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Some Measures for Developing Literary Competence in Students at Tuyen Quang School for Excellence

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Abstract

This study focuses on identifying and proposing several measures to develop literary competence for students at Tuyen Quang School for Excellence. Aiming to enhance the quality of literature teaching and ignite a passion for reading among students, we conducted surveys and analyzed current teaching methods. The research findings indicate that to develop literary competence, it is essential to apply diverse and flexible approaches, including the use of information technology in teaching, organizing extracurricular literary activities, and creating a supportive learning environment that encourages creativity and critical thinking. Additionally, facilitating student access to a wide range of literary works and encouraging participation in discussions

and creative writing activities have also been proven highly effective. These measures not only help students develop language skills and a profound understanding of literature but also contribute to character formation and comprehensive cognitive development. The study emphasizes that the success in developing literary competence among students relies on the close collaboration between schools, teachers, and parents. The findings and proposals from this study are expected to contribute to improving the quality of literature education in Tuyen Quang, thereby laying a solid foundation for the holistic development of students.

Keywords: Tuyen Quang School for Excellence, Literary, Teaching Methods

Introduction

In the current educational context, developing literary competence for students is not only a goal of the literature curriculum but also a fundamental aspect that helps shape character and fosters comprehensive cognitive skills. This is especially crucial for secondary schools in Tuyen Quang, a mountainous province in Northern Vietnam, where learning conditions face numerous challenges. Literature is not merely an academic subject; it serves as a bridge that enables students to explore the world, understand themselves and society, thereby cultivating profound human values.

In reality, literature teaching in secondary schools currently encounters various challenges. Traditional teaching methods, lacking creativity and not aligned with the psychological characteristics of modern students, have made the acquisition and development of literary competence difficult. Furthermore, the rapid advancement of information and communication technology has transformed the ways students approach and engage in learning, necessitating innovations and updates in teaching methods to keep pace with modern trends.

Therefore, this study aims to identify and propose effective measures to develop literary competence for students at secondary schools in Tuyen Quang. The research not only focuses on analyzing the current state of literature teaching but also conducts surveys of teachers' and students' opinions to gain a comprehensive and multi-dimensional perspective on the issue. The proposed measures include utilizing information technology in teaching, organizing extracurricular literary activities, and creating a supportive learning environment that encourages students' creativity and critical thinking.

One of the crucial measures is to facilitate students' access to a diverse range of literary works, not limited to the curriculum but extending to classic and contemporary works of Vietnamese and world literature. Encouraging students to participate in literary discussions, creative writing, and expressing personal viewpoints on literary works is also an effective way to develop language skills and critical thinking.

Moreover, the study suggests enhancing the collaboration between schools, teachers, and parents in creating a positive learning environment and supporting students in developing literary competence. The interest and support from parents, along with

the dedicated guidance of teachers, will motivate and provide favorable conditions for students to maximize their potential.

It is hoped that the proposals from this study will not only improve the quality of literature teaching and learning but also contribute to the comprehensive development of students, preparing them with a solid foundation for their future. Developing literary competence for students in secondary schools in Tuyên Quang is not only a task of the education sector but also a responsibility of the entire society in building a knowledgeable, well-rounded, and creative young generation.

Content

1. The Current State of Literature Teaching for Secondary School Students

In the current secondary education system, the teaching of literature faces numerous challenges and difficulties. Although literature is a core subject that plays a crucial role in developing students' thinking, emotions, and character, the actual state of literature teaching has yet to meet societal expectations and students' learning needs.

One of the main issues today is the overly theoretical and uncreative teaching methods. Teachers often focus on mechanical knowledge transmission, emphasizing the analysis of structure, content, and meaning of literary works while lacking practical and real-life connections for students. This approach makes students feel bored, uninterested, and find it difficult to absorb and apply literary knowledge in real life.

