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PRACTISING READING COMPREHENSION SKILLS IN MEMOIRS TEXTS FOR GENERAL EDUCATION STUDENTS

Major: **Theory and Method of teaching Literature – Vietnamese**
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The thesis summary

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INTRODUCTION

1. Reasons for selecting topic

1.1. Practising skills is one of the intent of the education

Recently, the term “skills” has become very familiar with concepts such as life skill, soft skill, professional skills, communication skills, ... in learning activities are learning skills, reading skills, writing skills, problem solving skills, essay writing skills, teamwork skills, ... because the factor “skills” has a very important role for the efficiency of the activity.

1.2. Pratising text readingcomprehension skills is the key issue of innovating Philololgy teaching method in general education schools

In teaching of Philology subjects should pay attention to forming essential and appropriate skills for students, help them self-study, self- reading all types of texts inside and outside the curriculum. Reality shows that today students lack learning skills, especially skill of learning Philology subject that has difficulty to quantify the efficiency, quality of knowledge, skill, attitudes, because it is the subject carrying the nature of art in scientific content and carrying individual characteristics of learners in both mind, soul.

1.3. Teaching reading comprehension texts following correct characteristics of the genre is basic scientific viewpoint of teaching Philology in secondary school.

One of the proper orientations in the history of research sciences on theory and method of teaching Philology is teaching following features of the genre. In the system of texts is used as language materials of reading comprehension activities in curriculum and textbooks, there are full of literary genres with narrative, lyricals, drama and memoirs. Every type of the text has its own characteristics of perceiving the world, and reflecting direction, the feel of them require separate appropriate methods and approaches. Therefore, skill of reading comprehension texts following features of the genre is a content that need to concerned of method of teaching reading comprehension texts in schools, to help students know to read, love reading and know applying to read comprehension the relevant texts. To form the skills require to have training in a scientific and methodical way in schools.

1.4. Practising skill of reading comprehension memoirs texts contributes to train self- learning skills for students

With distinct characteristics of the type of memoirs, practising skill of reading comprehension memoirs texts while teaching to practise skill of reading comprehension information texts and art texts.

Modern society with a huge amount of knowledge, every day they have been exponentially increased, more demanding to improve the self-study, self- reading, knowledge self-acquiring and metabolism competency of each person. Providing fundamental knowledge, tool knowledge and method knowledge for students to have able to self read, self learn, with independence, creation are the purposes of teaching Philology in secondary school.

We chose to research the problem "Practising reading comprehension skill in memoirs texts for general education students" with the aim of finding out some effective solutions for teaching activities about memoirs texts suitable for forming and pratising for students system of necessary skills to help students know to read, love reading and know how to reading comprehension texts in the type of memoirs in particular and all types of texts in general.

2. Object and scope of the research

2.1. Research object

Research object of the thesis is the features of type of memoirs text, system of reading comprehension skills in memoirs texts and teaching methods, measures aiming to forming and practising reading comprehension skills in memoirs texts for general education students.

2.2. Scope of the research

The thesis researches the basic properties of the system of learning skills and learns reading comprehension skills plentifully, variously to choose, determine system of reading comprehension skills texts. With the research purposes as well as limit of the project, the thesis focuses on research group of reading comprehension skills to suit type of memoirs texts to propose appropriate solutions of teaching organizing towards the goal of forming and practising reading comprehension skills in memoirs texts for students.

3. Purpose of the research

When performing the project, the researcher aims to the following objectives:

3.1. Defining system of basic reading comprehension skills that require and be able to form, practising for students through activities of teaching reading comprehension memoirs texts

3.2. Proposing innovative solutions in teaching reading comprehension memoirs texts to help students develop reading comprehension skills texts in general, contribute to improving the self-reading, self-study competencies.

4. Task of the research

To achieve the purposes, the thesis focuses on solving the following tasks:

4.1. Identifying scientific basis (including theoretical and practical contents) of the formation and practice reading comprehension skills memoirs texts for general education students.

4.2. Defining system of reading comprehension skills memoirs texts, thereby building the teaching strategies and designing practical exercises to form, practice reading comprehension skills memoirs texts for students.

4.3. Applying the proposed solutions in designing experimental curricula and organizing experiment teaching...

5. Method of the research

In the process of implement the project, doctoral student coordinated using the following method groups: method group of academic research; method group of practical research.

6. Sciencetific hypothesis

Skills of reading comprehension memoirs texts plays very important role in the development of self-learning competency for students in the era of information explosion today. Skills of reading comprehension memoirs texts directly relates and impact on the quality of teaching Philololgy. Thus, if the thesis researchs, proposes teaching strategies and system of reading comprehension exercises accordance with features types of memoirs texts will contributes to formation and practice skill of reading comprehension memoirs texts in particular, and skills of reading comprehension texts in general for secondary students.

7. The new contributions of this thesis

7.1. *Theory:*

- On the basis of research issues related to learning skills, text readingcomprehension skills of text, the thesis proposed system of

readingcomprehension skills in memoirs texts that need to form, practise for general education students.

- From the system of readingcomprehension skills in memoirs texts fits features of the genre, the thesis proposes corresponding reading comprehension strategies and several suited types of exercises to perform the target of practising reading comprehension skill in memoirs texts for general education students.

