

Guiding Students to Ask Themselves Questions in Teaching Reading Comprehension of Modern Vietnamese Short Stories in High Schools in Vietnam



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ABSTRACT: Guiding students to ask themselves questions when teaching reading comprehension of modern Vietnamese short stories is a positive teaching method. However, currently, in high schools in Vietnam, teachers' use of questions in teaching reading comprehension still has many limitations, so they cannot guide students on how to read and understand works on their own. by genre. Therefore, the article poses the problem of "Guiding students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories in high schools in Vietnam" to provide orientations, measures, and processes to help students learn. Students ask themselves questions, thereby forming the skill of asking questions fluently and effectively.

KEYWORDS- Ask yourself questions, reading comprehension, modern Vietnamese short stories, High School in Vietnam

1. INTRODUCTION

Instructing students to ask themselves questions when teaching reading comprehension of modern Vietnamese short stories is a positive teaching method that helps students promote their existing knowledge and experience as well as form knowledge from practice. , from specific situations. However, currently, in high schools in Vietnam, teachers' use of questions in teaching reading comprehension still has many limitations, so it is not possible to guide students on how to read and understand works according to their standards. category.

With that meaning, the article poses the problem of "Guiding students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories in high schools in Vietnam" to provide orientations, measures, and processes. Help students ask themselves questions, thereby forming self-questioning skills skillfully and effectively.

2. CONTENT

2.1. Principles to guide students in asking questions in teaching reading comprehension of modern Vietnamese short stories in high schools in Vietnam

2.1.1. Ask questions to promote students' subjective role

This principle requires that the process of teachers guiding students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories must take place based on positive pedagogical interaction: teacher - administrator, manager, ... and students - people who ask themselves questions and answers to create knowledge, skills, etc. When implementing pedagogical interactions, teachers need to give suggestions and model questions for students to refer to. In other words, teachers guide and suggest students to ask their questions but are not domineering or imposing on students; Always motivate and encourage students to present and ask questions that are appropriate to their concepts. On the contrary, students must also be fully aware of their subjective role, and proactively express their thoughts, opinions, etc. themselves and other students. From there, come up with the most appropriate and effective way to select, evaluate, and adjust reading comprehension questions.

2.1.2. Ask questions based on the characteristics of modern Vietnamese short stories

The existence of each text is always associated with its unique properties in literature. Therefore, modern Vietnamese short stories are also a popular genre that exists in its forms.

Guide students to ask themselves questions when teaching works according to genre characteristics, not only paying attention to the content aspect but also paying attention to the expressive forms of the text. Students can only ask themselves correct, logical, and creative questions when they have a deep understanding of the work, as well as the author's contributions; Avoid asking yourself vague questions, making inferences based on no basis, or making mistakes in the text. To ensure the

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requirement to ask questions according to the characteristics of modern Vietnamese short stories (in grade 12), teachers guide students to ask questions on specific aspects such as plot, story situations, details, and figures,...

For example: Students ask themselves questions to analyze the text in many aspects: main events in the storyline; Unique details, and typical personalities,... Or students ask themselves questions to analyze details in the story text in aspects such as: where the details appear (in which part of the work, how many times they appear,...); Analyzing creativity in choosing details; the meaning and value of that detail to the character's life, the work, the literature, etc. of the writer.

2.1.3. Ask questions based on the systematic and differentiated characteristics of the question

When teaching reading comprehension of modern Vietnamese short stories, to guide students in asking questions to ensure systematicity and differentiation, teachers should pay attention to the following points:

Firstly, ask yourself questions at many different levels, corresponding to each different stage;

Secondly, all learners must ask their questions and choose content that is appropriate to the text, and the person being asked,...; Encourage students to come up with creative and new perspectives and thoughts when asking themselves questions to debate things that they still have questions, concerns about or do not fully understand;

Thirdly, commend and reward students who are conscious and creative when posing new and unique reading comprehension questions about short story texts after the August 1945 Revolution.