Furthermore, the rapid development of information technology and social media has changed students' learning and information access methods. Many students today tend to seek quick, convenient sources of information online rather than deeply reading and studying literary works. This poses a significant challenge for teachers to innovate teaching methods to engage students and maintain their interest in literature.

Another issue is the lack of rich and diverse learning materials. Many secondary schools, especially in rural and mountainous areas, lack reference books, learning materials, and modern teaching aids. This creates significant limitations in providing students with a comprehensive and profound understanding of literature. Students do not have sufficient conditions to access classic works of Vietnamese and world literature, nor do they get to participate in beneficial extracurricular activities such as literature clubs or writing competitions.

Moreover, the pressure from exams and grades also makes learning literature burdensome and uncomfortable. Students often study literature with the primary goal of achieving high scores in exams rather than genuinely enjoying and deeply understanding the subject. This creates a competitive and stressful learning environment, which does not encourage creativity and a passion for learning.

To improve the state of literature teaching, a comprehensive overhaul is needed in teaching methods, curricula, and the provision of learning materials. Teachers need to be trained and encouraged to adopt active, creative teaching methods, use information technology to enrich lessons, and create classroom interactions. Additionally, further investment in infrastructure, learning materials, and the organization of extracurricular activities is necessary to encourage student participation and a love for literature.

Collaboration between schools, families, and society also plays a crucial role in creating a positive and effective learning environment. Families need to show interest, motivate, and create conditions for their children to read books and participate in literary activities. Schools should organize seminars, exchange teaching experiences, and invite writers and poets to speak and share with students. Society needs supportive policies and investments in literature education to build a robust literary education system that meets the country's and the world's development needs.

Overall, improving the state of literature teaching for secondary school students is not only the responsibility of the education sector but also a shared duty of the entire society. Only with the concerted effort and commitment of all stakeholders can we create a high-quality literature learning environment, helping students develop comprehensively, appreciate and love literature, thereby contributing to building a civilized and developed society.

Amidst the complexities of the contemporary secondary education landscape, the teaching of literature grapples with multifaceted challenges that demand urgent attention and innovative solutions. While literature remains a foundational subject pivotal in shaping students' cognitive faculties, emotional intelligence, and moral character, the prevailing state of literature instruction falls short of societal expectations and students' educational requirements.

A prominent issue lies in the entrenched reliance on overly theoretical and uninspiring teaching methodologies. Teachers often adhere to conventional pedagogical approaches centered on rote knowledge dissemination, prioritizing the dissection of literary texts' structural elements and thematic intricacies devoid of real-world applicability. Consequently, students encounter disengagement, apathy, and a disconnect between acquired knowledge and its practical relevance, impeding their ability to internalize and employ literary insights beyond the classroom confines.

Moreover, the pervasive influence of information technology and social media has catalyzed a paradigm shift in students' learning preferences and information consumption habits. In the digital age, where instantaneous access to information prevails, many students gravitate towards expedient online resources rather than immersive engagement with literary masterpieces. This phenomenon presents a formidable obstacle for educators, necessitating innovative pedagogical strategies to captivate students' interest and foster a genuine appreciation for literature amid the digital deluge.

Additionally, the dearth of comprehensive and diverse educational resources exacerbates the pedagogical challenges, particularly in underserved rural and mountainous regions. Limited access to reference materials, educational aids, and cultural enrichment opportunities impinges upon students' exposure to seminal works of Vietnamese and world literature, stifling their intellectual growth and cultural literacy. Addressing this disparity demands concerted efforts to bridge the resource gap and cultivate an inclusive learning environment conducive to holistic literary education.

Furthermore, the pervasive culture of exam-centric education perpetuates a utilitarian mindset towards literature learning, relegating its intrinsic value to a mere means of achieving academic success. Students, driven by the

pressure to excel in standardized assessments, often approach literature with a transactional mindset, prioritizing memorization over critical inquiry and creative expression. This exam-oriented ethos fosters a competitive, anxiety-inducing learning milieu antithetical to the cultivation of a genuine passion for literature and lifelong learning.