7.2. *Practicality:*

- Thesis is applied specific teaching strategies and used basic types of exercises in the teaching activities to form, practise reading comprehension skills in memoirs texts for students, help students practise reading comprehension texts, apply skills in reading comprehension and produce texts of the same genre.

- The thesis designs some experimental curricula in the spirit of innovation, applys the strategies and proposed exercises of reading comprehension. Through pedagogical experiment initially shows the feasibility and effectiveness of the solutions that the thesis proposed.

8. The structure of the thesis

Luận án được cấu trúc thành 5 phần: phần mở đầu, phần nội dung, phần kết luận, phần phụ lục và thư mục tài liệu tham khảo. Nội dung chính của luận án được triển khai bốn chương như sau:

The thesis is structured into 5 parts: introduction, content, conclusion, appendix and directory of references. The main content of the thesis is deployed into four chapters as the following:

Chapter 1: **Overview of the research status**

Chapter 2: **Scientific bases of practising reading comprehension skill in memoirs texts for general education students**

Chapter 3: **System of reading comprehension skills in memoirs texts and solutions of practising reading comprehension skills in memoirs texts for general education students**

Chapter 4: **Pedagogic Experiment**

CONTENT

Chapter 1

OVERVIEW OF THE RESEARCH STATUS

1.1. Researches about reading method and skills

Activity of reading in general and reading of literary texts in particular were concerned in a long time in history of scientific research. The study projects focused on elucidating fundamental aspects of reading activity from the method, purpose and effect to the nature of the reading activity.

Reading method and skill are issues that have particular interest in the study projects about reading translated into Vietnamese and become familiar with the Vietnamese researchers:

The book of *Method of reading book* by A.Primacopxki (1976) has compiled some reading experiences of the writers, celebritis, thinkers such as Karl Marx, F.Enghen, VI.Lenin, ... the experiences of reading methods, skills, tricks, requirements for reading, ... of the great names have been presented fairly specificly, practically, to help the readers understand better the nature of reading activities and improve reading skills.

Method and skills of effective reading are seen from the reading journey, improving reading speed, making concentrated ability, enhancing reading comprehension ability, increasing the ability to remember to some basic operations to help enhance skills, develop the reading competency for the readers are concerned, mentioned in the project *Superfast reading* of Christian Gruning (by Thaihabooks and Encyclopedia Publishing House publishing cooperation) has given specific instructions to improve the efficiency of reading activity such as implementation of the reading process, concentrating, reading fast.

In Vietnam, reading book activities are more concerned by researchers. Today, while the book market is extremely diverse and extensive, reading problem is been particularly noticeable. Many research projects, many articles, many treatises discussing about reading, the way of reading and reading culture were released that show reading book problems is always a concerned matter because the books are the treasure

of humanity, meaning of books is a very important for the development of each person.

1.2. Researches about reading comprehension texts and teaching reading comprehension texts

Dividing reading comprehension into three levels, the author of *Teaching reading content and writing* defined: 1- The literal meaning of understanding is the level that requires the readers understand the ideas directly in the text; 2- The level of understanding of expression art, the readers understand the relationship between the elements that the text does not represent a direct way; 3- Application understanding, the readers understand the new relationships between the information in the text and the information in the previous understanding (Martha Rapp Ruddell, 2005 Teaching reading and writing content; p.118)

The concept of reading comprehension is also presented in the project *Increasing the speed of reading comprehension* of Tony Buzan (translated into Vietnamese), in which the reading comprehension is considered to be a manipulation of effective reading.

Researching on the issue of reading comprehension texts in schools and methods of teaching reading comprehension texts are the contents of some projects of researchers about teaching methods in foreign countries.

Being topical issues so problem reading comprehension received research attention and argument of many researchers. The authors had published projects about research results on reading comprehension in Vietnam are the researchers Nguyen Thanh Hung, Tran Dinh Use, Do Ngoc Thong, Hoang Hoa Binh, Nguyen Thi Hanh, Le Phuong Nga Nguyen Thai Hoa, Pham Thi Thu Huong, Nguyen Trong Hoan, ...

The issues of reading comprehension of the author Nguyen Thanh Hung was selected and synthesized in the project "*Literature reading skill*" published by the Publishing House University of education 2011. This is a project that has scientific value, presentting relatively complete the basic contents of problem of reading comprehension texts, from the concept "reading comprehension is basic problem of teaching content and method in literary works" to "how to teach reading comprehension literary works following the features of the genre in high school". The author presented concisely, clearly the contents related to reading comprehension problems such as theories of reading comprehension concept of reading comprehension, the aspects of reading comprehension, content and method

of reading comprehension, reading comprehension skills. In this treatise, the basic problems of reading comprehension were presented briefly and clearly. The author has identified four basic comprehension skills: accuracy reading skills, analytical reading skills, creative reading skills and accumulation reading skills. However, the author has not proposed specific teaching activities to achieve the objective of training system of the basic reading comprehension skill.

