following events in two sequences

a) Chronological sequence

b) Sequence of narrator (narrative)

A. My coaxed my father to eat and cry

B. My coaxed his father to eat and tell stories

C. Massage, put my father to sleep

D. Talking to my mother

E. My drawing and crying

G. Father told about the sky, brought My to my dream

H. Parents quarrel, divorce

I. Father had an accident, My worked at home to take care of my father

K. My reads my father's diary

L. My draws, falls asleep, wakes up, my father is lost.

Thinking Question

1. Fill in the information in the table to learn about My character

Study sheet No. 2

My character	
Elements of	Expression in the work
Circumstances	
Take care of father	

Longing	
Understanding Father	
Sadness	
Personality:	

2. Why, in the past two years, My hasn't cried anymore, but happily told my father stories like the tea tree he planted is now blossoming, and his pots of cacti have grown a lot. many branches?

3. What do I want to draw? Why is My crazy drawing, then crying, what does that state represent?

4. What does My often say to her mother, why did she tell her mother like that? What valuable quality does that show in My?

5. Fill in the table to learn about the father

Study sheet No. 3

Father character	
Factors	Expression
Situation	
The love of being a pilot	
Longing in the present	
For me	
Personality:	

6. Is My influenced by my father? Let's analyze some of those expressions?

7. Summary of My's work when she learned that her father had an accident and was not able to recover. From there, comment on the solution that My has chosen?

8. Fill in the table to learn the art of storytelling: Worksheet

Study sheet No. 4

The Art of Storytelling		
Paragraph – to	The narrator	The author's intention (wants to say)
the beginning – he is smiling	Character main	
Last night – and slimy	Main Narrator	
Effective:		

9. Fill in the table to learn the art of character building Worksheet

Study sheet No. 5

The art of character building (words/actions/emotions...)		
Character	Expression	Character
Father		
My		
Mother		
Which expression best suits a character with a realistic personality?		

Questions to connect lessons with life

1. From the above short story, can you tell me what factors are capable of nurturing beautiful dreams and aspirations in the human soul?

2. In your opinion, which detail/image in this short story is the most meaningful? How did that detail/image affect your feelings and thoughts?

3. Do you think you need to learn the qualities of My character? If yes, what qualities would you like to learn?

4. Tell me about a job that shows deep love for a parent/grandparent in a paragraph (about 200 words).

Expected answer

Identify

1. Read the text and fill in the following table: Worksheet.

Study sheet No. 1

Key Elements	Expression (brief demonstration)
What happened next, where did it happen?	– Dreams and pain of an unhappy father with a filial son. – In my family.
The main character	My, the father
The main narrator	Third
Theme	Family
Genre	Short story

2. Arrange the following events in two sequences

a) Time sequence

G. Cha told about the sky, brought My to dream

H. Parents quarrel, divorce

I. Father had an accident, My worked at home to take care of him

A. My coaxed him to eat and cry

B. My coaxed his father to eat, tell stories

C. Massage, feed him sleeping

D. Talking to mother

E. My drawing and crying

K. My reading father's diary

L. My drawing, falling asleep, waking up, father passed away.

b) Sequence of narrator (narrative)

A. My coax Father eats and cries

B. My coaxes him to eat, tells stories

C. Massages and puts him to sleep

D. Talks to his mother

E. My draws and cries

G. Father tells about the sky, brings My to my dream

H. Parents quarrel, divorce

I. My father had an accident, My worked at home to take care of him

K. My read his father's diary

L. My drew, fell asleep, woke up, lost his father.

Thinking questions

1. Fill in information Trust the table to learn the character My.

Study sheet No. 2

My character	
The Elements	of Expression in the work
1	2
Circumstances	Divorced Parents; father had an accident; mother elsewhere; My is looking for a job close to home to work and conveniently take care of my father.
Take care of father	Dad Feed him, massage him to relieve his pain, tell him stories.
Longing	Bring your father his sky.
Understanding Father	Can tell if dad is smiling or crying; she knew her father was walking in a daze in a strange thought toward the sky.

1	2
Sadness	Panic and feeling lonely; panic about the father's daydreams; cry for the cold and motionless patches of color.
Personality: pure, loving father, responsible, emotional; sensitive and romantic soul.	

2. Why, in the past two years, My hasn't cried anymore, but happily told my father stories like the tea tree he planted is now blossoming, and his various cactus pots have grown a lot of branches?

In the past two years, My hasn't cried anymore, but has happily told my father stories like the tea tree he planted is now blossoming, his pots of various cacti have grown a lot of branches because:

- My can cry Snakehead won't solve anything, it will make people weak.

- My wants father and son to be happy, to have an optimistic and dream-filled life.

