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VU NGOC HUNG

DEVELOPING COMPETENCY OF RE- VISUALIZE IMAGES, ASSOCIATION AND IMAGINATION FOR STUDENTS IN TEACHING SHORT STORIES GRADE 12 IN HIGH SCHOOL

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Scientific guider: Associate Professor.Ph.D. Nguyen Viet Chu

Review 1: Associate Professor.Ph.D. Vu Nho
Institute of Educational Sciences - Vietnam

Review 2: Associate Professor.Ph.D. Le Thi Phuong
Hong Duc University

Review 3: Associate Professor.Ph.D. Tran The Phiet
Academy of Journalism and Communication

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1. Vu Ngoc Hung (2013), *Training students and combining* receptivity in teaching "The boat from afar" by Nguyen Minh Chau, Special Education Journal, pages 82 - 93.
2. Vu Ngoc Hung (2013), *Developing to association and imagination capacity for students in the teaching of the short story "The Two Children" (Literature Textbook 11),* Special Education Journal, pp. 85 - 86.
3. Vu Ngoc Hung (2016), *Imagery - a unique and intermediate method for shaping and expressing all forms of art.*Journal of Education No. 386, pp. 44 - 46.
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PREFACE

1. Urgency of the subject

1.1. Developing literature competency for students is a crucial content in education reforming

It could be said thatVietnam education has been being dramatically changing from knowledge provision to developing the learners' qualification and quality. Their competency's concept and meaning are showed in various aspects with a particular measure for each subject. Due to the knowledge conveying manner that imposed students in the past, teachers did not really regard these abilities. Today, thanks to the great progresses in targets, contents, curriculums and assessment method, etc,the development of learner qualification is focused on. Moreover, the competency to make writings is highly regarded and the formation and development of studentunderstanding competency is paid special attention. In our assessment, this qualification and quality system will approach a inclusive and significant development if teachers can properly wake up the student's competency of re-imagery, association, imagination, aesthetic feeling, etc. through a most creative and proper method of class organization. For the final target of Literature teaching is to help learners realize human limits and how to extend and overcome it in various manners.

1.2. Developing student's competency of re-imagery, association and imagination could lead to a promotion in their literature perceiving efficiency

It is said that literature perceiving is the process of possessing and creating; in which, the simultaneous usage of abilities to re-image, associate, imagine is identified as the optimal solution, the key for teachers to organize effective perceiving. Besides, these mental activities play the roles as the central point around which emotional responses revolve, contributing a vital part to transfer writers' works into creative writing in the learner's mind.

1.3. Actual teaching toward using and developing student's abilities of re-imagery, association, imagination in today's high schools

In the recent years, Literature teaching, in line with educational reforming, has achieved many changes in targets, contents and method. However, in the general prospect, it does not reach the required targets. There is many reasons for that but the first from which we should begin is the teacher's unclear and non-profound perception of the relationship among student's emotional responses upon their conservation with author's creative mood. Besides, we did not referthe re-imagery, association and imagination, in the relationship, as a psychological mechanism or the key to student aesthetic feeling upon their reaction to the writings. Moreover, the teachers did not clearly recognize the crucial factors such as subjects, possessing methods, the harmony between re-imagery, association, imagination in each stage of thinking to create the soul' internal rule and student's complicated transferring tend. That is one of the fundamental reasons causing the disadvantages of literature teaching in general. From this situation, we draw a lesson that the usage and development of student's abilities to visually reconstitute, associate and imagine is vital to organize literaturewritings teaching.

1.4. Actual performance of teaching short story toward using and developing student's abilities of re-imagery, association, imagination in high schools today

In many past years, renovating the method of teaching short stories attracted more attention from researchers and educators. However, in actual performance of teaching, we found that its quality has not been really improved. There are many explanations for that but we should begin to reconsider some scientific and reasoning issues to address a particular method system for this kind of teaching. The general perception of above-mentioned teaching theory and practice gives us an idea and direction to choose this subject "Developing student's competency of re-imagery, association and imagination in teaching short stories in 12 grade" in order to contribute to supplementing and realizing the method of teaching short stories in high schools.

2. Objectives and task of research

2.1. Research objective

2.1.1. Using inter-sector knowledge, the theory of prosody, the theory of perceiving as the basis of researching methods to develop abilities of re-imagery, association and imagination in teaching short stories in high schools.

2.1.2. Through student's competency of re-imagery, association, imagination, teachers conduct a creative process; by this experience, Literature educators form a new direction to develop student's competency to comprehend short stories in the most effective manner.

2.1.3. Implementing education toward developing learner's competency of re-imagery, association, art imagination to affirm the subject practicability.

2.1.4. By researching the prosody feature of short stories, the subject contributes to reveal the perceiving nature of this writing kind through student's re-imagery, association, art imagination. Based on that, the thesis author could help teachers to effectively control, organize and managing their teaching performance.

2.2. Research task

2.2.1. Researching the theory and practical issues of student's competency of re-imagery, association, art imagination in teaching short stories in high schools.

2.2.2. Researching the prosody feature of Vietnam short stories, based on that drawing some method to developstudent's competency of re-imagery, association, art imagination through their perception of short stories in 12 grade.

2.2.3. Realizing the proposals in actual performance of teaching short stories in 12 grade in order to consider and affirm the proposals practicability regarding the methods to use abilities of re-imagery, association, imagination in education.

3. Research object and scale

3.1. Research object

The subject's research object is 12 grade students' abilities of re -imagery, association, imagination in teaching short stories toward using and developing the perceiving competency.

3.2. Research scale

The specific subject to be researched is short stories in 12 grade; in which, we choose the two writing of Vo chong A Phu (To Hoai) and Vo nhat (Kim Lan) for survey and experimental

performance. Based on this basis, we research and propose some methods to conduct short stories comprehension for students.

4. Scientific assumption

4.1. In the context that literature teaching has remained disadvantageous, if an appropriate method to create and develop student's capacity of re-imagery, association and imaginationupon their comprehension is found, their creativity, self-learning competency will be promoted. Moreover, the performance quality of teaching short stories in high schools will be considerably improved.

4.2. If the method is effectively applied, it will be a significant contribution to promote student's advantages and perceiving ability. Then the method of teaching short stories will be consolidated toward promoting student's performance.

5. Research method

5.1. Survey method

5.2. Counting method

5.3. Profound interview method

5.4. Expert method

5.5. Pedagogic experiment method

5.6. Interdisciplinary research methods

6. Contribution of the thesis

6.1. Theory contribution

6.1.1. Student's capacity of re-imagery, association and imaginationperformance in teaching short stories is researched in art creative psychology.if being thoroughly assessed with scientific performance, it will contribute to reflect the typical labor nature of teaching this special art. Based on that, we conducted research methods to develop the capacity of re-imagery, association and imagination in student's short story comprehension in order to address some necessary methods for improving the quality of this kind of education.