Research on reading comprehension in teaching Philology, the project "*Reading comprehension and texts reading comprehension tactics in the general education schools*" by Pham Thi Thu Huong (Publishing house University of education, 2012) is a valuable reference works for researchers, teachers, students and people who are interested problems of reading in teaching Philology in high school. The author has presented the contents of reading comprehension problems from conception to "tectonicing significance in texts reading comprehension," "active readers in the process of reading comprehension texts."

1.3. Researches about reading comprehension skills in teaching Philology

Learning skill with specificity and most important of Philology in secondary schools is reading comprehension skill. Thus, text reading comprehension skills is a problem that is researched by many scientists about teaching Philology .

In the book *College Reading Skills*, Blake. K. wrote: "Reading are to understand the messages in the written or printed documents. To achieve this understanding, we discovered the author's ideas by doing two things at once. We remember what we know about this message and we use reading comprehension skills to help us find out what we want to know. "(http //: www.eHow.com)

Problem of reading book skill is concerned by all the world. On http//: www.eHow.com, there are some articles discussing about reading comprehension and reading comprehension skill, such as: *How to Improve Reading Comprehension Skills* of WDAdkins, *Ten steps to Advancing College reading skills* by Laura Latzko ... are the articles to guide specific actions in reading activities of students and pupils.

In the project ""*Literature reading skill",* the author Nguyen Thanh Hung after giving the concepts of reading comprehension has discussed the problem of practising skill of reading comprehension for students.

According to the author, has four basic reading comprehension skills, acquiring multiple actions, those are: accuracy reading skills, analytical reading skills, creative reading skills and accumulation reading skills.

The author Pham Thi Thu Huong in the project in "*Reading comprehension and texts reading comprehension tactics in the general education schools*" has led opinions from survey results of the International Reading Association about relationships between skill and strategy " skill is the destination, strategy is the travel". The author has often used the call "skilled readers" when outlined viewpoints on texts reading comprehension.

On teaching skill of reading comprehension texts for University primary students, there is a project *Teaching reading comprehension in primary school* by Nguyen Thi Hanh (2002). In this project, the author was interested in some aspects of reading comprehension in teaching Vietnamese; also interest in reading comprehension skill for primary students is the project *Method of teaching Vietnamese from primary view* of the authors Hoang Hoa Binh, Nguyen Minh Thuyet.

1.4. Researches about memoirs and teaching memoirs works

Memoirs literature plays a very important position in the culture, the literature in Vietnam, but until now, memoirs is still problem that is not unified.

The viewpoints approach memoirs texts from the features of the genre and from cultural perspective are theoretical scientific bases for us to research methods, measures and ways of teaching reading comprehension memoirs texts in secondary school.

1.5. The posed problems

The posed problem being memoirs texts with the features of the particular genre requires the direction of approach and appropriate reading activities. Teaching reading comprehension memoirs texts in secondary school hane to aim to form and train reading comprehension skill texts, help students improve reading comprehension skill and basic learning skills in the secondary school. The development of the type of memoirs becomes more complex, richer. Teaching reading comprehension memoirs texts following the features of the genre needs to pay attention to what problems?

Chapter 2
SCIENTIFIC BASES OF PRACTISING READING COMPREHENSION SKILLS IN MEMOIRS TEXTS FOR GENERAL EDUCATION STUDENTS

2.1. THEORETICAL BASES

2.1.1. Skill and learning skill

2.1.1.1. What is the skill?

The concept of skill is a complex issue in psychology, there are two main research directions:

The first direction: Research skill as qualifications to perform the action, towards the technical aspect of the manipulation act.

The second direction: The researchers emphasized the effectiveness of the action, regarding skill is human ability to carry out the work with results in specific conditions, with the corresponding time period.

Skill denotes the level of accurate, proficient performance and action, knowledge-based activities that have been done many times and in accordance with the object of the action. For example: *speaking skill, communication skill, cooking skill, math solving skill, writing skill, ...* In other words, in short way, the skill is the ability to apply well the learned knowledge to solve new tasks in learning, in life.

2.1.1.2. Learning skills

Learning skills is effectively implementing the actions and learning techniques based on applying had knowledge and learning experiences have in a flexible way in different situations in order to achieve specified learning objectives.

Learning skills is a collection of actions such as analyzing, modeling, generalizing perception objects by applying the experience of knowledge to achieve the learning outcomes in a mature way.

Practising learning skills is training for students a system of operations to alter the object and clarify the information in the learning task, compare them with concrete action.

2.1.2. Reading comprehension texts and reading comprehension skills texts

2.1.2.1. Reading comprehension texts

Reading comprehension is the scientific content of reading theory and reading literature. Reading comprehension text is a series of activities with the purpose of learning and receiving knowledge.

Reading comprehension is a scientific concept to show one chain of thinking activities with human consciousness, with clear objects and objectives. Also, reading comprehension is a concept that refers to the reading competency at a high level - understanding level - of active subjects.

b. Object of reading comprehension

The objects of reading comprehension activity are the kinds of texts with the variety of content and form of existence. Texts can be language text, can be diagrams, pictures, logos, can mix the formats.

c. Goal of reading comprehension

The goal of reading comprehension in teaching Philology in secondary school is forming and developing reading comprehension competency for students, help students have learning competency, thinking competency, receiving, acquiring and using information competencies, language competency.

d. Content of reading comprehension

Content of reading comprehension depends on many factors: the purpose of reading comprehension, features of text reading comprehension, ... Based on different criteria such as type of text, the purpose of reading, reading level, degree of readers, objects ... that content of reading comprehension has got different characteristics.

