

## INTEGRATION IN TEACHING READING COMPREHENSION OF MEDIEVAL VIETNAMESE LITERARY WORKS

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### ABSTRACT

Our study presents the importance of integrating teaching methods in teaching reading comprehension of Vietnamese medieval literary works. The report uses document analysis methods and expert methods to collect data. The research results show that integrating modern teaching methods has brought about changes in students' learning, improved their ability to analyze and evaluate works, and created interest in learning.

**Keywords:** Integrated Methods, Reading Comprehension, Medieval Literature, Vietnam

### 1. INTRODUCTION

In the context of current educational innovation, teaching reading comprehension of literary works in general, and Vietnamese medieval literature in particular, requires changes in the teaching and learning process. Teachers, as guides, need to have appropriate strategies to transform the process of imparting traditional knowledge into a process of developing capacity, in order to develop thinking, self-awareness of art, and contribute to shaping students' personalities. Integration in teaching is an effective method to help teachers connect learning content, thereby improving students' ability to absorb and understand. Applying integration in teaching reading comprehension also helps students develop critical thinking skills, the ability to analyze and evaluate literary works, thereby better understanding the cultural and historical values of the nation.

Vietnamese medieval literature with its outstanding artistic achievements is a mirror reflecting social life, expressing the thoughts and aspirations of people in different historical periods, bringing profound and rich cultural values, which will be important materials in the process of connecting students' knowledge. Through integrated teaching strategies and diverse teaching methods, teachers can arouse students' interest in learning, create a positive interactive environment and help students develop comprehensively. Therefore, research and application of integration in teaching reading comprehension of Vietnamese medieval literature is an urgent requirement, not only to improve the quality of education but also to contribute to preserving and promoting the national cultural identity.

### 2. RESEARCH METHODS

To conduct this study, we used **research, synthesis, and document analysis methods** to study documents related to teaching medieval literature, especially integrated methods. Besides, we used **expert method** to consult with researchers and experts in the field of educational science to have a comprehensive, accurate, objective, and scientific perspective on the research issues.

### 3. RESULTS AND DISCUSSION

#### 3.1. Some principles of teaching integrated Vietnamese medieval literary works

##### 3.2.1. *Teaching according to the new curriculum perspective*

Literary works are creative products of writers. This result, in addition to the artist's talent, also integrates knowledge from many cultural fields. Receiving literary works requires the reader to have knowledge from social sciences such as psychology, history, geography, etc.; from arts close to literature such as painting, sculpture, architecture, cinema, theater, etc. Because literary works, especially great literary works, are always a synthesis of comprehensive cultural knowledge, so readers are required to have a wide enough cultural knowledge to understand, feel and evaluate.

In addition to the core content, which is specific to the subject, teaching reading comprehension focuses on the connection between knowledge and practical application, developing the necessary capacities and qualities in learners, and focusing on comprehensive education. Accordingly, teaching and learning focuses on issues that modern life is posing for young people, such as educating humanistic feelings, the responsibility of young people in the cause of industrialization and modernization of the country; educating about national traditions, friendship and family love; career development; studying and following the moral example of President Ho Chi Minh; educating about environmental protection, preventing social evils, health education, sex education, etc.

Therefore, integrating social science and humanities knowledge in teaching Philology in general and teaching reading comprehension of Vietnamese medieval literature in schools in particular is feasible and suitable for the current trend of teaching Philology.

##### 3.2.2. *Teaching associated with genre characteristics*

Vietnamese medieval literature existed and developed from the 10th to the 19th century. Medieval literature has an important position and role in the formation and development of Vietnamese literature. Medieval literature has the role of paving the way for Vietnamese written literature, contributing to the development as well as crystallizing the precious traditions of national literature. That tradition is formed from patriotism and humanism, these two areas are like red threads that leave a strong mark on the literature of the later period.

It can be said that the ideological content of medieval literature has a pervasive nature on national literature and is reflected in many aspects, such as patriotism, love for people, reflecting the unjust social reality that tramples on the right to life, the right to the happiness of people, ... and later in modern literature, all of these aspects are expressed very deeply. With 10 centuries of development, many medieval works have become exemplary, reaching high levels in terms of content and art. Especially, the standard of language is a prominent feature.

In the Vietnamese Literature program, medieval literature has become an important content and is covered in almost all grades from grade 6 to grade 11 with typical authors and works of medieval literature in all genres.

#### 3.2. Teaching process of integrating Vietnamese medieval literature

##### 3.2.1. *Before learning*

In school, students study literature according to educational purposes and requirements and study under the guidance of teachers. Lesson preparation is one of the important steps to help teachers and students achieve high efficiency in orienting and acquiring knowledge. Moreover, the

preparation stage is both a requirement and a measure to promote students' positivity and initiative. When faced with a work of art that is like a new and mysterious world, students do not know where to start learning and how to learn, so the teacher's guidance is very meaningful. Preparing before learning is a rehearsal step for students to have a deeper understanding in class. Before students' lesson preparation activities become voluntary, teachers both supervise and encourage students' preparation work at home, thereby forming students' initiative and self-awareness in studying before coming to class. In addition to reading the text and preparing to receive it, students have time to find materials, integrate and explore interdisciplinary knowledge units related to the work, creating a foundation for deep understanding and thorough understanding of the work.

Basically, when teachers have an integrated view with a firm grasp of the integrated program framework and the convergent knowledge of each group of lessons and each Literature lesson, the stage of guiding students to self-study is also favorable. In each specific lesson, teachers guide students to integrate appropriately and effectively. From there, students' interest and passion for discovery will be awakened.

