

To cite this article: PhD. Nguyễn Phước Hoàng (2022). TEACHING LITERARY WORKS FROM THE PERSPECTIVE OF VIETNAMESE CULTURE, International Journal of Education and Social Science Research (IJESSR) 5 (6): 265-270 Article No. 719, Sub Id 1146

TEACHING LITERARY WORKS FROM THE PERSPECTIVE OF VIETNAMESE CULTURE

PhD. Nguyễn Phước Hoàng

BacLieu University

DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5620>

ABSTRACT

Teaching literary works from the perspective of Vietnam culture is a new approach, and is attracting the attention of researchers and educators. This approach will bring positive effects in exploiting and receiving literary works. The article focuses on clarifying cultural aspects in reading comprehension activities of literary works and how to organize the teaching of literary works from the perspective of Vietnam culture, which help us understand more fully works of art with the encryption system implicit in it.

KEYWORDS: Teaching, perspective, cultural, approach, Southern, literary works

1. INTRODUCTION

According to the literature on culture, there are nearly 500 definitions of culture in the world today. UNESCO Director-General F. Mayor said at the launching ceremony of the Decade of Cultural Development on January 21, 1998: "Culture reflects and manifests in a general and vivid way all aspects of human life. People who have taken place in the past and are also taking place in the present; over the centuries culture has constituted a system of values, traditions, aesthetics and lifestyles upon which, each people assert its own identity". And President Ho Chi Minh also once introduced the concept of culture: "For survival as well as life's purpose, mankind invents literature, writing, ethics, law, science, religion. religion, literature and art, the tools of daily living in terms of food, clothing, shelter, etc. and the methods of their use, all such creations and inventions are culture" [2,431]. Therefore, culture can be understood as including all mental-creative activities, affecting nature, society and people in order to create material and spiritual values to contribute to the promotion of cultural activities. The continuous progress and development of social life. Therefore, culture is a broad field covering all branches and departments such as education, science and technology, literature and art, ideology, belief, customs, language, etc. That is, the field directly related and closely associated with culture is literature and art. Literary work is "A verbal art work, which is the result of a creative process, hard work of the author's mind. A literary work can be the product of an individual or a collective created together. Those who create literary works will be called writers." [3,10].

Teaching literary works from the perspective of Vietnamese culture is a new approach, and is being interested by researchers and educators. Because this approach will bring positive effects in exploiting and receiving literary works. It is possible to supplement this approach in addition to other literary approaches that are currently being used in teaching and learning literary works in Vietnamese high schools to exploit and discover works in order to achieve high efficiency and attract students more.

2. RESEARCH METHODS

To carry out this article, the writer used the approach of cultural research documents and teaching literary works from the perspective of Vietnamese culture to understand cultural aspects in reading activities. Understand literary works as well as how to organize the teaching of literary works from the perspective of Vietnamese culture.

3. RESULTS AND DISCUSSION

3.1. Cultural aspects in reading comprehension activities of literary works

Literature is not only an object of study exclusively of literary studies but also an object of interest of many other fields of study, such as ethnology, history, anthropology, sociology, psychology, study, etc., and even culture. In the past, when teaching literary works in schools in Vietnam, people often paid attention to the content that reflected the social reality of the work, or only cared about "the formal structure of the work's text or just inclined to explain words" [3;12]. Although each of these approaches has its own advantages and disadvantages, to discover the true values of literary works is still a matter of debate. In particular, the process of examining the relationship between culture and literature can long be regarded as a specific type of simple manipulative method of structuralist, or literary criticism, literary genre review, and so on. However, it is not a correct, scientific approach to deciphering literary works. Approaching literary works from a cultural perspective in Vietnam has not received much attention and attention. In recent years, in the process of discovering literary works, researchers have begun to pay attention to the cultural approach, typically researcher Tran Nho Thin with his work on Medieval Vietnamese literature in the perspective of Vietnamese culture cultural view [3; 19]. This is a work that is not only meaningful in terms of theory but also orients the approach to literary works according to the cultural method. This approach is both correct and scientific and finds the true value of the work. In order to approach literary works in the cultural direction, the author has given specific methods as follows:

- For medieval literature, it is necessary to restore the re-enactment of cultural space as well as the impacting factors of the era;
- Find out the relationship between the work and the culture of the era;