2.1.2.2. Reading comprehension skills

Some conceptions of reading comprehension skills

Reading comprehension skills is a system of operations, actions that were implemented in a mature way in the process of text reading comprehension, such as proper reading skills, accurate reading skills, creative reading skills...

Regarding text reading comprehension skills in general, talking from the operation of the reader with the text that can mention the following types of skills: skimming skills, fast reading skills, accuracy reading skills, analytical reading skills, creative reading skills, reading accumulation skills, expressive reading skills, reading connection skills...

Reading comprehension skills is not only specialized skill, only necessary for text reading comprehension activity in teaching Philololgy. Any subject would also have to perform reading activity with the subject's own objectives, in which fundamental objective is comprehension and processing of information, turning information into knowledge and applying knowledge to solve tasks learning and in life.

2.1.3. Memoirs and the type features of memoirs texts

2.1.3.1. Memoirs and subcategory of memoirs

Memoirs is one of four types of the literature (narrative, lyrical, dramatic and character), belongs to type of prose, have works of lyrical memoirs, narrative memoirs, works both lyrical narrative memoirs. Memoirs includes many subcategorys with quite different characteristics but has one thing in common is recording the reality. The point makes a difference, as well as basic criteria to classify the sub-types of memoirs is the way of approach the relationship between truth and fiction in writing.

b. Some subcategory of memoirs

The genres of modern memoirs include journals, memoir, prose, miscellany, diary, autobiographies.... From the names of the genres can be seen the most important, original function of the memoirs was recording, remembering information, events.

2.1.3.2. Some type features of memoirs

2.1.3.2.1. The truth is the fulcrum of the content in memoirs texts

2.1.3.2.2. Memoirs texts are the products of artistic vision of reality (Lyric is a special-purpose art method in memoirs)

2.1.3.2.3. Multidimensional cultural reality of memoirs works

2.1.3.2.4. The dynamic combination between truth and fiction, between art and information in memoirs texts

2.1.3.2.5. The contents of the subjects in memoirs are close matters, hot breath of life

2.2. PRACTICAL BASES

2.2.1. Memoirs in the current curriculum and textbooks

2.2.2. Memoirs and developing quality and competencies of students in new era

2.2.3. Reality of education innovation following the globalization trend

2.2.4. Current status of teaching reading comprehension texts and reading comprehension memoirs texts of general education students.

2.2.4.1. The survey object and content

2.2.4.2. Survey results:

- The comments in the conference and on the newspapers

Within the research scope of the thesis, we extract some brief comments on reading comprehension skill, study skill in Philology subject and some related content to the research content of the subject. From some

comments of the teachers, researchers, public opinions, we summarize some points of the comments:

(1) Reading comprehension texts skill of general students is weak

(2) Curriculum, textbooks, learning materials, teacher's books inadequate, not aim to practise reading comprehension skill for students

(3) System of questions guided reading comprehension texts in textbooks is heavy in the contents of theory.

(4) Teaching method of the subject is much limited, not paying attention to practising listening, speaking, reading, writing skills, skill of applying knowledge in reality, practical skills

- Survey the writings on Youth and Literature Magazine
- Content of practising reading comprehension skills in memoirs texts for students shown in the design of teacher's curricular
- Questions guide reading comprehension memoirs texts in Philology textbooks
- General remarks from the survey results

2.2.4.3 Reality of education innovation following the globalization trend

2.3. The posed problems from theoretical bases and practical bases

1) Determine the concept and the features the type of memoirs texts

2) Determine the system of reading comprehension skills in memoirs texts that required to forming and training for students.

3) Propose measures, forms of organizing suitable teaching to form and practise reading comprahension skills in memoirs texts for students, including a system of organizational forms of learning activities, building reading comprehension strategies, system of exercises to practise reading comprehension skill, ... will be presented in detail in the next chapter.

Memoirs texts with theirs own characteristics in terms of the genre, being the genre of literature have combined true information with artistic information to create favorable factors for the formation and training skill of reading comprehension texts for students following demands of innovation current educational goals. System text comprehension skills memoirs texts will be determined on the basis of scientific theories about learning skill, theoretical system of text reading comprehension and physiological characteristics of the age- students, the teaching content and target is defined in the current curriculum and textbooks, on the basis of account to the innovation orientations in curriculum, the Philololgy teaching content and method in secondary schools.

Chapter 3
SYSTEM OF READING COMPREHENSION SKILLS IN MEMOIRS TEXTS AND SOLUTIONS OF PRACTISING READING COMPREHENSION SKILL IN MEMOIRS TEXTS FOR GENERAL EDUCATION STUDENTS

3.1.1. System of reading comprehension skills in memoirs texts

3.1.1.1 Skimming skills to identify goals, how to read comprehension memoirs texts

Skimming reading skills has very important role in the process of reading comprehension memoirs texts. With two arrays of basic content are tre information and artistic information, the skiming skill will help readers orient, focuse his attention on the content arrays, preliminary identification in reading comprehension target: memorizing contents what true information and paying attention to aesthetic signs, iconic art, what art means?