When guiding students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories, we need to pay attention to how to ask questions for each student in each text, contributing to forming habits and the desire to ask and be answered. when studying students' short stories.

2.2. How to guide students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories in high schools

2.2.1. Teachers develop a process to guide students in asking questions during the reading comprehension and modeling stages

2.2.2.1. The purpose of building a process to guide students in asking questions during the stages of reading comprehension (before reading, during reading, and after reading)

* Purpose of the pre-reading stage:

- Firstly, mobilize background knowledge; Create a mindset to choose a position to ask questions when reading and understanding the story text (grasping information, explaining, evaluating the story; to experience the author's emotions through asking questions,...) as well as students to reveal and confide one's understandings, desires, etc.

- Secondly, orient how to receive text to evoke and activate students' existing knowledge, experience, life capital, etc.; exploit the scope of reflection of the text. Specifically, teachers need to guide students to ask questions based on artistic signals and typical elements of the text; pictures,...

- Thirdly, form the idea of asking questions when perceiving the external elements of the short story (illustrations, title, words, presentation, layout,...)

* Purpose of the stage while reading:

- Firstly, decode the language and structure of the short story to combine students' understanding to create new or previously unknown information content in the short story.

- Secondly, present in-depth the short series of important content in the short story; predict the development of the storyline in advance. From there, the results confirm the correctness of the predicted question.

- Thirdly, make inferences about outstanding elements in Vietnamese short story texts after the August Revolution such as characters, narrative style, and narrator,...

- Fourthly, connect the knowledge of the text with existing knowledge to determine the learner's abilities; Then, provide the most optimal way to receive knowledge.

* Purpose of the post-reading stage

- Firstly, gather knowledge about short stories that have been read and understood through self-asked questions to deeply analyze and explain the typical elements of the text.

- Secondly, through questions, students will be able to connect and experience other short stories.

- Thirdly, students asking themselves questions will help them enrich their souls, create excitement, and improve their ability to analyze and evaluate themselves; On the other hand, asking questions also helps students supplement and change what they already know about the short stories they have read and understood.

2.2.2.2. Teacher models:

a. Step 1: The teacher models to guide students in determining the purpose of asking questions

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Stage Purpose	Before reading	During reading	After reading
Question to determine the purpose of reading	Ask appropriate questions to recognize the facts of the text: the author, the main situation of the story and so on.	Identify questions for purpose: interpretation, analysis, commentary and so on. Information in the text.	Apply knowledge gained from lessons to real-life situations

Example 1: When teaching reading comprehension of the short story "A Phu and his Wife" by writer To Hoai, the purpose of asking questions is determined as follows:

Before reading	During reading	After reading
Get to know author To Hoai. - Grasp the writing situation as well as the context of the short story "A Phu and his Wife" - Know the genre of the text.	- Explain My situation. - Analyze the evolution of Mi's mood, actions, and strong desire to live. - Analyze his life and personality to see A Phu's qualities from his childhood until he was liberated by Mi. - Analyze the scene of the wife's arrest and punishment to see the crimes of the henchmen. - Comment on the details that writer To Hoai selected and used to describe scenes and customs in the text. - Appreciate the compassion and respect that the author has to praise the strong vitality of the people in the Northwest highlands. - The unique art of the story.	Use your knowledge to come up with solutions to repel the bad customs that still exist in the highlands: worshipping ghosts, stealing wives, and child marriage.
Information prediction questions	Mobilize and supplement students' background knowledge about the main character, the ending of the work, etc.	Identify and adjust previous predictions; to predict the content, developments, etc of the story in the next parts.
Questions relating/connecting text to students' background knowledge	Students can express their own experiences on issues related to the text.	Students demonstrate their understanding by comparing the text with their background knowledge.
		Prediction accuracy. Then, respond and comment on the information.
		Students present life lessons suggested from the text.