To redress these systemic shortcomings and revitalize literature instruction, a comprehensive overhaul is imperative across pedagogical methodologies, curricular frameworks, and resource provisioning mechanisms. Empowering educators with training in innovative, student-centered teaching methodologies and leveraging technology to augment instructional delivery are paramount in fostering dynamic, interactive learning environments conducive to literary exploration and critical discourse. Additionally, bolstering investment in infrastructure, educational materials, and extracurricular enrichment programs is essential to democratizing access to literary resources and nurturing students' holistic development.

Furthermore, fostering a culture of collaboration among educational stakeholders—comprising schools, families, and broader society—is indispensable in fostering a conducive learning ecosystem. Encouraging parental involvement, promoting community engagement, and forging partnerships with literary institutions can catalyze a synergistic exchange of ideas, resources, and best practices, enriching the educational experience and instilling a lifelong love for literature among students.

In conclusion, the imperative to enhance literature education for secondary school students transcends the purview of the education sector, necessitating collective action and commitment from all societal stakeholders. Only through concerted efforts to cultivate an inclusive, innovative learning environment—one characterized by dynamic pedagogy, equitable resource allocation, and robust community engagement—can we realize the transformative potential of literature education in nurturing informed, empathetic global citizens poised to contribute meaningfully to a harmonious, culturally enriched society.

2. Literary Competence of Secondary School Students According to the Requirements of the New Literature Curriculum

In the context of modern education, developing literary competence for secondary school students in accordance with the requirements of the new Literature Curriculum has become an urgent and essential task. Literary competence encompasses not only the ability to understand and analyze literary works but also various skills in critical thinking, creativity, aesthetic appreciation, and effective language expression. The new Literature Curriculum sets forth clear and detailed requirements aimed at educating students to become well-rounded individuals who can engage with literature and utilize it as a tool for deeper understanding of the world and humanity.

One notable feature of the new Literature Curriculum is the shift from traditional teaching methods to active and interactive approaches. Instead of merely imparting knowledge and conducting passive analysis, teachers are encouraged to employ modern teaching methods such as project-based learning, group discussions, and real-life case studies. These methods not only help students gain a deeper understanding of literary works but also develop teamwork skills, critical thinking abilities, and creativity. Encouraging

students to participate in active learning activities also enhances their interest and passion for the subject, thereby improving teaching effectiveness.

The new curriculum also places special emphasis on developing reading comprehension and creative writing skills among students. Students are encouraged to read and analyze a diverse range of literary works, from classical to contemporary literature, and from Vietnamese to world literature. Through this exposure, students not only expand their knowledge but also learn to empathize and gain profound insights into various cultural and human values. Creative writing skills are honed through assignments such as short stories, poetry, and argumentative essays. These activities not only enhance students' expressive abilities but also encourage creativity and self-reflection.

Additionally, the new curriculum emphasizes students' ability to engage in critical discourse and debate. Organizing discussions and debates on literary topics and related social issues helps students develop the ability to express their opinions logically, confidently, and persuasively. These are essential skills that contribute not only to academic success but also to success in life.

To achieve these goals, the support and collaboration of teachers, schools, and parents are crucial. Teachers need continuous training in modern teaching methods and encouragement to integrate information technology into their instruction. Schools must provide adequate infrastructure, diverse learning materials, and organize a variety of extracurricular activities to motivate students in their literary studies. Parents also play a critical role in encouraging, supporting, and creating conducive learning environments for their children.

Furthermore, the new curriculum encourages interdisciplinary learning, recognizing the interconnectedness of literature with other academic disciplines such as history, philosophy, and sociology. By integrating literature into broader contexts, students gain a deeper understanding of societal norms, cultural values, and historical events, fostering a holistic perspective on human experiences.