3.1.1.2. Correct reading skills to identify the reality elements (information) and fiction (art) in the memoirs texts

This is a necessary skills, after skimming, need to read through the text from beginning to end to recognize the reality of life and the world of art in the memoirs works.

3.1.12.3. Analytical reading skills to discover the meaning of artistic characteristic elements of memoirs texts

Analytical reading skill is the skills of detecting meaning layers contained in the connections between the elements of the text. Detecting and reasoning the language connections, the meaning connections, the connections between art elements of the writing is thinking manipulations of analytical skills.

3.1.1.4. Creative reading skills to find artistic value, cultural significance, the meaning of human life of memoirs works.

Accuracy reading and analytical reading help readers “mastering the organization in overall”, information content and artistic value of memoirs texts. From the mastering that used personal experiences and feelings of themselves to participate in the process of “co-creation” deeper value of the text. Creative reading of the art value, cultural meaning and human significance of memoirs works.

3.1.1.5.Accumulation reading skills to generalize the value of the text and consolidate knowledge of text genre

Accumulation reading is a skills of accumulating many operations with synthetic nature. The targets are to synthesis literary experience knowledge

and personal experience of students to overview whole work, just to form artistic generalization skill about the human value of the memoirs works.

3.1.1.6. Reading connection skill to extend the life meaning of the text

Reading connection skills to extend the life meaning of the text

Connecting issues from the text to real life, connecting many texts and connecting to apply in producing texts in the same kind.

3.2. SOME SOLUTIONS OF PRACTISING READING COMPREHENSION SKILL IN MEMOIRS TEXTS FOR GENERAL EDUCATION STUDENTS

3.2.1. Using reading comprehension strategies to practise reading comprehension skills in memoirs texts

Strategy is a term derived from the military field strategy, overall the mottos, policies and tacticals are planned to define the goals, sort, gather force and propose solutions to achieve a certain purpose in the most beneficial way, creat a new state of development of a field (majors strategy), the whole society (national strategy) or worldwide (global strategy) in a certain period. (... Formulating strategies must be based on the context and reality of the situation, in which must consider the state of the object, the strategic forces and resources that can be mobilized to achieve the strategic objective...

Now “strategy” as the term is understood to mean as “a plan”, “a previous planning steps to implementing an identified target.”

3.2.1.1. Practising skimming skill to identify targets, reading manner by panoramic strategy

Use panoramic strategy to have a overview about memoirs texts, thereby determining the reading targets and organizing appropriate reading activities.

*** The first step:** Use overview tactics before reading details the text.

*** The second step:** Collect and covers the comments of the text

*** The third step:** Define objectives and ways to read after having an overview of the text.

3.2.1.2. Practising accurate reading skill by the memorizing, summarizing strategies the information contents of the memoirs texts

* **The first step**: Determine the key information, the nuclear "facts" of the text

* **The second step**: Read the text combination with manipulations of marking, noting

* **The third step**: Abstract, generalize and sum to remember generalization about the content of information

3.2.1.3. Practising analyzal reading skill by the strategies: tracing the aesthetic highlight, analyzing meaning of the artistic elements of the memoirs texts

* **The first step**: Read carefully and detect the narrator, narrative point of view

* **The second step**: Find and analyze aesthetic information and decode aesthetic signals of writing (narrative subjects and narrative art, artistic detail, the describing method, ...)

* **The third step**: Reading with feedback, responses of the values of the text and the comments of the predecessors of the text

3.2.1.4. Practising creative reading skill by the co-creative strategy

* **The first step**: Read slowly and think, associate, imagine (creative imagination, renewable imagination)

* **The second step:** Find a source of creative inspiration of writers

* **The third step**: Detect ideological content, human meaning of the text

3.2.1.5. Practising accumulation reading skill by the strategies of completing the whole value in the content and the art of memoirs texts.

* **The first step**: Summary of the results steps of reading comprehension for a integrity look about the text value

* **The second step**: Identify the poetics of the genre and that is created by the art style of writer

* **The third step:** Use tactics to expand and deepen in knowledge reading comprehension

3.2.1.6. Practising connection reading skill by the contact, applying strategies

* **The first step**: Connect many texts

* **The second step**: Connect with your own experience to predict the impacts of the text

* **The third step**: Contact with the reality to figure out life lessons, humanistic conception of reality got from the text

3.2.2. Using system of exercises to practise reading comprehension skills in memoirs texts

1- Using in the the self-discipline reading comprehension skill for student in the form of homework, supplementary exercises in the references. With this activity, exercise aims to help students self-test assess their own abilities to self-regulation of learning activities accordingly.

2- Using in the exam, evaluation (evaluating activity preparation, reviewing old knowledge or learning outcomes of a phase of the program

of student learning) of teachers to assess the level of skills, thereby adjusting the plan, appropriate teaching methods.

Practising skills is a process that repeated operations forms. To have reading comprehension skill in memoirs texts, in addition to the implementation of reading comprehension activities in class with teacher's guidance, the students' self-discipline plays a very important role. System of reding comprehension exercises has the nature as "tools" for students to performing skills training activities.