For example, Students ask questions connecting/connecting text with background knowledge in three stages when studying the text "The Boat in the Distance" by writer Nguyen Minh Chau:

Before reading	During reading	After reading
- Why do we say: "Nguyen Minh Chau is the most elite and talented pioneer" of literature during this period? - In your opinion, what beauty does the nature of the coastal area have? - What would you do if you stood in front of the ocean?	- Compare the fate of women in the works you have studied to see similarities and differences? - What is the meeting point in the concept of beauty of Nguyen Tuan in "The Letters of a Death Row Prisoner" and writer Nguyen Minh Chau in "The Boat in the Far Away"?	- What issues about people's lives when the country is at peace do writers often choose in their works? - Through the character Phung, what role do you see as an artist in life?

b, Step 2: The teacher models to guide students in self-determining the content they need to ask questions

Before reading	During reading	After reading
- Author; work (context of origin, genre, name of work,...) - Main character, supporting character,	- Personality, qualities, fate, life, mood,... events, events, etc - External factors;	- Unique features in content and written art; - Message, Lesson.

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narrator character, etc - What issues will the issue address?	- Typical details; - The narrator - Text structure.	
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Example 1: When studying the work "A Phu and His Wife" by writer To Hoai, students need to identify the following content to ask:

Before reading	During reading	After reading
- Author To Hoai (biography, career); The work "A Phu and his wife" was created by circumstances; origin,... - Short story title - Short story layout + Part one is the fate, miserable life, and misfortune of Mi and A Phu while living in a state of exile; + Part two: A beautiful and happy life when following the revolution in Phieng Sa. - Images and illustrations	-The image of "Gelsemium elegans", Mi's room, the sound of the flute; A Phu's sparkling tears... - Character A Phu: + Background + Fate of life + Qualities and personality - Character Mi: + Background of the character + Mi's mood and actions: When she was forced to become a bride to get rid of her debt; when resistance is paralyzed; in the night of spring love; on a cold winter night in Hong Ngai. - Strong desire to live...	- Content: + Condemn, criticize, and resent the brutality and unscrupulousness of the landlords and colonialists; + The writer's sympathy and respect for the mountain people; - Art: depicts customs with unique features (lawsuit scenes, pound throwing games, shuttlecock throwing, ghost worshipping customs,...); creative narrative time (events are arranged flexibly and creatively); - Lesson: + In life, we will encounter difficulties, challenges, etc., and we need to make efforts and try to find ways to overcome them. + Before deciding to do anything, you must think about your loved ones and those around you. + Don't have negative thoughts.

c, **Step 3:** The teacher provides a process to guide students in asking themselves structured questions

Learners can ask themselves questions according to the suggestions (three-stage process, according to Bloom's level of awareness, according to genre characteristics,...) below:

- Ask yourself questions based on the purpose of asking the question

Purpose of asking questions	How to ask questions
Example: Short story "Children in the family" (Nguyen Thi)	
Question to determine the purpose of reading	1. What do you know about the author? Or: State what you know/want to know about the writer. (What do you know about author Nguyen Thi?) Or: After reading the introduction, I found myself wanting to know more about writer Nguyen Thi's writing style through other literary works. Please list your other compositions yourself. 2. Under what circumstances was the document born? Where is the setting? (In what circumstances was the short story "Children in the Family" born?) 3. Identify the genre of the text. 4. Reading this story, please comment on the unique features of the plot/use of language/.... (Read this short story, please identify author Nguyen Thi's use of language?)
Information prediction questions	1. Based on the title and information provided, predict the story's content, the character's fate, etc. If it is as I/your prediction is, what meaning will it have? What message? ,...reflects what?,.... (From the title "Children in the Family", let me/you predict the story's content. If the