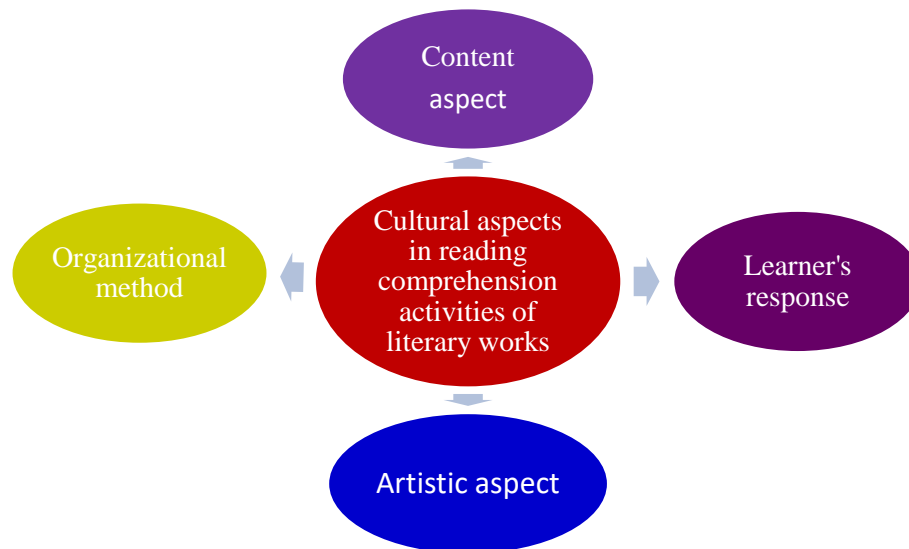
- Identify the sociocultural basis that has formed the work (theme, theme, art form, way of feeling, all elements constituting the work.

In order to discover and understand medieval literary works in particular and literary works in general, teachers also have to come from many different approaches to help students see all the beauty of art literature, in which the cultural approach is also an approach that needs attention. This is a new, scientific and highly feasible approach. However, it should be noted that in order to read and understand literary works from a cultural perspective, in our opinion, teachers and students must firmly grasp cultural aspects: content, art, teaching methods can discover the true value of the work. As for the content of the work, the cultural approach will help learners focus on factors such as people, nature, landscape, society, history, etc. Acquire cultural values about the material and spiritual life of people, communities and nations. For example, when teaching Nguyen Dinh Chieu's poetry and literature from the perspective of Southern culture, teachers first need to pay attention for students to stick to the elements of people, nature, landscape, society, history, etc to understand the beauty of the work's content in the light of Southern culture. These factors will help students find and recognize the values of internal culture that are more beautiful than the content values of Nguyen Dinh Chieu's poetry. Specifically, when teaching Nguyen Dinh Chieu's work, Literature of the Martyrs Can Giuoc from the perspective of Southern culture, teachers need to guide students to discover the image of the Can Giuoc peasant hero to see the beauty of personality and kind soul, their simplicity and passionate patriotism. Those martyrs became a beautiful symbol of the quality and soul of the people of the South in labor and in the fight against the enemy to protect the homeland and the country. Otherwise, based on the images of nature and scenery in the work, learners not only feel the lovely beauty of their homeland but also realize the love of the Southern people who are deeply attached to their homeland here so gentle, loving, and so on. For the artistic aspect of the work, the cultural approach will help learners focus their attention on factors such as language, genre, space, time, etc. expressed through the unique imprints of the spiritual and cultural life of the people, the community and the homeland. For example, in Nguyen Dinh Chieu's work Luc Van Tien, the author boldly put the everyday speech of the Southern people into the work very naturally and skilfully. This has made its own mark in the expression and expression of Nguyen Dinh Chieu, and at the same time it is also very close, suitable for the way of speaking, expressing as well as the way of thinking and feeling of the working the Southern people. It is this that his works have been loved by everyone, especially the Southern people. Or, in terms of space and time in the work, the author always pays attention to build events associated with what is happening in his era in which he is living and, in his hometown, Southern of Vietnam at that time. This has made space and time become close, idyllic with its own beauty of the land in Southern of Vietnam as well as seeing the harmony between the landscape and the people here. In addition to the two main cultural aspects above, in order to help students, read and understand literary works, teachers need to pay attention to the cultural aspect of teaching methods. Specifically, teachers need to guide students to experience the culture through the field of association, imagination. This will help students know how to penetrate step-by-step into the work to find the true values hidden deep in the work. For example, teaching the

excerpt Luc Van Tien saves Kieu Nguyet Nga by Nguyen Dinh Chieu, in order to create excitement and help students experience internal culture, teachers can use vivid visual techniques such as movies, photos, paintings help students recall the knowledge they have learned about the Southern language as well as eliciting the available knowledge about internal culture in each of them. Or, teachers can use the system of prompting questions to help students relate, imagine, or let them exchange and discuss with each other, etc. This is an important step in creating momentum to help them deepen their understanding. Enter the world of the work and be immersed in the flow of the literary context in the excerpt.

Another thing to note, when approaching literary works in the cultural direction, teachers need to pay attention to the cultural response aspect of students to literary works, that is, to pay attention to the subject receiving the culture of students. It is this aspect that will help students reveal their own knowledge and understanding of culture as well as factors belonging to culture, class, status, cultural environment, etc. receive works. Thereby, learners will have a natural harmony, absorption and resonance from their own cultural values and the cultural values of the work. Thanks to their own cultural response, students will easily grasp the cultural message that the author sends into the work. Specifically, teaching about Nguyen Dinh Chieu's poetry from the perspective of internal culture, teachers need to pay attention to capturing students' cultural responses to know how they show their understanding of internal culture. For example, students living in Japan will have an advantage in understanding internal culture, or students who have read works about Southern or visited many places in Southern people will have understanding of internal culture, and so on.