For teachers, exercise is a factor to control the educational process. For students, exercise is task that need to perform, a part of learning content. System of reading comprehension exercises can be used in an assessment exam of learning outcomes or self-testing academic performance by themselves, self-training reading comprehension skill in memoirs texts.

3.2.2.1. Exercises to identify event, real-life phenomena and the art world

3.2.2.2. Exercises to analyze the meaning of art elements in the memoirs texts

3.2.2.3. Exercises to define "multi-dimensional culture reality" in the memoirs texts.

3.2.2.4. Exercises to identify and determine the genre of memoirs

3.2.2.5. Exercises to contact, apply

Together specific teaching strategies is the support of the exercise system of practising reading comprehension skill in memoirs texts. The specific teaching strategies, exercise system of practising reading comprehension are a number of measures, ways of organizing feasible, appropriate and effective teaching activities to achieve the objective of practising reading comprehension skill in memoirs texts in particular and reading comprehension skill in texts in general for secondary students to train generations of readers that have the skills to meet the requirements of teaching in the direction of developing comprehensively the quality, competency of learners in the new social context.

Chapter 4
PEDAGOGIC EXPERIMENT

4.1. GENERAL INTRODUCTION

4.1.1. Purpose and task of experimental

4.1.2. Steps for experimental

The experimental have two steps.

4.1.3. Orientations for experimental design

Each experimental design is selected, applied some strategies and reading comprehension exercises matching to the characteristics of students, text genres, lesson content. When implementing designed curricular to teach reading comprehension memoirs texts, to aiming to train the system of to the basic reading comprehension skills for students, we focus on some basic activities that are modeled as follows :

4.1.3.1. The prelesson activities (Preparation)

This is a very important step to prepare psychology, knowledge, excitement, ... for the implementation of reading comprehension activity. Therefore, there should be specific guides for preparation of students to prepare psychology, interest, background knowledge, additional means to reading comprehension activity effectively. This step is applied the panorama strategies, expansion strategies and drilling down of reading comprehension knowledge. Normally, in the preparation step, teachers guide students performing the following requirements:

1) Collect materials and authors, works (paintings, the presentations and evaluations of the author, the text).

2) Read and learn overview of the text: Read the full text and record the initial impression of the text from the aspects of content, topic, theme, artistic value.

3) Identify and mobilize the background knowledge to prepare for reading comprehension activity with the guidance of teachers in the classroom.

4.1.3.2. The activities in the lessons of reading comprehension texts

Employing combination of reading comprehension strategies to organize reading comprehension activity, in which the importance is the strategies of combination of reading style, reading way, strategies of detecting and analyzing the flows of events, thoughts flow and artistic value, question- response strategy, strategy of comprehening the fully meaning of human life and art of the text ....

- Guide students determining "truth" nuclear in the memoirs works
- Guide students summaring, memorizing "truth" information of the memoirs works and outlining techniques, drawing diagrams thinking, ...

- Guide students identifing art elements (words, sentences, images, narrative voice, narrative point of view, ...) and performing tricks markers, notes ...
- Guide students identifing the human meaning and artistic thoughts of the text.
- Guide students expansion issues and contacting reality, educating skills, lifestyle, attitudes, life experiences ... from the issues raised in the works.

4.1.1.3. The activities after reading comprehension text class

This is the activity step to apply learned knowledge and skills to practise reading comprehension skill in texts.

- Guiding students to participate the new learning situation to develop skill, to express their thoughts, views of the work and the raised issues in the works.

- Guiding students to perform practical exercises of reading comprehension (reading and the creating equivalent texts).

4.2 CONTENT EXPERIMENT

4.3.1. Design 1: **Bamboo Vietnam**

4.3.2. Design 2: **A kind of gift of tender rice: Com**

4.3.3. Design 3: **Boat driver on the Da river**

4.3. ASSESSING EXPERIMENTAL RESULTS

4.3.1. Criteria and content evaluation experimental results

4.3.2. Content experimental results

4.3.2.1. Assessing quantitative aspect

General reviews and evaluation of teachers participating watching and teaching experiment about designs and the experimental teaching hours

a. About term of preparation

- Students prepared more carefully, better than the students in the comparison classes: reading carefully the text, collecting materials, thinking previous about the text.

- In the the following class, students more and more prepared more and more carefully, excited, positive and active in tha wayof preparing.

b. About learning excitement

- Students were interested in learning better than the comparison classes. Students felt excited to participate in learning activities, enthusiasm, self-confidence when participating in discussions with teachers, the group discussion, or stating his own political opinion or mind.

c. About degree of completion of operational requirements, evaluation test of teachers:

- Completion of the operational requirements of teachers in different levels, know how to perform the activities in a mature and active way. However, satisfactory levels vary depending on the individual competencies of students.

- Completion of assessment tests about skills with a positive, proactive attitude, excitement.

4.3.2.2. Experimental results

4.3.3. Synthesis and analysis of test results

Content is represented by the system board…

4.3.4. Remarks and evaluatinons of exprimental resuls

4.3.4.1. Results of knowledge test section

Results of section knowledge test showed that there is no large difference between experiment and comparison classes, still showed the solutions that thesis proposed when applying had effectively improving the quality of teaching the subiect. Because, with the goal of teaching knowledge, organizational forms and methods, measures of traditional teaching have done quite well. From view point and the way of teaching, teachers will try their best to convey the knowledge, understanding, their cumulative knowledge for students. So, although little reading texts, little thinking by their intellectuality and feelings, students can still grasp the contents of information, the values of the art of the text through feelings, the understanding of teachers or experts presented in the references.