To have a comprehensive knowledge base, teachers need to guide students to apply knowledge from many other subjects such as social sciences (History, Geography, Civic Education...), knowledge from natural sciences, and at the same time integrate information technology and communication means such as the internet, television, newspapers, etc.

Example: Instructions for students to prepare the lesson *Phu song Bach Dang* (Truong Han Sieu)

Teachers divide students into groups and assign tasks to study the text:

- Group 1: Draw a mind map to introduce the author Truong Han Sieu.
- Group 2: Choose a form to present some main features of the work *Phu song Bach Dang* (context of composition, genre, main content, layout). From the context of composition, what do you understand about the history of the country at that time?
- Group 3: Learn about the beauty of the soul and emotions of the "guest" character before nature and the Bach Dang river. (Powerpoint presentation, illustration, drama...)
- Group 4: Learn about the image of the elders (through battles, achievements, reasons for victory). From there, students draw conclusions. (Powerpoint presentation, illustration, drama...)

### 3.2.2. During learning

Agreeing with the viewpoint of "taking students as the center of the lesson", promoting students' positivity and initiative in the teaching and learning process with the goal of developing students' self-study ability and creativity, the selection and use of teaching methods will be the first priority of the teaching and learning process. Therefore, the selection and use of teaching methods must ensure the following requirements:

- As a guide, teachers help students integrate acquired knowledge and skills, establish connections between knowledge and skills in different fields by organizing and designing appropriate integrated content and situations. From there, students are guided to apply and flexibly coordinate specific knowledge and skills of the subjects to solve the problems posed.
- As the center of the learning process, students are guided by teachers to directly participate in solving the problems and integrated situations posed. From there, the teaching process of the teacher becomes a process of students acquiring knowledge and forming skills and necessary abilities of the students.

- To promote the positivity, initiative and creativity of students, teachers guide students to read and work independently, proactively and creatively. Methods are integrated to enhance the ability to exploit knowledge between students and textbooks and interdisciplinary sciences as well as connect knowledge learned from books with practice and the ability to apply in practice.

Method of reading and understanding medieval literary works: For the reception of medieval literary works, the method of reading and understanding literary texts is very important. Reading and understanding activities will be effective and meet teaching requirements. This method should be implemented in the following order. Firstly, teachers create a reading mindset with questions and answers or integrate the enjoyment of a piece of music or a short play so that students can be impressed by the context related to the text, or nurture the emotions that will be evoked from the text. Secondly, students skim the text, receive the main information, identify the text structure, general content, and form a specific impression of the text. Thirdly, students read to explore the content and form aspects of the text. Exploring the text is done as follows: (1) Based on the context to determine the meaning (language, images) of the text; (2) From the details and images in the text, illuminate the ideas and decode the meaning of the text. Decoding to be effective needs to be integrated with extra-textual knowledge such as knowledge of history and culture to understand the era and life that the author experienced and conveyed in the work. Fourthly, from discovering and comprehending the content of the text and the artistic values of the text, it will open up associations and stimulate the learners' thoughts. Students will sympathize, understand, continue to co-create and apply knowledge into real life, awaken and develop love and admiration for previous generations, and have appropriate actions and expressions in practice.

*Method of building a system of questions and exercises:* With the goal of training students' skills, teachers choose a number of issues, from which they build a system of questions and exercises suitable for the students. The system of questions and exercises will help students learn in an oriented way, improving their skills. Teachers guide students to implement this method before class, during class and after class.

Method of group activity: In class, students will be divided into small groups (4-6 students). During the prescribed time, each group will perform learning tasks according to the assignment and on the basis of cooperation. The learning products of each group are reported and evaluated in front of the class in the spirit of democracy, openness, and cooperation for progress. This method is effective for lessons with a large amount of knowledge as well as small independent content or issues that need to be debated. Using the group activity method will arouse students' interest in learning the subject. If well organized, it will promote individual capacity, especially communication and cooperation capacity; positivity, initiative and sense of responsibility for specific task requirements.

Method of game: With this method, teachers organize for students to learn the learning content through action experiments. Games include many forms, for example crossword puzzles, content assembly, competitions between teams, etc. Games can be adjusted according to the lesson content and used during lesson introductions, practice sessions, etc. Games can be used by individuals, in small groups or with the whole class to create interest as well as create orientation for students' activities and self-experience.

### 3.2.3. After learning

Integrated requirements also allow each test to achieve many goals set in the assessment and survey of students' post-study results. Through the tests, students will reveal their own knowledge and abilities in a specific way, helping the assessment to be comprehensive and accurate. In addition, the assessment through the tests must also demonstrate the spirit of innovative teaching methods, promoting the proactiveness of students when participating in the process of acquiring knowledge, in accordance with the teaching organization that requires integration. To aim at the goal of assessing learners' abilities, each test needs to put students in specific situations, arouse their interest in learning and express their own thoughts and feelings, then the assessment will be meaningful and applicable.

#### *Example of test questions:*

Question 1: From the glorious feats in the work *Phu song Bach Dang* (Truong Han Sieu), discuss the responsibilities of citizens in today's society.

Question 2: From the fate of Tieu Thanh in the work *Doc Tieu Thanh ki* (Nguyen Du), discuss the fate of women in feudal society.

Thus, building a test system to assess students' Philology ability according to the integrated requirements is a requirement of the new Philology program and textbooks.

## 4. CONCLUSION

In the context of the current explosion of science and technology, learners need to be equipped with a lot of specialized and interdisciplinary knowledge to meet the increasingly high demands of society. Therefore, integration in general teaching and learning and reading comprehension of Vietnamese medieval literature contributes to improving teaching effectiveness, innovating literature teaching methods, developing capacity, educating students' personality, meeting the requirements of practice.

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