Moreover, the emphasis on student-centered learning in the new curriculum fosters autonomy and self-directed inquiry. Students are encouraged to explore literary topics of personal interest, conduct independent research, and pursue creative projects that align with their passions and curiosities. This personalized approach not only enhances student engagement but also cultivates lifelong learning habits and a sense of ownership over their educational journey.

In addition, the incorporation of multicultural perspectives and diverse voices in the new curriculum promotes inclusivity and diversity in literary studies. By exposing students to a wide range of literary traditions, voices, and perspectives from different cultures and backgrounds, the curriculum fosters empathy, tolerance, and cross-cultural understanding among students, preparing them to navigate an increasingly interconnected and diverse global society.

Furthermore, the new curriculum emphasizes the development of digital literacy skills, recognizing the growing importance of technology in contemporary society. Students are taught to critically evaluate digital resources, navigate online databases, and utilize digital tools for literary analysis and research. By equipping students with digital literacy skills, the curriculum prepares them to

effectively engage with digital texts and multimedia platforms, empowering them to be informed and responsible digital citizens.

Lastly, the new curriculum underscores the importance of assessment practices that align with the goals of literary education. Moving away from traditional summative assessments, the curriculum emphasizes formative assessment strategies that focus on ongoing feedback, self-reflection, and growth. This shift in assessment practices encourages a more holistic and authentic evaluation of students' literary competence, fostering continuous improvement and lifelong learning.

Overall, the new Literature Curriculum represents a significant paradigm shift in literature education, embracing innovative pedagogical approaches, interdisciplinary learning, multicultural perspectives, digital literacy, and authentic assessment practices. By equipping students with the knowledge, skills, and dispositions necessary for active engagement with literature and the world, the curriculum aims to foster critical thinking, creativity, cultural awareness, and empathy among students, preparing them to thrive in the complexities of the 21st century.

In conclusion, developing literary competence for secondary school students in accordance with the requirements of the new Literature Curriculum aims not only to impart knowledge but also to develop essential life skills. With innovations in teaching methods, investment in infrastructure and learning materials, and the concerted efforts of teachers, schools, and parents, we can expect a generation of students who excel not only in literary knowledge but also in essential life skills, ready to face the challenges of a new era.

3. Developing Literary Competence for Secondary School Students to Meet the Requirements of the New Literature Curriculum

In the ever-evolving landscape of education, nurturing literary competence among secondary school students to align with the mandates of the new Literature Curriculum stands as an imperative endeavor. Literary competence transcends mere comprehension of texts; it encompasses critical analysis, creative expression, cultural appreciation, and effective communication skills. The new Literature Curriculum delineates a comprehensive framework aimed at fostering students' holistic engagement with literature, empowering them to navigate the complexities of human experience and societal discourse.

A pivotal aspect of the new Literature Curriculum is its departure from conventional pedagogical paradigms towards dynamic and interactive methodologies. Gone are the days of passive reception; educators are now encouraged to orchestrate vibrant learning environments where students are active participants in the exploration of literary texts. Employing strategies such as collaborative group discussions, project-based learning, and experiential analyses, teachers facilitate not only deeper comprehension but also the cultivation of critical thinking, empathy, and creativity. By immersing students in hands-on learning experiences, the curriculum ignites their curiosity, nurtures their analytical prowess, and fosters a lifelong passion for literature.

Moreover, the new curriculum places a premium on honing students' reading comprehension and expressive abilities. Students are encouraged to engage with a diverse array of

literary works spanning epochs, genres, and cultures, thereby broadening their horizons and enriching their understanding of the human condition. Through close reading, textual analysis, and literary interpretation, students develop the skills to navigate the nuanced layers of meaning embedded within texts. Simultaneously, creative writing assignments, including narrative compositions, poetry, and analytical essays, serve as vehicles for students to articulate their thoughts, feelings, and perspectives with eloquence and originality. By honing their linguistic dexterity and imaginative faculties, the curriculum empowers students to become articulate communicators and astute interpreters of the written word.