However, due to the initiative, active participating in reading activities, direct exposuring to the text, interest in reading activities and thinking be the spirit and wisdom themselves, thanks to the impact of learning methods and forms and appropriate measures so in experiment class, students can actively receive "communication" with the author through the work, they actively receive knowledge, greater durability.

4.3.4.2. Results of skill test section

There is the large difference in the results of this part between the experiment and the comparison groups:

Grade	Lớp 6	Lớp 7	Lớp 12
The average score of the skill tests of comparison group	4.73	5.00	5.12
The average score of the skill tests of experiment group	6.37	6.34	6.45

Because, the text reading comprehension is a completely new, not in the textbooks. Students have to read the text by themselves, apply the reading comprehension skill to read a text of the same genre with learned text in textbooks. Students won’t have direct reference about the text so not be able to rely on others, memorize or copy.

In the comparison classes, they untrained reading comprehension skills in a self-conscious, so when reading a new text, students feel embarrassing.

In the experiment classes, they have been practiced reading comprehension skills in several lesson of reading comprehension texts in the same genre, including experiment hour so they have initially reading comprehension skills. Students applied the skills it to read the new text with out being crestfallen. The requirement of skill teaching is teaching students how to learn, read for the children can be voluntary, active reading comprehension the text without being dependent on the results of the reading comprehension of teachers and specialists.

The results showed that initially applied recommendations in the thesis in experimental activities for positive results. If there are conditions to implementing reading comprehension strategies more methodically, carefully, fuller, exercises of pratising reading comprehension skill, the teaching will actually be more effective in implementing the objectives of training generations "readers have the skill"

Sum of chapter 4

To verify the impact effectiveness of the proposals in the thesis, we have carried out the experimental activities and initially gave good results.

The selection of experimental subjects and areas were considered and chose a relatively reasonable manner, ensured regional structure (mountains, cities), the nature and the kind of education (private and public up), grade distribution (lower secondary school and upper secondary school).

The experiment process was also conducted two rounds in order to verify, change or repair to match current teaching. The experiments in round 2 also took into account the process nature of the activities of training reading comprehension skill, so each selected class to experimental teaching in round 2 not only applied the proposed solutions of the thesis in one experiment lesson, that had been exchange with direct teaching teachers to apply in the periods before and after the experiment. Experimental results may not reflect all advantages and disadvantages of the solutions but give the result that the proposals are feasible and capable of affecting the formation and training reading comprehension skill texts for students.

If we apply in a flexible, appropriate manner, the proposed solutions of the author in teaching reading comprehension in memoirs texts, we will contribute to implementing the goal of training generations readers not only being reading comprehension skills in memoirs texts, but also enhancing competency self-reading, self-study of students.

CONCLUSION

1. Current status of teaching quality in Philology in the overall situation, students - “surplus of knowledge, lack of skills” the current sets out the urgent need for innovation of methodology, teaching perspective of the subject.

The status of students being lazy reading the text or reading text but dependence on thoughts, views and feelings of teachers, reference are still fairly common condition. This situation is clearly reflected in the way of making test largely in memorized knowledge. From the way of testing impacts back to the way of teaching, exam review, ... make innovation of teaching methods fall into the vicious round. Educational innovation perspective towards approaching capacities have shown a right direction for change, improvement of subject teaching methods. Instead of cramming knowledge we need to transfer direction to teaching skills, how to read, learn by themselves. In recent years, educational researchers have been interested in this issue, but due to various objective and subjective factors, quality of teaching that there are still many problems. The current status, students being boring literature, away from literature, weak learning in Philology school are still very popular. Therefore, it is necessary to continue research methods, measures, organizational forms of teaching in a specific way, focuse on the goal of establishing and practicing self-learning skill for student.

On the basis of researching carefully the scientific basis and practical basis of the problem of teaching reading comprehension texts and practising reading comprehension skill in memoirs texts, we research and propose some solutions to teaching arming to target practicing reading comprehension skill memoirs texts, thereby promoting initiative and creative , positive role in students' learning.

2. With any activity, to achieve efficiency of activity, the implementors need to have basic knowledge about the object and the way of appropriate impacts, the most effective impacts on that object. It is the knowledge of the audience and skills of performing activities. Reading comprehension text is a thinking activity that has specific characteristics, but also comply with the general principles of all activities. Therefore, in teaching Philology, to accomplish the goal of help students perform effectively reading comprehension activity, the general principles also help students get the knowledge and skills of basic reading comprehension.

Therefore, the most fundamental issue in view of reforming the current education is besides the goal of teaching knowledge, necessary to pay attention to the goal of establishing and practicing learning skills for

students. In teaching Philology, one of the basic learning group is the group of text reading comprehension skills. Reading comprehension skill is fundamental element constituting reading comprehension competencies. And each type of text requires the knowledge content and reading comprehension skill accordingly.