6.1.2. The subject objective is to identify the role and features of short stories teaching performance in 12 grade toward creativity.The proposed methods and manners contribute to promote student's creativity and advantages and their competency in learning hours as well.

6.2. Practical contribution

6.2.1. Actual performance of teaching short stories in high schools show that: the split of teacher'sanalysis and their student emotion is the reason for ineffective comprehension.Presenting the issues to build up manners to comprehend short stories in a creative and scientific way, the thesis will contribute to renovate the current method of teaching short stories which is urgently focused on.

6.2.2. It is indicated that one of the reasons cause the poor attraction of short stories teaching performance is that teachers cannot form a connection between teaching objectives and their student's emotional reaction. Besides, the improper performance of perceiving to conduct teacher tasks is not focused on for improvement. Thus, if the capacity of re-imagery, association

and imagination is promoted, student's passion and creativity for comprehending short stories will be rose up.

7. Thesis structure

Besides the Preface, Conclusion, References and Appendix, the subject contains 4 chapter as follows:

Chapter1: Overview on researched issue

Chapter 2: Theory and practical foundation of the subject

Chapter3:Some methods for developing thecapacity of re-imagery, association and imagination in teaching short stories in 12 grade.

Chapter 4: Pedagogic experiment

General conclusion

List of research works of the thesis author

References

Appendix

CONTENT
CHAPTER I
OVERVIEW ON RESEARCHED ISSUE

1.1. Research status on the issue of image reconstruction, association, imagination in teaching literature

1.1.1. Research status across the world

The issue of image reconstruction, association and imagination in literature has been a special concern to many researchers in the world and approached in various perspective.

(1) Approaching based on the perspective of literary theory studies

(2) Approaching based on the perspective of teaching methods

Approaching the literature writingtoward using and developing the competency to image reconstruction, association and imagination is absolutely appropriate. Thus, in this direction, the researchers present a true view of the nature of comprehending literary. We would like to succeed the achievements of researchers to promote learners' receptive competency in teaching short stories in high school.

1.1.2. Research status in our country

In our country, literary theorists and literate pedagogist are very interested in the competency to of reconstruction, association and imagination in creative activities.

(1) *Approaching based on the perspective of literary theory and criticism*

(2) *Approaching based on the perspective of theory and teaching methods*

Researchers on the method of teaching literature have clarified the perspective and aspects regarding the role ofthe competency to reconstruct, associate and imagine in conducting literary approaches. The thesis author acknowledges that this is an important, necessary and useful path for developing learners'comprehension in teaching short stories in high schools.

1.2. Research status of image reconstruction, association, imagination in teaching short stories

1.2.1. Research status across the world

At the end of the nineteenth century, not only the short stories, but the prose poetry was also researched; In which, it is necessary to mention the functions of imagination as attached to the nature of reading activity in todorov's narrative.

In the early years of the twentieth century, research on short story teaching methods was thoroughly discussed; by the end of 2000, the Kentucky Department of Education (United State) held a workshop to discuss the subject *Teaching the Short Story* for teachers. The authorsaddressed teachers can stimulate their student's imagination while reading writings, at the same time, always remind them that "*Imagine yourself in the context the writingimplies*" [127]. Thus, according to Parvin Ghasemi and Rasool Hajizadeh, reading by heart can help learners develop theircompetency to imagine and deeply comprehend short story writing.

Learner'sperceiving ability in teaching short stories has been the interest to scientists worldwide; However, we found that, basically, the above-mentioned researchesjust focused on analyzing the role of imagination, not inclusivelyregardingthecompetency of image reconstruction and association in the learner's thinking. Thus, this important theoretical issue has giventhe thesis author ideas and guidanceto achieve more general perception to form these reasoning for this subject.

1.2.2. Research status in Vietnam

In Vietnam, the issue of image reconstruction, association and imagination have also been discussed and approached by researchers in various perspectives.

(1)Approachingbased on the theoretical perspective on short stories

(2)Approaching based on the perspective of short stories teaching methods

These researches have deeply discussed the short stories in many aspects, that are the important scientific foundation for the topic development; At the same time, with the implementation of the subject". Developing thecompetency of image reconstruction, association and imagination forstudents in teaching short stories in grade 12", we will continue to conduct the contents that the science of literary education pursuit in the opinion that students are the creative subjects. Succeeding the achievements of teaching theory, interdisciplinary theory, reception theory, Vietnam short poetry studies, etc. the thesis aims to teach short stories for high school students in a higher efficiency.

Sub-conclusion of chapter 1

After researchingthe general development of imagine reconstruction, association and imagination abilities in general education and literacy teaching in particular, we drew the following conclusions:

The issue ofcapacity of re-imagery, association and imagination has been discussed across the world, scientists agree that this chain of psychological activity plays an important role in the human cognitive activity. In the life aspects, the imagining and associatingabilities are considered as principles and the source of creativity. However, we find that these researchesjust focus on general ideas which are theoretical, not regard the specific aspects with methodological significance in teaching in general and literatureschool teaching in particular.

In Vietnam, the researchers have presentedthe issue of imagery, association and imagination and the scientists have implemented profound analysis of the location, role, structure, path and mechanism of literature comprehension; however, we realize that the use of re-imagery, association and imagination theories to find effective teaching methods for each specific species has not been thoroughly conducted.

For short stories, we find out that there are many studies referred to this genre in various aspects; However, the direct proposals of specific methods for re-imagery, association and imagination in short story teachinghas not been regarded at an appropriate level.

Based on the summary of research status onre-imagery, association and imagination in teaching across the world and in Vietnam as mentioned above, it could show that short story gene has been regarded in research and education, but basically it has achieved the desired results. Therefore, with this subject implementation, we hope to contribute a small part to solving problems that theory and teaching methods has not concerned.

CHAPTER II
THEORETICAL AND PRACTICAL BASIS OFSUBJECT

2.1. THEORETICAL BASIS

2.1.1. Developing perceiving competency for students – a crucial content in teaching short stories in grade 12

2.1.1.1. Concept of development

It is possible to say that the term development of all scientific disciplines is used to explain the processional nature of the object of study according to a particular law. We believe that, in order to establish a proper view of the development of competence in teaching, we must explicitly explain the implications of the concept of development.

- According to the popular Vietnamese dictionary, Nguyen Nhu Y (2003), developed by the author, is understood as: "Advancing and advancing in the direction of increasing" [111, p.590].