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	<p>story turns out as I/you predict, what will it reflect?)</p> <p>2. Based on the title of the work, I will (you) predict, describe,... about the life, fate,... of the character in the story, or predict about life... What reason? Why? Why?... make me/you think like that?...? (From the title "Children in the Family", what do I/you predict about their lives? What is the reason why I/you have such doubts?)</p> <p>3. Based on the available facts about the characters, let me/you predict the story's content together.</p>
Questions relating/connecting text to students' background knowledge	<p>1. In my/your opinion, when writing about...? If I had to draw...? Why...? Explained....? (If I had to draw a picture of war, what images would I/you/everyone choose? Explanation?, Why did the writer use the detail "book" to show a family's tradition? family,...)</p> <p>2. In my/your/everyone's opinion, when exploring the topic of war, how do authors usually choose the storyline?</p>

- After asking themselves questions, students will answer the questions they just asked or write down the keywords in the questions.

Questions	Answers/related keywords
For example: The work "A Phu and his wife" - To Hoai	
What do I/You/Everyone know about writer To Hoai?	1. This is a question to promote students' background knowledge because To Hoai is a writer whom they have learned about in the Literature 6 program through an excerpt from "The first life lesson" - an excerpt from the short story "Crickets". Adventure Register ". From there, students/readers will be able to answer about the author such as: To Hoai: Name: Nguyen Sen (1920 – 2014); He is knowledgeable in many fields,...
2. Identify the creative context of "A Phu and his Wife"?	2. This is a question to supplement background knowledge, students/readers can find the answer from the Introduction section in the textbook: The story is the result of To Hoai's 8-month field trip with the soldiers. in the liberation of the Northwest in 1952. "eating together, living together, working together" with the Northwest ethnic people
3. Can I/You identify the picture of nature and customs in the text "A Phu and his Wife"?	3. The space in the text is a highly characteristic Northwest space. - Nature in the highlands of the Northwest: With eye-catching colors that decorate and light up the mountains and forests here, a new look comes when the weather comes in spring "flower dresses drying on the cliffs spread out like butterflies." colorful, the grass is bright yellow,...",... - The unique customs of the H'Mong people: the custom of worshiping ghosts, scenes of punishment, the custom of stealing wives appear realistic, vivid, poetic,... => Students briefly systematize their answered knowledge
4. From the title "A Phu and his wife", what do I/you predict about the characters? On what basis do I/you make that assumption?	- The lives of Mi and A Phu: may face many difficulties, but in the end, they will be happy and lucky.
5. In my/your opinion, when choosing a setting in the mountains, what do writers usually write?	Content mentioned by the authors when writing about mountainous areas: - Harsh climate in winter; - Scenery: beautiful, wild - People: hard-working, strong, innocent; - Life: miserable, difficult - Musical instruments: trumpet, flute...
6. When asked to draw a picture of the mountains, what colors will I/you choose?	- Color range: blue, red, white, yellow... These are cheerful, vibrant colors full of vitality.

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Why? What will I/you do to make it more beautiful?	- To make the mountainous picture more beautiful, it is necessary to have supportive policies to make life here better and more modern, backward customs need to be repelled and eliminated.
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d, Step 4: The teacher guides students to self-check and re-evaluate the questions posed

In step four, students take the basis from the data the writer provides through key artistic signs; Think, research the author's purpose, and compare with the answer to review and reconsider the question (in case you cannot find and cannot determine the answer content or the question content is not accurate or appropriate). fit). Students must re-read and understand the text to review and edit questions.