3. Memoirs is one of four types of literature, besides narrative, lyricals and drama, with specific characteristics in terms of the genre. Memoirs is the complex, dynamic kind of literature, quickly catchs to the breath of the times, so memoirs with history of developing quite exciting in every period of cultural life. Also, it is kind of literary with hot breath of life and proximity, updating the real problems of life than other types of literature. Reading comprehension memoirs texts, therefore, is not only a important learning content of the subject, but is also practical activities for students. Formation and training reading comprehension memoirs texts skill for students are to help them have basic skills to self study, know how to receive and process information in many areas of life.

With particular characteristics in terms of type, text comprehension activity of reading comprehension in memoirs texts requires the system of appropriate reading comprehension skills. The contents of the memoirs texts are the result of combining true information content and fictional information, literary nature and journal nature, problems of life and art, ... so reading comprehension skill in memoirs texts including two skill groups: true information processing skill and skill of receiving the art information. Therefore, sticking to characteristics of the genre to forming and training reading comprehension skill in memoirs texts are basic ideology of teaching that was chosen as the scientific basis of the thesis. Long time, activities of teaching reading comprehension texts though being interest in features of the genre, from program content textbooks to the system of perspective of guiding ideology, but the application in practice of teaching is very much limited. Posed problem is to find effective alternative solutions to overcome the weaknesses skills of students, lack of initiative, self-discipline, lazy thinking in learning. That is the premise with the practical bases for us to research solutions to improve the quality of teaching reading commprehension text, in which, special attention focused on target of practicing text reading comprehension skills in memoirs texts.

4. From the results of researching current situation of students’reading comprehension skill and researching of ideological issues, the thesis has researched, experimented, drawn experience and proposed some solutions

aiming to improve skills text reading comprehension memoirs texts for students. Since then implementing the goal of establishing and developing reading comprehension competency - one of the target competency of subject Philology and is an important competency constituent self-study competency for student.

To accomplishing this goal, the thesis has defined a system of reading comprehension skill in memoirs texts from which proposed two basic solutions to practicing reading comprehension skill in memoirs texts for secondary students,those are: construction of text reading comprehension strategies and designing system of reading comprehension exercises matching the target of forming and practicing reading comprehension skill in memoirs texts.

5. The proposed solution has been applied in practice through a number of teaching hours in some classes in the two areas: mountain and city (Hanoi). After applying and receiving the results as well as comments of some teachers directly participating in teaching experiments that using proposed solution, we have determined the effect of the recommendations. Continuing to apply the strategies and forms of reading comprehension exercises in the teaching activities memoirs texts, in some experiment lessons in round 2, experimental results initially showed the proposed solutions are feasible and effective.

However, skill can not be formed through an operation or some experiment lessons that are the result of a process of learning, long-term practicing. Therefore, the obtained results from this study is only the first confirmation with the nature of orientation for research activities and the next teaching practice. “All theories are only gray ... ", skill is the competency that has been realized, expressed levels, effective implementation of the learning activities of students, therefore, following the path no matter, the first base premises are still the actual operation of the students. Students directly participate in reading comprehension activities, active implement the new act of thinking is the most important condition for the successful implementation of the goal of improving reading comprehension text skills in particular and self-learning skill in general.

Therefore, to promoting effectiveness of research, we have some recommendations:

1. About the curriculum content, learning materials

- The curriculum content should have the openning nature that teachers and students can select the appropriate learning content, including selection the type of close texts, matching with each object of students.

- Learning materials should orient, produce to guiding teachers and students to organize learning activities self-reading, self-study, instead of passive materials, sensuality that have a lot of on market today.

- Selecting language items for reading comprehension ensures both tradition but necessary close to life, psychology ages of students.

2. On the organization form of learning activities, teaching methods

- Need to organize rich, diverse, dynamic learning activities matching age of students. Strengthening learning activities towards applying their knowledge, skills to solve new learning situations.

- The learning activities, learning guides need to strengthen the relationship with the reality of life, Philology though is the subject with content and the nature of art, but not away of reality and lack of meaning for practical life of students.

- With this kind of memoirs literary, we should orient students' thinking activities in reading comprehension text from the viewpoints of cultural approach, because memoirs is this kind of literature that is characterized literature from every aspect.

- Teaching method need to pay more attention to the promotion of the spirit of self-learning, initiative creativity of students. Strengthening organization activities, guiding the way of learning instead of lecturing, cramming knowledge. Paying special attention to the forming and practicing learning skills for students.

- About Philology, first of all the teaching content and methods need to ensure the elements, the art nature of the subject. Despite what skills practicing, providing what tool knowledge, we have to ensure artistic air for reading comprehension activities Philology. Avoid the status because of the attention the target practising learning skills that reduce the quality of artistic disciplines of the subject.

3. About examination and assessment in Philology

- Need to improve test purposes, evaluation and the way of production tests. Besides the content to test knowledge (between 30-50%), note to strengthen the kinds of questions and exercises that applying skills. It is selection of similar texts (in type, genre, topic, ...) for students applying knowledge and skill that they have learned to reading comprehension and searching text meaning by themselves and participation “co-creation” with the author.

LIST OF PUBLISHED WORKS RELATED TO THE THESIS

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