- In philosophy, development is the process of moving forward from low to high, from simple to complex, from poor to perfect of a thing. The processof movement that occurs gradually, as well as leap forward to the birth of the new replacement of the old.

- In addition to human perception of development, researchers in psychological development argue that, in fact, the psychological development of every individual or group of people always. takes place in a process. It is the process of movement, transformation of an entity.

In order to develop the imaginative, imaginative and imaginative capacity of students in teaching short stories, teachers need to respect and adhere to the principles and conditions of their development. their psychological life so that they have appropriate and effective measures.

2.1.1.2. Opinion on competency

The competency term originate in Latin as competentia with the meaning of encounter;today, the notion of competence is understood in many different sense and each term has the corresponding terminology, specifically:

Thus, the competency is interpreted in various ways, depending on the context and purpose of using those competencies, we agree with understanding: "*Competency is the ability to effectively perform a task, aspecific actions related to a certain fieldbased on knowledge, skill, technique and willingness to act* "[4, page .7]. The author further points that competency is also understood as the potential for action (potential virtue) to achieve a goal set by actual results due to the ability to facilitate and prepare the formation of specific skills. Competencyhas some characteristics including: formed and revealed in activities; associated with a particular action; interacted and ruled under the environmental factors and the activities.

2.1.1.3. The importance of developing students's ability in reconstructing , associating and imagining imagery in teaching short stories for grade 12 students.

In order to teach short stories for grade 12 students effectively, developing students's ability in reconstructing , associating and imagining imagery is very important. It can be said that the important goal of teaching short stories is to help students develop the system of receptive capacity, especially the ability to re-visualize, associate and imagine. From the reading comprehension text they feel deeply the value of the work, expressing thought and forming for their own reading personality. It is the only way to foster students' creative reception. Thus, developing students's ability inreconstructing, associating and imagining imagery is very important.

2.1.2. Student's capacity of re-imagery, association and imagination in teaching short stories.

2.1.2.1. Student's capacity of re-imagery in teaching short stories.

❖ Concept

In psychology, repetition is understood as one: "The process of memory revives the recorded content" [5, p.77]. Through specific forms of activity such as recollection, recall, recall, coordination, etc., human beings can re-present the past, present and plan for the future. Imagery Reality in Receiving Short Stories can be interpreted as a process of interaction between students' psychology (memory, visualization, imagination and imagination) with elements of content and form of writing. reconstruct the realism of life that has been artisanized through his subjective lens and transferred into the work. Through the linguistic system of the short story, the learner discovers the meaning of existence of the image by psychological activities such as visualization, association, imagination, etc. to explain the role of the image. Imagine and follow the creative intent of the writer.

❖ Features

Recognized pedagogical psychologists are a fundamental and important attribute of learner memory, an important factor in psychological functioning. After the contact and reading the text of the short story, the re-appearance of the learner has some outstanding features

❖ Reproduction process

Thus, in the teaching of short stories, teachers need to appreciate the important role of this capacity. At the same time, accompanied by it, attention should be paid to promoting the ability to associate and imagine (important techniques to build up the image) of the children, attention to the integrity, in tegrity whole body and the unique image. In particular, it must engage the learner's psyche with imagery and re-enact it to measure the aesthetic distance, positioning the receptacle, stimulate the interest and needs of the student.

2.1.2.2. Student's capacity of association in teaching short stories.

❖ Concept

Associated ability in teaching a short story of a student is understood as a typical psychological process in receiving, it is both a means and an important method for deciphering the image of a character. A bridge to lead learners to the world of art created by the writer in his work according to his own rules (image and symbol link). In particular, through the mechanism of interaction between the activities of the psychology, the association of students as connected, caught with the author's strong association, the higher the effect of the reception of the story is much higher.

❖ Features

He nature of the student's association in accepting short stories is to establish the connections between psychological factors and the world of the writer's art, so that the appearance of this element Certain conditions and conditions will cause another factor to be involved or to have a close relationship. The learner's mind during the reception process has some outstanding features.

❖ Association process

It is a process of resonance between students' associations with symbols, details, situations, titles, structures, plot, voice, point of view, space, time, ... to create the world of pictures. In particular, the process of associating not only starts with helping learners to mobilize their memory to form and link symbols, but also paves the way. For creative imagination, while maintaining, adjusting and receiving direction.

2.1.2.3. Student's capacity of imagination in teaching short stories

❖ Concept

Imagine in receiving stories can be understood as a psychological process characteristic of the subjective subject of the learner, it is both a means and methods to decode the image and occupy the work. Through imagination, students can mobilize their memory to form, complement and extend their visual identity, and at the same time tend to break the old logo and lead the way for unique creations.

❖ Features

Imagine, in the reception of a student's short story, is a complex psychological process, mobilized in its own way. In a psychological operation, each form of imagination has its own identifying signs.

❖ Imagination process

The ultimate goal in the students' imagination is to create unique animal images to satisfy their aesthetic ideals. This is the system of emotional classes typical of life, where the beautiful emotions and the place to convey the message of aesthetics, led by their imagination that the whole picture The characters present in the short stories have appeared most honestly.

2.1.2.4. The organic relationship between imaginary, imaginative and imaginative images of students in receiving stories in grade 12

At this point, we come to the conclusion that, in the reception of short stories, the activities of re-imagining, associating and imagining have a close relationship, they are both mechanisms and conditions of each other in the operation of psychology. Essentially, receiving a short story is a creative activity, a mental activity that has its own rules, an active process of living capital, experience, and thinking abilities. Thus, the author of the thesis argues that in teaching short stories, it is important for teachers and students to understand the relationship between imaginary rendition with association and imagination. out effectively approach the short story genre and develop the receptive capacity for the student body.

2.1.3. The feature of student's reception is an important basis in developing student's capacity of re-imagery, association and imagination

Actually student's short story perceptionis a process of communication. In which, the communication between the writer and the reader is the relationship between one who express and one whoshare. Of course the sympathy between the writer and the reader is not always a perfect fit, what the writer says is just what the reader understand. There are some cases in which a short story has been extended in scale beyond the author's thinking. In fact, readers' role not only appears upon the work completion but it has gone in line with the author during the writing process. With the principal of considering works as the foundation, the perception of short stories in high school has achieved some explicit deffirence.

2.1.4. Poetic features of short stories in grade 12 is an essential foundation for developing student's capacity of re-imagery, association and imagination.

It can be said that short stories has been researched in many aspects from the plot, structure, characters, artistic space and time, tone, etc, these are also the most basic factors of short story prosody. Based on this theoretical background, we recognize that short stories in the 12th grade literacy curriculum hold specific prosody signs.