From there, it not only helps students realize the unique values of his poetry and literature associated with internal culture, but also connects the lesson knowledge with the learners' cultural context to create up-to-date content, connecting the chapter with real life. By doing this, students will feel the practicality and usefulness of literature as well as being attractive and attractive to them. The cultural aspects mentioned above will be effective and effective keys to help learners receive and understand literary works. Thanks to these cultural aspects, learners can approach and explore many aspects of the text of the work as well as the recipients themselves to find out the true cultural values that make up the beauty of literary works. Therefore, the process of receiving literary works in the cultural direction is correct and reasonable.

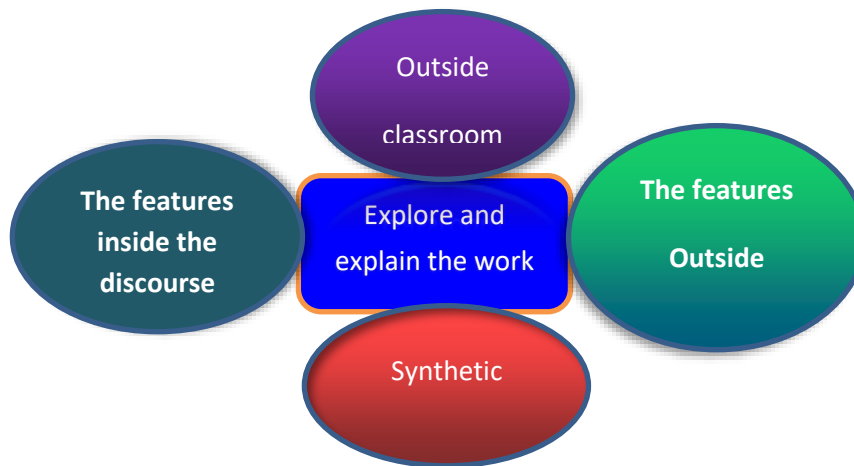


1. Cultural aspects in reading comprehension activities of literary works

3.2. How to organize the teaching of literary works from the perspective of Vietnamese culture

In order to help students, approach culturally in teaching literary works, when organizing classroom teaching, teachers need to pay attention to orientation and suggest to students how to discover and interpret works based on the following factors: elements in the text (characters, words, genre) and factors outside the text (composition circumstances, time of composition). For example, when teaching Nguyen Dinh Chieu's literary work, Literature of the Martyrs Can Giuoc, the teacher not only asks students to pay attention to explore elements in the text, such as the image of the images of Southern Martyrs, words, genre, etc, but also pay attention to non-textual factors, such as the context of the times at that time, especially the fact that the French colonialists invaded the land of Southern causing pain and grief, while the Nguyen court was in need surrender, leaving the people to suffer. Besides, teachers ask students to know how to stick to words related to culture to explain and explain in order to clarify the Japanese cultural values hidden in the work. Moreover, the teacher also posed a system of questions aimed at artistic images with cultural values so that students could exchange and discuss with each other in order to realize the Southern cultural values that beautify Nguyen Dinh Chieu's poetry and literature as well as self-reflection to turn the lesson knowledge into practical activities. However, it is worth noting that when exploring the two aspects in the text and outside the text, the teacher needs to pay attention to connect so that it seamlessly forms a certain system so that the cultural approach is effective, effective again. In addition, in order for the teaching time to approach cultural works effectively, teachers need to pay attention to the organization of teaching outside of class time. Specifically, teachers need to organize many practical activities, such as letting students go on field trips or visiting museums, or let students watch movies, watch art performances, etc. These activities will help students acquire practical knowledge to expand and deepen the knowledge in books. For example, when teaching the work of Nguyen Dinh Chieu's Can Giuoc philanthropist from the perspective of Southern culture, teachers should organize a field trip for students to visit the land of

Can Giuoc to see the monuments of the Vietnamese martyrs in the past as well as listen to anecdotes about them to help them understand their passionate patriotism and strong desire for peace during the darkest years of the nation's history.



2. How to organize the teaching of literary works from a cultural perspective

4. CONCLUSION

Approaching literary works from the perspective of Vietnamese culture is always open and diverse in order to help us more fully interpret the work of art with the coding system hidden within it. Moreover, this approach will also help students discover cultural depth, encode issues from the cultural life of the community and ethnic group hidden in literary works. Because each literary work always contains some specific cultural content. However, teachers should also note that this approach is not to illustrate culture, but it is necessary to decipher the hidden culture in literature and beautify the literary work towards. Doing this will help students discover the multifaceted relationship between literature and culture, which are closely linked and permeate each other, thereby realizing the depth and beauty of literary works. Moreover, the cultural approach in teaching literary works also opens up a new approach in educating, fostering and developing good personality for students in today's society from traditional cultural values. The beauty of the Vietnamese nation is present in each literary work.

REFERENCES

1. Dao Duy Anh, (1951), Vietnam historical culture, Saigon - Bon Phuong printing house.
2. Many authors, (1994), Ho Chi Minh Complete Volume, Volume 12, National Political Publishing House, Hanoi.
3. Tran Nho Thin, (2005), Some basic concepts of medieval culture and culture in Tales of Kieu, University of Social Sciences and Humanities.