3. What do I want to draw? Why is My crazy drawing, then crying, what does that state represent?

- My want to paint the sky to bring back his father's sky on the canvas.

- My crazy drawing, then crying in panic, dreaming and vague about the father; for the cold and motionless patches of color.

- That state represents My's helplessness in the face of harsh reality and at the same time shows My's deep, intense, limitless fatherly love.

4. What does My often say to her mother, why did she tell her mother like that? What valuable quality does that show in My?

- My often told my mother "I'm tired, mommy go home". Because My does not want and does not like to talk to her mother, does not like her lifestyle and her plans.

- That shows the precious quality of My. That is a person who knows how to control himself, not to say rude or disrespectful words to his mother.

5. Fill in the table to learn about the father's character.

Study sheet No. 3

The character of the father	
Elements	Expression in the work in the work
Circumstances	Being a pilot; his wife left and got divorced; Injured and unable to take care of themselves.
The love of being a pilot	Looking at the sky
Longing for the present	"Airspace... airspace, want to return to... airspace"; want to hear and want to see his wife cry.
For me	Let't tell me Hay tells me about the sky...
Personality: Rich in love, longing to be loved; romantic soul; despise life only material.	

6. Was My influenced by my father? Let's analyze some of those expressions?

- My was deeply influenced by my father.

- From the stories about the sky of my father who is a pilot, My has had beautiful dreams and a beautiful soul.

Those memories are always imprinted in my mind. Only the beautiful and clear romantic images returning to My can be creative, making the painting not bland and lifeless, making My feel like my father's figure in it.

7. Summary of My's work when she learned that her father had an accident and was not able to recover. From there, comment on the solution that My has chosen?

- My parents are divorced, My lives with my father. She graduated from college and was about to apply for a job when her father had a serious accident. Knowing that her father was unlikely to recover, My decided to stop applying for a job. She opened drawing and English classes for children on the street to earn a living and spend time taking care of her father.

- Comment on the solution that My has chosen (students should pay attention to the suitability of the job with the career that My has studied) to make comments on the value of the solution.

8. Fill in the table to learn the art of storytelling: Worksheet.

Study sheet No. 4

The Art of Storytelling		
The passage from – to	The narrator	The author's intention (wants to say something)
From the beginning – he is smiling	3 rd person, the narrator is hidden	An objective view of My's love for my father .
Last night – and muddled	First person, My father (the narrator confesses "himself"	Deep desires and pain in the father's soul
Efficacy: Rotating flexible narration suitable for expressing personality object.		

9. Fill in the table to learn the art of character building Worksheet.

Study sheet No. 5

The art of character building (words/actions/emotions...)		
Character	Expression of	Personality
Father	Words, thoughts, dreams, desires	Rich in love; romantic soul
My	Words, thoughts, deeds, dreams, desires Pure	loving father, responsible living, romantic soul
Mother	Words	Very practical
Which expression best suits personality? realistic objects? Words and actions		

Questions to connect lessons with life

1. From the above short story, can you tell me what factors are capable of nurturing beautiful dreams and aspirations in the human soul?

What factors are capable of nurturing beautiful dreams and aspirations in the human soul

- Origin of My dreams.
- Observing the lives of people around, ...

2. In your opinion, which detail/image in this short story is the most meaningful? How did that detail/image affect your feelings and thoughts?

(Students can choose their words and actions. Determine the details of the choice, the reason for the choice, the impact of the action details on themselves).

3. Do you think you need to learn the qualities of My character? If yes, what qualities would you like to learn?

- Review My character (outstanding personalities)
- Compare with your own assessment of valuable qualities to answer.

4. Tell me about a job that shows deep love for a parent/grandparent in a paragraph (about 200 words).

– Should choose real actions: state the circumstances leading to the action; feelings, thoughts after actions; the happiness of the recipient.

– Choose the narrator to suit the content (possibly 2 alternate narratives). Pay attention when writing sentences describing feelings.

3. Conclusion

Applying reading comprehension knowledge to approach modern short stories is a growing research trend. It is not only a trend to meet the needs of methods, knowledge, ... of many researchers today, but also a tendency to receive and select knowledge about genres. Whether applied in any genre, the principle must be ensured that "students complete cognitive tasks by themselves with the organization, direction, teacher guidance". Must promote the students' positivity, self-discipline and initiative Building and developing self-study ability on that basis, cultivating students' flexible, independent and creative thinking qualities. Students must grasp the

basic features of modern stories and know how to read and understand other texts of the same genre. This is also the key thing that the teaching and learning of lit-

erature in general should aim at, in the context of the new historical era, the country develops according to the current trend of international integration.

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