2.2. Practical rationale

2.2.1. Survey the reality of teaching short story in grade 12

2.2.1.1. Survey target

We aim to define the grade 12th student's ability in recalling, associating, imagining imagery in the process of recepting the short story by experimental teaching, textbook survey,

teacher's book survey, references and the students' ability. From that, we analyze, appreciate the reality of teaching and learning the short story, we also awake deeply program structure of the short story in the textbook in order to find the measures and solutions for the aim of the research.

2.2.1.2. Survey scopes and objectives

In order to get reliable figures, the author of the thesis carried out experiment and surveyed the grade 12th students in high schools in 6 provinces as follows:

+ Le Hoan high school, Xuan Lai, Tho Xuan district, Thanh Hoa province
+ Ba Thuoc high school No.3, Ba Thuoc district, Thanh Hoa province
+ Tan Yen high school No.2, Tan Yen district, Bac Giang province
+ Tien Lu high school, Tien Lu Town, Hung Yen province
+ Quang Trung high school, Ninh Giang district, Hai Duong province
+ Le Quy Don high school, Thanh Mien district, Hai Duong province
+ Tuan Giao high school, Tuan Giao town, Dien Bien province
+ Mun Chung high school, Tuan Giao district, Dien Bien province

2.2.1.3. Survey methods

We use the combination of different methods to discover the objectives diversified information as follow:

For teachers: we give them the questionaire, examined their teaching viewpoint that directs to promote the learners' reception ability by reckonning the answers in the questionaires. In addition, the writer observes the students'learning, interviews, learns from experience and concludes the basic methods for developing the students' ability in recalling, imagining and associating imagery in teaching the short story.

For students: we observe the classes, teach experiment lesson which is prepared carefully to interact directly with the grade 12th students. Besides, we interview and give them questionaire to count, research on the content and their methods learning the standardized program of the grade 12th students. Hence, we appreciate the reality of the students' reception ability through their learning specific short story.

2.2.1.4. The content and measure

- In each high school, we chose two classes which are at different level of performance, we chose three teachers who are in different ages to get the objectively experience and professional thinking.After asking students and teachers complete the questionaires, we observe their experimental teaching process. In each lesson, we discuss with teachers and students to get more information. Which is objective, exact and reliable.

The total number of questionnaires: the number of questionaires to survey the teachers' ability in recalling, associating and imagining imegary in teaching the short story is 100 hand-outs in 8 high schools, the number of questionaires to survey the students' ability in recalling, associating and imagining imegary in teaching the short story is 1800 hand-outs in 8 high schools, the number experimental lessons is 16 in high schools.

- Survey time: The author intent to start the survey on December 15th to the end of February of the second semester of the school year: 2014 - 2015, 2015- 2016, and 2016 -2017.

2.2.1.5. Survey results.

We reckon, analyze and assess the survey results and they are presented in the following tables.

2.2.1.5.1. Survey the grade 12th students'ability in recalling, associating, imagining imagery

through learning short stories in grade 12.

Table 2.1: The knowledge survey is related to the students're-imagery in learning short stories in grade 12.

Question	Results							
	Option A		OptionB		OptionC		OptionD	
	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	384	32	336	28	300	25	240	15
2	480	40	168	14	192	16	360	30
3	180	15	420	35	312	26	300	25
4	240	20	240	15	420	35	360	30
5	240	20	120	10	480	40	360	30
6	180	15	300	25	540	45	180	15
7	360	30	120	10	240	20	480	40
8	180	15	300	25	216	18	504	42
9	180	15	300	25	480	40	240	20
10	252	21	300	25	180	15	468	39
11	180	15	300	25	504	42	216	18

2.2.1.5.2. Survey the grade 12th students'ability in recalling, associating, imagining imagery through learning the short story.

Table 2.2: The knowledge survey is related to the students'association short stories in grade 12.

Question	Results							
	Option A		Option B		Option C		Option D	
	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	301,2	25,1	418,8	34,9	180	15	240	20
2	482,2	40,2	237,6	19,8	178,8	14,9	301,2	25,1
3	242,4	20,2	297,6	24,8	486	40,5	114	9,5
4	300	25	300	25	504	42	96	8
5	204	17	276	23	420	35	300	25
6	216	18	264	22	252	21	468	39
7	168	14	312	26	284	22	456	38
8	468	39	132	11	312	26	288	24
9	192	16	288	24	396	33	324	27
10	300	25	180	15	324	27	396	33
11	300	25	300	25	420	35	180	15

2.2.1.5.3. Conclusion of the grade 12th students'ability in recalling, associating, imagining imagery through learning the short story.

2.2.2. The fact of teaching the short story for the grade 12th students

2.2.2.1. Survey the knowledge related to the teachers'ability in recalling, associating, imagining imagery through teaching literature.

Table 2.3: The knowledge survey is related to the teacher's reveal the image in teaching short stories in grade 12.

Question	Results							
	Option A		Option B		Option C		Option D	
	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	50	50	20	20	10	10	10	10
2	18	18	11	11	30	30	40	40
3	11	11	28	28	10	10	50	50
4	17	17	18	18	52	52	12	12
5	22	22	18	18	40	40	20	20
6	45	45	15	15	17	17	22	22
7	17	17	20	20	37	37	22	22
8	23	23	17	17	40	40	20	20
9	18	18	22	22	26	26	33	33
10	16	16	43	43	20	20	15	15
11	28	28	11	11	40	40	19	19
12	13	13	36	36	10	10	30	30
13	21	21	29	29	40	40	10	10

2.2.2.2. Survey the knowledge related to the teachers'ability in recalling, associating, imagining imagery through teaching the short story.

Table 2.4: The statistical table of the survey the teachers'ability associatingin teaching the short story for the grade 12th students

Question	Results							
	Option A		Option B		Option C		Option D	
	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	40	40	20	20	20	20	20	20
2	18	18	11	11	30	30	40	40
3	11	11	28	28	10	10	50	50
4	17	17	18	18	52	52	12	12
5	22	22	18	18	40	40	20	20
6	45	45	25	25	15	15	14	14
7	17	17	13	13	60	60	10	10
8	19	19	20	20	50	50	10	10
9	10	10	16	16	13	23	49	49
10	22	22	48	48	15	15	15	15
11	12	12	17	17	47	47	22	22
12	13	13	37	37	20	20	30	30
13	10	10	15	15	45	45	30	30

2.2.2.3. Knowledge surveys are related to the imaginary ability of teachers to teach short stories.

Table 2.5: Survey Results of Knowledge Survey Related to Teacher Imagery in Teaching Short Story for the grade 12th students

Câu	Results							
	Option A		Option B		Option C		Option D	
	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	40	40	20	20	21	21	19	19
2	15	15	15	15	35	35	45	45
3	22	22	17	17	10	10	50	50
4	21	21	15	15	48	48	15	15
5	10	10	20	20	60	60	10	10
6	50	50	10	10	29	29	10	10
7	21	21	9	9	55	55	15	15
8	17	17	12	12	60	60	10	10
9	21	21	28	28	15	15	35	35
10	13	13	57	57	10	10	10	10
11	17	17	22	22	50	50	10	10
12	10	10	30	30	33	33	27	27
13	14	14	26	26	50	50	10	10

The survey and assessment the methods of practice the ability in recalling, associating, imagining imagery in teaching the short story.