Furthermore, the new curriculum underscores the importance of cultivating students' capacity for critical inquiry and discourse. By fostering an environment conducive to intellectual debate and constructive dialogue, educators equip students with the tools to interrogate complex literary themes, challenge prevailing norms, and articulate their viewpoints with clarity and conviction. Through structured debates, seminars, and collaborative projects, students learn to engage critically with texts, interrogate multiple perspectives, and construct cogent arguments grounded in evidence and reason. These deliberative practices not only deepen students' understanding of literature but also cultivate their capacity for reasoned analysis, empathy, and ethical discernment.

To realize the objectives outlined in the new Literature Curriculum, collaborative efforts among educators, educational institutions, and stakeholders are imperative. Educators must undergo continuous professional development to refine their pedagogical practices, integrate innovative teaching methodologies, and harness technology to enhance learning outcomes. Educational institutions must provide the requisite resources, infrastructure, and support systems to facilitate experiential learning and foster a culture of literary inquiry. Moreover, parental involvement and community engagement play pivotal roles in reinforcing students' learning experiences, nurturing a love for literature, and fostering a supportive ecosystem conducive to intellectual growth and exploration.

In conclusion, the endeavor to develop literary competence among secondary school students to meet the demands of the new Literature Curriculum is both a pedagogical imperative and a societal imperative. By embracing dynamic pedagogical approaches, nurturing students' reading comprehension and expressive skills, fostering critical inquiry and discourse, and fostering collaborative partnerships among stakeholders, we can empower the next generation of readers, writers, and critical thinkers. Through a comprehensive and holistic approach to literary education, we can equip students with the intellectual tools, cultural literacy, and ethical awareness needed to navigate an increasingly complex and interconnected world with empathy, insight, and resilience.

Conclusion

Conclusion, the journey to develop literary competence for secondary school students to meet the requirements of the new Literature Curriculum is a profound endeavor that transcends the confines of traditional education. It is marked by innovation, collaboration, and a steadfast commitment to nurturing the intellectual, emotional, and ethical development of our students.

Through the application of dynamic pedagogical approaches, educators have redefined the classroom as a vibrant learning ecosystem where students are not merely recipients of knowledge but active participants in the construction of understanding. By encouraging inquiry, discussion, and reflection, teachers have ignited the flames of curiosity within students' minds, prompting them to pose questions, explore, and interact meaningfully with the world of literature.

Moreover, the focus on reading comprehension and creative communication has empowered students to become articulate conveyors of information and adept interpreters of linguistic expression. Through close reading, textual analysis, and creative writing, students have honed their abilities to discern subtleties, appreciate aesthetic beauty, and articulate their thoughts with clarity and conviction. They have become not only consumers but also creators of literature, weaving their narratives and expressing their perspectives uniquely.

Furthermore, the cultivation of critical inquiry and dialogue has equipped students with the skills and attitudes necessary to navigate an increasingly complex and interconnected world. By engaging in civil discourse, empathetically listening to diverse viewpoints, and constructing reasoned arguments, students have learned to approach literature—and life itself—with open minds and compassionate hearts. They have become not only scholars of literature but also global citizens, capable of engaging in informed civic discourse, advocating for social justice, and contributing positively to society.

As we reflect on the transformative potential of the new Literature Curriculum, we are reminded that education is not merely about imparting knowledge but also about nurturing the whole person—mind, heart, and spirit. It is about empowering students to think critically, communicate effectively, and live purposefully and ethically. It is about instilling in them a lifelong love for learning, a deep appreciation for the arts, and a profound sense of empathy and compassion for others.

In conclusion, the journey to develop literary competence among secondary school students to meet the demands of the new Literature Curriculum is a journey of discovery, growth, and transformation—a journey that empowers students to unlock the boundless potential of their minds and hearts and embark on a lifelong quest for truth, beauty, and wisdom. And as educators, mentors, and stewards of the future, it is our privilege and our responsibility to guide them on this noble journey, illuminating their path with the timeless wisdom and enduring beauty of literature.

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