Example 1: When the teacher guides students to ask themselves reading comprehension questions in the text "A Phu and his Wife" (To Hoai), students will self-check and re-evaluate the questions posed as follows:

Aesthetic signals	Question/answer asked	Check, evaluate	Question reset/answer
"A Phu and his Wife"	<ul style="list-style-type: none"> - Question: From the title of the story, how do I/you imagine the married life of Mi and A Phu in the text? - Answer: The couple's life was difficult at first, but later it was perfect. 	This question and answer are not accurate in the material students learn about in part one because the content of the story mainly revolves around the miserable, unhappy life and potential vitality of Mi and A Phu.	<ul style="list-style-type: none"> - Question: From the title of the text, how do you imagine the life and fate of Mi and A Phu? - Answer: <ul style="list-style-type: none"> + Life is hard and miserable to the extreme; + Fate: unlucky, pitiful.
Mi drank wine on a spring love night	<ul style="list-style-type: none"> - Question: How does writer To Hoai describe Mi's drinking style? What does this way of drinking suggest? - Answer: <ul style="list-style-type: none"> + How to drink wine: "gulp each bowl" + What is suggested by the way you drink alcohol: I drink like I'm swallowing hatred,... 	The question is appropriate, and capable of provoking and stimulating thinking.	No need to repeat questions or answers.
A Phu's "Sparkling tears crawling down her gray and dark cheeks"	<ul style="list-style-type: none"> -Question: In my/your opinion, the detail "Glistening tears crawling down her gray and dark cheeks" of A Phu has How strong is it? - Answer: The power of A Phu's "flow of water": <ul style="list-style-type: none"> + Awaken empathy and compassion in Mi people. + The action of Mi cutting the rope and untying it freed A Phu and herself from a life of torture and cruel beatings at the governor's house. 	The questions are appropriate, and capable of provoking and stimulating thinking.	No need to ask the question again

The fact that teachers guide students to self-check and re-evaluate the questions posed contributes to developing the ability to use words and expressions; promoting two-way communication; problem-solving capacity; and Forming self-study habits for students.

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2.2.2. Teachers guide students to ask their questions through creating and using study cards and worksheets

2.2.2.1. Teachers guide students to ask their questions through creating and using study cards

* Step 1: Hand over the study card

In this step, teachers can flexibly assign students to work individually (in class or prepare at home in advance) and assign students to work in groups in class.

Example 1: Teacher assigns individual learning cards at home

THẺ HỌC TẬP Họ tên:
Lớp:

Hãy đặt 02 câu hỏi về nghệ thuật và tự đưa ra câu trả lời để kiểm tra cho đoạn văn sau:

"Ai ở xa về, có việc vào nhà thống lí Pá Tra thường trông thấy có một cô con gái ngồi quay sợi gần tảng đá trước cửa, cạnh tàu ngựa. Lúc nào cũng vậy, dù quay sợi, thái cỏ ngựa, dệt vải, chẻ củi hay đi ống nước dưới khe suối lên, cô ấy cũng cúi mặt, mặt buồn rười rượi. Người ta thường nói: nhà Pá Tra làm thống lí, ăn của dân nhiều, đốn Tây lại cho muối về bán, giàu lắm, nhà có nhiều nương, nhiều bạc, nhiều thuốc phiện nhất làng. Thế thì con gái nó còn bao giờ phải xem cái khổ mà biết khổ, mà buồn. Nhưng rồi hỏi ra mới rõ cô ấy không phải con gái nhà Pá Tra: cô ấy là vợ A Sử, con trai thống lí Pá Tra."

Tự đặt câu hỏi:	Tự trả lời:
1.	1.
2.	2.

Example 2: The teacher assigns personal study cards for students to complete in class

THẺ HỌC TẬP Họ tên: Lớp:

Hãy tự đặt 03 câu hỏi và tự tìm kiếm câu trả lời tương ứng với các đoạn văn, dưới đây.

- Mong các chú chèo mành thông cảm cho, đám đàn bà hàng chài ở thuyền chúng tôi cần phải có người đàn ông để chèo chống khi phong ba, để cùng làm ăn nuôi nấng, đặng một sắp con nhà nào cũng trên dưới chục đứa. Ông trời sinh ra đàn bà là để đẻ con, rồi nuôi con cho đến khi khôn lớn cho nên phải gánh lấy cái khổ. Đàn bà ở thuyền chúng tôi phải sống cho con chứ cái sự lạc hậu. Các chú đừng bắt tôi bỏ nói - Lắm đầu tiên trên khuôn mặt xấu xí của mu chọt ửng sáng lên như một nụ cười - và tại, ở trên chiếc thuyền cũng có lúc vợ chồng con cái chúng tôi sống hòa thuận, vui vẻ.