After doing the survey, observe the classes, experimental teaching and the analyze the teachers' of teaching the short story to assess the methodological ability in practice the students' ability in recalling, associating, imagining imagery, we noticed some following issues:

- The way to determine the target of the lesson
- Making questions
- Using the approaching operation to extend and generalize content of the lesson
- Using of teaching aids:
- Applying the teaching methods, teaching measures and teaching techniques:
- Evaluating

Discussing with the teachers on the role of the ability in recalling, associating, imagining imagery in teaching the short story.

In order to develop the students' ability in recalling, associating and imagining imegary, the teachers need to aware about of the perfectibility of teaching methodology deeply and completely. It can be said that in teaching literature especially in teaching the short story, the interlacement, association and integration in the receptive organization is considered as a perfect solution that help them to promote the learners' psychological ability.

Assessing the fact of teaching and learning the short story.

Based on analyzing the survey results, we boldly give some assessment the teaching and learning the short story in grade 12th program.

The fact of teaching

The fact of learning

SUB-CONCLUSION OF CHAPTER II

It can be said that researching and applying the teaching methods directing to promote the learners'creativity has gradually determined the basic theoretical issues, especially created the measure of recepting literature, created the revolution of scientifical viewpoint about subjectives and objectives in the lesson, changed the students' awareness.

The survey results show that recalling, imagining and associating imagery in literary works especially in the short story reflects a particular modality of receptive thinking. Hence, the

process of recalling, associating and imagining is not natural, unconnected and impromptu, there is an intimate relationship in a separate operation structure basing on the basis of the principles of psychological expression, aesthetic orientation and artistic thinking between these activities.

We realized that it is necessary to renovate the process of organizing activities of receiving creativity of learners after looking back on the content of teaching the short story in high school and comparing with the reality of teaching the short story for the grade 12th students. The fact of teaching shows that the teachers have not really measured and grasped the particular laws of the aesthetic psychology which greatly influence to the process of organizing and receiving orientation during the lesson; besides, the fact that students recall image incorrectly, associate and imagine in a diffused and superficial way is popular, which leads to a status of psychology that is unconfident and their ability is paralyzed.

Therefore, in order to improve the quality of teaching and learning the short story, it is necessary to renovate the methods, especially to organize the lessons in which there are recepting activities and the students perform creative activities with their teacher.Receiving students' short stories is essentially a process of communication. In it, the communication between the author and the reader is the relationship between the speaker and the speaker.

CHAPTER III
TO DEVELOP THEIR ABILITY IN RECALLING, IMAGINING AND ASSOCIATING IMAGERY

3.1. Some oriental requirements in teaching short stories for grade 12 students to develop their ability in recalling, fancying and looking back on images.

3.1.1. It is necessary to understand the characteristics of the ability to reproduce, associate and imagine to orient the receiving of short stories for students.

It can be said that short stories use language as a material, due to the intangible nature of the language, the image cannot directly affect the reader's senses, but only through the mechanism of psychological activity. . Therefore, in order to teach effective short stories, teachers need to be fully aware of the nature and process of recreating idols, associations and fantasies and at the same time orienting students to receive them as a requirement need.

3.1.2. It is necessary to understand the role of the relationship between the ability to reproduce idols, to associate and imagine with genre characteristics to organize effective reception of short stories.

It can be said that short stories are not an empty genre, but formed in the historical process, its inner meaning is always supplemented by gradually specifying the object and the way of operation of ways specialized reception. Therefore, in order to be able to develop the ability to recreate the image, association and imagination of students in teaching short stories, teachers need to be deeply aware of the relationship between them and the characteristic of genre poetry effective reception.

3.1.3. It is necessary to diversify the "channels" and forms of organization to stimulate and stimulate the ability of students to reproduce their images, associations and fantasies.

Can be said that one of the current teaching stories in high school is still monotonous, boring in building measures and ways to organize activities for students. Therefore, for students to mobilize the positive and promote the ability to reproduce, associate and imagine students in the lesson of short stories, teachers need to coordinate various forms of stimulation, elicitation, ... lead them to experience, incarnation and creativity.

3.2. Some measures in teaching short story for grade 12 students to develop their ability in recalling, imagining and associating imagery

3.2.1.*Organize activity'interpret creatively the meaning of the story situation" by mobilizing* imaginary ability of students.

In teaching short story following the direction of analyzing story situations, in order to achieve the goal of promoting the ability of recalling, fancying and looking back on images, teachers take these following steps:

➢ *Step 1: Identify story situations by posing questions that represent imagery, association, and imagination to name the situation.*

➢ Step 2:Situational analysis by questioning the representation of imagery, association, and imagination revolves around fundamental dimensions.

➢ *Step 3: Draw the meaning of the situation, the message of art, the ideological message that the situation contains.*

➢ *Analyze the short story "Chiec thuyen ngoai xa" (the far offshore boat -written by Nguyen Minh Chau)from the situations.*

3.2.2. Organize activity'select and interpret the aesthetic details" through the recall, fancy and imagination of students.

In the short story, there are no superfluous details, but "compressed" details, typical details, "light"details,...these details contain and pregnant with great thoughts and emotions of the writer. The theorists consider details as "the eyes" that readers can use to look at and understand the characters. If the characters are separated from the details, they become general, abstract and lifeless. Byderiving from one or several details we can consider them as the basis, the clues to stimulate the recall and imagination ability in order to connect and match different relationships in the work; The explanation process about details interweament (literary aesthetic "light") is the linkage of the meaning system that complete all aspects of the literary art picture whether the learner derives from different points of view or differentapproaches to the work.

- Thus, in order to do well the requirements of teacher, students need to mobilize the highest ability of guessing, inferring, reproducing accurately and associating to link the elements in the new work. That can make a reality picture about the grim fate and escaping process of Northwest girls from the slave lives under the domination of the landlords here.

- Other details can be solved similarly. However, we note that teachers need to orientstudents actively in mobilizing the interweamentof others details in order not to broke the relationships, network system among the content elements and the art form of the work, especially, not deviate from the right direction.

3.2.3.Organize analyzing charactersactivities bymobilizing students'ability in recalling, imagining and associating imagery

As the subjects of analytical activities, students put themselves in a relationshipwith characters of the work, choosing for themselves a suitable position toenquirethe characters: the author's position; the witness position; the reader position, thedialogist who communicates with readers about his/her experienceabout characters. Under the teacher's orientation, students need to do the following tasks: Arrange the details; supplement the unseen elements, the space that the writers did not mention about the characters; recall;fancy and look back on the whole picture of the characters.

3.2.4. Organize analyzing narrative voice activities bymobilizing students'ability in recalling, imagining and associating imagery

In order to teach and learn short story effectively and to mobilize students'ability in recalling, imagining and associating imagery, teachers need to care much aboutroles of narrative voice. When the basic factors of the work are created in the narrative voice-environment, they are revealed clearly and lively.

3.2.5. Organize roll-playing activities by using students'ability in recalling, imagining and looking back on images.

- General awareness about using role play to tell the short storycreatively
- Procedure

3.2.6. Explain meanings of the short story by applying logically the system of questions about recalling, fancying and imagining.

Researchers have shown that the psychological process is very complex. As a result, every type of stimulation on learners's thoughts by applying the system of questions in recalling, fancying and imagining images are very multiform. If the educators know how to use these kinds of questions well,they can teach their students effectively. To sum up, in teaching literature in general and teaching short story in particular, if the teachersdo not make suitable andgood questions, theycannot obtain excellent answers from the learners. The system of questions about recalling, fancying and imagining may partly helps teachers to gain their targets.

3.2.7.Applying the brainstorm technique to mobilize students'ability in recalling, imagining and looking back on images.

- *The concept of brainstorming technique*

Brainstoming, also known as cerebral or cerebral infarction or brain stimulation; This is a technique to mobilize new and unique ideas on a subject of the participants in the discussion around a problem, from which to draw the most likely solutions.

- *Rules of brainstorming*

Teachers do not evaluate and criticize in the process of collecting ideas from students; relate to the ideas presented; encourage the number of ideas; facilitate and allow imagination, association, imagination fly, rich and creative.

- *Steps*

The teacher enters the topic and identifies a problem; Members express their opinions, while collecting comments is not appreciated or commented on purpose for the purpose of mobilizing multiple opinions; end the giving of opinion; Evaluation by preliminary selection of thoughts, opinions selected and conclusions.

- *The role of using brainstorming technique in teaching short story*

In teaching short stories, the technique of "brain training" is considered one of the effective methods that can promote the school of thought and imagination of learners to perceive problems in both words and pictures in the work. Express your ideas in the direction of creativity. From the basic elements of short stories such as symbols, details, events, events, structures, titles, stories, narrative, voice, point of view, etc. It is possible to apply the power of repetition, imagination, judgment, reasoning ... to offer unique and unique reception ideas.

Organize analyzingnarrators activities bymobilizing students'ability in recalling, imagining and associating imagery.

SUB-CONCLUSION OF CHAPTER III

From the basic requirements of high school students' characteristics and psychologyfeatures in the reception of literary art, from the signs of poetical features in short story, from the goal of active teaching is to promote students' capacity, the writer directed to develop students' ability in recalling, fancying and looking back on imageryby using some organizational forms such as: receiving literary documents with the participation, roll-playing to receiving, explaining and understandingbasic elements in the story,using non-text elements to creat situations which promote students'creativity,... Thus,it helps learns to improve theirimagination and multi-dimensional inspiration.

The writer states that teaching short storyin the orientation to developvisuospatial abilities of studentsis in the right direction and in accordance with the typical characteristics of Literature in high schools. It creates interdisciplinary subject and interdisciplinary ology activities, mobilize all measures to bring teachers and students back to their correct positions in the teaching and learning process.

It can be said that all measures that we usedare useful to developthe receptionability of learners; especially, creative role-play activity and interdisciplinary activity andactive teaching techniques. They create an ideal psychological environment for students to developtheir multi-dimensional thinking and their imagination, widen their knowledge and draw correct conclusions about the work.

CHAPTER IV
EXPERIMENTAL PEDAGOGY

4.1. Aims of the experimental pedogogy

4.1.1. Experimentation is a form of testinggiven assumptions and scientific ideas. The aim ofthe thesis experiment is to find control groups, confirm the feasibility of the developing students' inherent capacity to imagin direction in teaching short story. Hence, it plays its part in the innovation of teaching and learning short story and development ofstudents'inherent capacity.

4.1.2. Another aim of the thesis experiment is to design and implement some teaching short story in high school plansin the orientation of active teaching. The last aim of the thesis experiment is to concretize new viewpoints in the evaluation with multiple choice questions and constructed-respone test as two main tools. It is possible to appreciate the teaching quality, to assess the students' ability, thereby, to collect control informationand adjust the teaching process.

4.2. Rules of experiment

4.2.1. Experiment reflects the basic content of scientific assumptions, follows close the research objective. Content and form of the experiment must be accurate and scientific. Besides, the experimental ares must be comprehensive and typical for the regions as well as types of education and training.

4.2.2. If the experimental standards with objective and accurate evaluating criteriasare set up,the experimental padogogy becomes meaningful and reliable.

4.2.3. The process of experimental pedagogy must be accurate and objective. It also need to be matched with knowledge from textbooks and the teaching syllabus. Last but not least, the process of experimental pedagogy must not make any changes in the timetable and teaching process of the selected classes.

4.3. Experimental objective and scope

In order to evaluate the results objectively and accurately from a large number of students, we did the experiment in 5 provinces of the Northern and the Central. It was devided into three periods: at the beginning of the second semester in course 2014 - 2015, 2015 - 2016 and 2016 – 2017.

4.4. Lessons and teachers

4.4.1. Experimental lessons

Vietnamese short stories in the literature program for grade 12 students include: " Vo chong A Phu" (To Hoai), "Vo nhat" (Kim Lan), "Rung xa nu" (Nguyen Trung Thanh), " Nhung dua con trong gia dinh" (Nguyen Thi), " Chiec thuyen ngoai xa" (Nguyen Minh Chau). According to the syllabus of the Ministry of education and training, these short stories were taught at the beginningof the second semester. We wanted to have more time to experiment in

different high schools so we taught two works “ Vơ chong A Phu” (To Hoai) and “Vo nhat” (Kim Lan) with the suitable rearrangementthe syllabusto make the best experimental process.

4.4.2. Teachers who teach experimental lessons

- Conditions: Teachers who are literature teachers at experimental high schools. In addition, they have a passion for their works.