- Có đời chị có một lúc nào thật vui không? - Đột nhiên tôi hỏi.

- Có chứ, thưa! Vui nhất là lúc ngồi nhìn đàn con tôi chúng nó được ăn no...

Tự đặt câu hỏi	Tự tìm câu trả lời
VD: Từ đoạn văn, hãy chỉ ra nguyên nhân khiến người đàn bà hàng chài kiên quyết không chịu bỏ chồng?	VD: Nguyên nhân khiến người đàn bà hàng chài kiên quyết không chịu bỏ chồng: "cần phải có người đàn ông để chèo chống khi phong ba, để cùng làm ăn nuôi nấng, đặng một sắp con, ..."

Example 3: The teacher assigns group work cards for students to complete on their own in class

THẺ HỌC TẬP Thành viên nhóm:

Tự đặt các câu hỏi về người đàn ông trong tác phẩm "Chiếc thuyền ngoài xa" của Nguyễn Minh Châu và ghi vào các câu trả lời xuống dưới qua đoạn văn sau:

Tấm lưng rộng, vạm vỡ như lưng một chiếc thuyền. Mái tóc lổ quơ. Làn da chân chày bái, bước từng bước chắc chắn, hàng lông mày chày nặng rủ xuống hai bên mắt đầy vẻ độc dữ lúc nào cũng nhìn dân vào tầm lưng - ác tác phách và rách rưới, nửa thân dưới ướt sũng của người đàn bà.

Tự đặt câu hỏi	Tự tìm câu trả lời
VD: Câu hỏi: Tìm những chi tiết miêu tả ngoại hình của người đàn ông?	VD: Câu trả lời: Ngoại hình của người đàn ông: + Lưng: rộng, cong như chiếc thuyền; + Tóc: lổ quơ; + Chân: da chày bái; + Lông mày: chày nặng...

* Step 2: Organize and guide students to use and complete study cards

The teacher will guide students on how to use learning cards to ask questions corresponding to the tasks set out in the cards. If learning cards are given to students at home, the teacher should give orienting suggestions and instructions at the end of the previous lesson to avoid students being confused and not understanding; On the contrary, if the practice is assigned in class, the teacher must follow closely to help promptly when students encounter difficulties or problems.

Example 1: The teacher instructs students to make the following learning cards to take home as follows:

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THẺ HỌC TẬP	
Họ tên:..... Lớp:.....	
Hãy đặt 02 câu hỏi về nghệ thuật và tự đưa ra câu trả lời dự kiến cho đoạn văn sau:	
<p>"Ai ở xa về, có việc vào nhà thống lí Pá Tra thường trông thấy có một cô con gái ngồi quay sợi bên tảng đá trước cửa, cạnh tàu ngựa. Lúc nào cũng vậy, dù quay sợi, thái cỏ ngựa, dệt vải, chẻ củi hay đi ống nước dưới khe suối lên, cô ấy cũng cúi mặt, mặt buồn rười rượi. Người ta thường nói: nhà Pá Tra làm thống lí, ăn của dân nhiều, đốn Tây lại cho muối về bán, giàu lắm, nhà có nhiều vàng, nhiều bạc, nhiều thuốc phiện nhất làng. Thế thì con gái nó còn bao giờ phải xem cái khổ mà biết khổ, mà buồn. Nhưng rồi hỏi ra mới rõ cô ấy không phải con gái nhà Pá Tra: cô ấy là vợ A Sử, con trai thống lí Pá Tra."</p>	
Tự đặt câu hỏi:	Tự trả lời:
1.....	1.....
2.....	2.....

The teacher gives suggestions by questioning students: In what aspects does the art used by authors in story texts often show? Students will state according to their understanding. The teacher orients some unique artistic features related to the passage in the learning card: narrative art, creating problematic situations, contrasting tactics, etc. Students rely on background knowledge about the question combined with the teacher's suggestions to fulfill the requirements set out in the card.

Students must read the paragraphs in the text carefully and determine the content the author wants to send to readers. During the process of asking questions and planning answers, if there are problems in expressing or choosing problems to ask, teachers will help through suggestions and correct words for students or instructors. Lead students to ask themselves questions appropriate to the content of the passage (the change in the way of addressing the fisherman shows her boldness, determination, and determination not to leave her husband,...).

* **Step 3:** Organize reports and share the implementation of the requirements in the learning card.

After students complete the requirements set out in the learning card, they will share their questions or ask questions prepared in the card for other students to answer or comment on.

* **Step 4:** Check to evaluate the implementation of learning cards.

To guide students to ask questions (in reading and understanding modern Vietnamese short stories) to achieve high results, teachers need to have appropriate testing and evaluation measures. Teachers must provide timely corrective directions to guide and encourage st

2.2.2.2. Guide students to ask their questions through building and using study sheets.

* Build study sheets:

- **Step 1:** Determine the goal of creating learning sheets:

+ Teachers use study sheets as a means of support, suggesting to students knowledge about types of questions in the process of reading and understanding modern Vietnamese short stories so that students know how to ask themselves questions appropriate to the same works. category.

+ The worksheet will orient basic issues when students ask themselves questions about reading and understanding modern Vietnamese short stories.

+ Learning sheets help students apply their background knowledge in the process of asking questions about modern Vietnamese short stories to access new sources of knowledge.

+ Study sheets are used for individual work or group work.

- **Step 2:** Choose the content and form of the study sheet:

+ In terms of content:

Learning sheets must use and distribute knowledge according to cognitive levels from easy to difficult (recognition - understanding - application).

The study sheet has a cohesive sequence in each lesson and each category

The study sheet needs to have content refined to guide how to ask questions to suit modern Vietnamese short stories; Avoid using dense, continuous study sheets.

+ In terms of form: Worksheets must be clear and consistent with the development trend of the 4.0 era and must be aesthetically pleasing to create excitement for students.

- Step 3: Design:

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Teachers use Canva software as a design tool. In teaching, depending on the specific purpose of use such as: assigned to students in group or individual form, the teacher chooses the appropriate way to present information and requirements.

- Step 4: Edit and adjust: After designing the study sheets, the teacher checks to see if the study sheets meets the proposed purpose, how to ask leading questions, a form of expression, form of presentation,... Is it appropriate or not to edit?

* Use study sheets:

Worksheets are a means for teachers to guide and give suggestions to students in the process of asking themselves reading comprehension questions that are focused while still promoting creativity. The study sheets is often used through 4 steps as follows:

- Give study sheets
- Organize and guide students to ask their questions through the implementation of study sheets
- Organize a report to present self-asked questions according to the study sheet
- Check and evaluate self-questioning according to the study sheet

3. CONCLUSION

The process of teachers guiding students to use skills to read and understand modern Vietnamese short stories has an important strategic position in reforming the form and organization of teachers today. Instructing students to ask their questions is an appropriate way for students to independently explore the text, from the questions they ask and answer themselves when reading and understanding the text; Students are connected and expand their knowledge of the world around them.

Based on the proposed principles, the article has shown ways to prompt students to ask themselves questions about modern Vietnamese short stories in high schools to promote the development of knowledge and skills for students, to Maximize students' initiative, confidence, independence, excitement, and excitement when reading. Innovating teaching methods through the process of guiding students to ask themselves questions in teaching reading comprehension of modern Vietnamese short stories helps the quality of teaching to continuously improve, aiming at forming knowledge through capacity.

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