4.5. Experimental process:

The experimental process was conducted by these following steps:

Step 1: Build the experiment

Step 2: Organize experimental teaching

Step 3: Collect data and evaluate the result

4.6. Criteria to evaluate the experimental result

4.6.1. Awareness assessment

The cognitive results are evaluated on two major criteria: qualitative assessment and quantitative evaluation.

a) Quantitatively: The ability of students to reproduce, associate and imagine through short stories, first measured through test activities and concretized, detailed suggestions with parameters quantitative.

b) Qualitative aspects: Teaching short stories both as science and art, so quantification is only a relative value. In particular, teaching hours of short stories must be placed in the movement and development within learners, in the literary competencies that are formed, in the emotional and soul life, in the attitude with aesthetic vibrations. , experiences are formed after the experiences of the students themselves. Therefore, we recommend that during the assessment process, additional qualitative criteria should be added to ensure the specificity of teaching short stories.

4.6.2. Evaluation of organizational performance results

The criteria are used to evaluate the results of students' organizational activities, the degree of application (from simple to complex, from low to high), the reproduction, association and imagination of students. . Quality is quantified by the test score in the experimental phases. This is one of the important evaluation channels of the experimental results in the end.

4.7. Method of analyzing the experimental result

The experimental result was handled by the writer according to "Statistical method in education " [24, p. 21 - 29].

Table 4.1. Frequency distribution of students

k	α =0,05	α = 0,01
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,05
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
20	2,09	2,85
25	2,06	2,26
30	2,04	2,23
40	2,02	2,20
60	2,00	2,18
120	1,98	2,16
>120	1,96	2,14

4.8. Experimental lesson plan

Vietnamese short stories in the literature program for grade 12 students are taught at the beginning of the second semester. Through statistical analysis 60 lesson plans (including short stories in the program of grade 11) of 8 high school teachers in 5 provinces, we found that they followed close the syllabus of the Ministry of education and training .However, each high schools adjusted their teaching topic-based plans, teaching time could last until February. Basically, these short stories were taught from 15thDecember to the end of January.

4.9. Experimental result

Basic information about treated class and control class

Table 4.2. Basic information about treated class and control class

High school	Class		Teacher	
	Control class-the number of students	Treated class-the number of students	Control class	Treated class
Mun Chung (Dien Bien)	12C1- 26	12C2-32	Vu Thanh Mai	Nguyen Thi Dung
	12C4 - 28	12C3-30	Vu Ngoc Hung	Lo Thuy Lan
Tuan Giao (Dien Bien)	12B - 42	12D - 41	Luong Hong Thanh	Le Thuy Duong
	12C - 43	12E - 43	Nguyen Thi Thuy	Pham Thi Thu Hue
Tan Yen 2 (Bac Giang)	12A1-43	12D-42	Nguyen Van Khoa	Nguyen Thi Hanh
	12E-44	12I-43	Vu Ngoc Hung	Vu Minh Giang
Quang Trung (Hai Duong)	12A1-43	12D-42	Pham Thi Chit	Tran Thi Chi
	12E-44	12I-43	Vu Ngoc Hung	Cao Thanh Tuyen
Lê Qúy Đôn (Hai Duong)	12C-45	12A2-44	Vu Thi Hung	Pham Bich Phuong
	12B- 43	12E-46	Vu Ngoc Hung	Dang Nguyet Binh
Tien Lu (Hung Yen)	12A3-45	12D- 48	Tran Thi Van Anh	Bui Thi Thu Ha
	12B2 - 46	12H-47	Vu Ngoc Hung	Vu Thi Uyen
Xuan Lai (Thanh Hoa)	12A-42	12C-43	Vu Manh Tien	Nguyen Dinh Na
	12D - 44	12B - 40	Vu Ngoc Hung	Do Thi Thuan
Ba Thuoc (Thanh Hoa)	12A-35	12C-39	Le Van Dong	Ha Thi Lien
	12B - 36	12D - 37	Vu Ngoc Hung	Hoang Van Viet

It is a fact that evaluation is an important part and it should be conducted accurately and objectively. In the experiment, we found that regional differentiation has impacts on students' awareness, so the evalution must be flexible. Especially, the teachers should evaluate the third question on each test flexibly because the purpose of these questions are to assess learners'ability in recalling, fancying and looking back on images.

From the collected data, we made the following statistical table:

Table 4.3. Table of statistical test results

Group	**The number of students who took the test**	**The number of students who got ….. marks**										
		0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Treatment	**621**	0	0	7	20	24	84	193	130	108	71	4
Control	**660**	0	12	26	55	75	153	134	115	72	18	0

From the data in the statistical table, the writer analyzes and createthe experimental distribution table in which the frequency ofx_i is replaced by its relative frequency, as follows:

Table 4.4. The experimental distribution table of students' test result

Group	The percentage of students who took the test	The percentage of students who got ….. marks										
		0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Treatment	**100**	0	0	1,1	3,1	3,4	13,2	30,0	20,9	17,3	10,4	0,6
Control	**100**	0	1,8	3,9	8,3	11,6	23,1	20,3	17,4	10,9	2,7	0,0

According to the number of students who passed the test and the given evaluating criterias,we calculated the percentage and created a table of students' statistical performance. As follows:

Table 4.5. Table of students' performance in treated class and control class

Class	*Poor- Weak*	*Fair*	*Good*	*Very good – Excellent*
Treatment	7.6%	13.2%	50.9%	28.3%
Control	25.6%	23.1%	37.7%	13.6%

As can be seen from the statistical table,in comparison with control class, the percentage of poor and week students in treated class is reducing as the percentage of good students is increasing. It can be said that these classified data showthe good impacts of the teaching methods andevaluating forms..

In order to have a general picture of the data distribution, we make a graph to represent therelative frequency distribution in which the horizontal axis represents students's score and thevertical axis represents the corresponding percentages. In the chart, the dark green line shows the treatment groups and the light red line represents the control groups.

The ability of appreciating works is the capacity to recognize and develop its value generally in the relationship between the works and the writer, the other writer's works or the works' social life. In order to recognize objectively and effectively the role of the author's composing history as well as the literary composing process. The students need to get knowledge surrounding works and put the works in the relationship of comparing , contrasting with other works in different eras. It can be said that all measures that we used are useful to develop the reception ability of learners; especially, creative role-play activity and interdisciplinary activity and active teaching techniques. They create an ideal psychological environment for students to develop their multi-dimensional thinking and their imagination, widen their knowledge and draw correct conclusions about the work.

Image 4.1. The relative frequency distribution line

As can be seen from the relative frequency distribution lines, in comparison with control class, the percentage of students who got bad marks (1, 2, 3, 4) in treated class is lower and the percentage of students who got good marks (6, 7, 8, 9, 10)in this class is higher. In control group, the marks which most of students got are 5 and 6. We add all the relative frequency of marks up to x_i marks in each class of grade 12 and in each exprimental period at each high school in order to creat the relative frequency distribution table. The steps of the data analysis process are based on [24, p. 24] in the probability and statistic major of the faculty of education and mathematics. We analyzed the data to supervise the percentage of students who got under or above " x " marks.

From the tables 4.3 and 4.4 , we have the following table:

Table 4.6. The percentage of students who got under x marks

Group	**The percentage of students who took the test**	**The percentage of students who got under x marks**										
		0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Treatment	**100**	0	0	1,1	5,1	13,4	32,3	46,2	60,5	90,3	97,4	100
Control	**100**	0	1,8	3,9	16,3	24,6	50,1	67,3	84,4	95,9	100	0,0

From the above parameters, we draw cumulative lines to supervise, compare and contrast students' result in treated groups and control groups as follows:

Image 4.2. Cumulative lines

It can be said that, the above information is one of the scientific evidence so that we can evaluate the experimental results. However, to analyze the data accurately, we need to turn them into typical parameters then calculate them based on formula of mean, variance and standard deviation.

Table 4.7 Comparision of typical teasting parameters

Group	Mean $\bar{X}$	Variance S^2	Standard Deviation S
Treatment	6,47	2,72	1,64
Control	5,53	3,13	1,77

To sum up, from the qualitative and quantitative parameters mentioned above, we have more reasons to belive in potentials of the experimental designs and the feasibility of the teaching methods which are given by the writer.

4.10. Some pedagogical conclusions are drawn from the experiment

From the experimental teaching process at 8 high schools in 5 provinces in the school year 2014- 2015, 2015– 2016 and 2016 – 2017, we discussed and deliberated with experimental teachers then draw some following conclusions:

- The pedagogical measuresto teach short story for grade 12 students in the direction of developing students'reception ability (recalling, fancying and associating imagery) that were given by the writer are absolutelyappropriate and feasible for students in many different areas.

- In experimental lessons, teachers basically rejected and escaped from the influence of traditional methods which teacher delivers a long talk and the students take notes. Requiremental lessons were required teachers to improve their professional background, professional qualifications and pedagogicalability.

SUB-CONCLUSITION OF CHAPTER IV

On the one hand, the writer made effort to supplement and complete the theoretic content of teaching short story for senior in the direction of developing students' reception ability. On the other hand, he tried to turn the teaching ideas and objectives into reality. Among eight short stories in the textbook, we chose two works "Vo chong A Phu" (To Hoai) and "Vo nhat" (KimLan) to carry out experiment. The good comments and appreciations of teachers in different areas about the experiment not only increase the correctness and feasibility of scientific hypothesis but also confirm the contributions of the thesis to the transformation of theoretic thoughts into teaching reality. At first, we believe that studying the development of the recall, fancy and association ability of grade 12 students is a right direction. It can be widely apply in the high schools. The writer states that teaching short story in the orientation to develop visuospatial abilities of students is in the right direction and in accordance with the typical characteristics of Literature in high schools. It creates interdisciplinary subject and interdisciplinary ology activities, mobilize all measures to bring teachers and students back to their correct positions in the teaching and learning process.

CONCLUSION

Teaching short stories in high schools are moving toward the gold of developing fully students' potentials. Researching and applying theories of psychology, art psychology, reception theory, etc on teaching a short story is a new and promising approach that can open the door to the improvement of students' reading skill and make them capable of occupying the value of the work as well as the cultural creation of mankind. From our subjective point of view, we found that the thesis has some following basic results:

1. The thesis's author has conducted surveys and synthesized research achievements based on the theory related to the problem ofre-imagery, association, and imagination in teaching. Especially, the use and realization of this theory in the process of teaching literature in general and short stories in particular in high schools are also carefully considered. The results showed that the theoretical contents related to the problem ofre-imagery, association and imagination have had a great development both domestically and abroad. Although the research work is still theoretical and just stops at the problem, the work contains many important scientific premises for the author to complete the thesis.

2. From the study and synthesis of the basic thesis of the creative psychology of art, the psychology of learner acceptance,...the thesis has recorded the important role of re-imagery, association, and imagination capacity in receiving stories. At the same time, the thesis establishes the principle to ensure scientific feature in the application and promotion of its role in teaching this type of literary genre.No matter how much we want to re-image, associate and imaginatively create, it must be derived from the form and content of the work itself, from the genre-specific characteristics and modes of the image. Especially, when organizing the reception of short stories, teachers need to maintain and preserve the organic relationship of the phenomenon of re-imagery, association, and imagination in the process of psychological operation of learners.

3. On the basis of theoretical and practical research about the topic, the thesis correctly identifies the location of the phenomenon of re-imagining, associating and imagining. At the same time, it recognizes its superiority in the process of developing the capacity to receive in students when they are on the way to occupy the value of short story works. From that, the author of the thesis has proposed some pedagogical measures to promote the initiative, the ability to create and release the maximum creative potential of learners. The point is, in order to develop comprehensively the receptive capacity of learners, we should not use the unique and only one method or measure, but we must apply synchronously, flexible and put it in the overall system of teaching methods.

4. The author of the thesis has confirmed that short stories in the 12-grade literature textbooks are the main and basic content of the whole high school literature course. Thus, research on short stories in general and those in grade 12's curriculum in particular, in term of seasoning, has gained great success. However, previous studies mainly focused on the general trend of teaching literacy. It means that there are still no methods and measures to teach short stories which are really optimal to promote the capacity to receive, especially the ability to reproduce images, association and imagination for the subject of learners. Therefore, the teaching of short storiesfor the majority of students in high school is not as effective as expected.

5. From pedagogical experience, the thesis has pointed out the shortcomings in theprocess of short story teaching. Teachers still do not appreciate as well as measure the capacity of students properly. In addition, they have no way to impact and stimulate the re-imagery, association, and imagination capacity- the factor that acts as the nodal head of reasoning, judgment, and aesthetic vibration in the emotional response. As a result, during class hours, teachers are often out of control, disoriented when faced with complicated, rich and subtle developments in learners' psychology. At the same time, the more dangerous thing is that the psychological activities of students are broken or scattered because they do not have enough experience to be able to nourish and connect the full knowledge about the work in a systematic way.

6. From teaching practice, the author of the thesis has pointed out the nature of capacity development in the reception of short stories. Teachers need to create opportunities for students to maximize the initiative, excitement to create their own fantasy world. There, the unique role and authority of teachersare becoming blurred and transformed into the tireless activity of students. In the process of applying organizational measures to develop students' capacity,pedagogists need to apply and innovate creatively to reach the goal of unlocking the hidden abilities of learners as indicated in the proposal of reforming radically and comprehensively which is being implemented by the education sector.