

SUMMARY OF NEW CONCLUSIONS OF PhD THESIS

Title: *Enhancing Critical Thinking Competence for Students through Teaching Lyric Poetry in High School*

Speciality: Theory and Methodology of Linguistics and Literature Teaching

Classification: 9140111

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New conclusions

1.1. Developing critical thinking competence for students in teaching reading lyrical poetic texts is an issue with scientific and practical significance. Students who develop this competence will have a multi-dimensional view and discover new and profound ideas. Thus, students not only develop core competencies but also improve their ability to read lyrical poetic texts. Despite its important role, the issue of developing critical thinking competence for students through teaching, in general, and teaching lyrical poetic text, in particular, has not received adequate attention. Overviewing domestic and foreign research projects on this issue, we find that there are currently no systematic and effective research projects. So, choosing this issue to research, the thesis has made both theoretical and practical contributions. The topic is consistent with the orientation of human resource development in the current era.

1.2. The thesis has clarified the theoretical and practical basis of enhancing critical thinking competence for students in teaching reading lyrical poetic texts. Specifically, the thesis has systematized the basic issues about critical thinking competence (concept, structure, roles, and the relationship between critical thinking competence with creative thinking and problem-solving competence). It points out the potential of lyrical poetic texts and teaching lyrical poetic texts in developing critical thinking competence for high school students. Surveying the current situation, the thesis has evaluated critical thinking competence of high

school students and the development of critical thinking competence for high school students during lyrical poetic text teaching is currently still limited and ineffective.

1.3. Orienting the development of critical thinking competence for students in teaching reading lyrical poetic texts, the thesis has proposed several principles and measures. In each group of measures, we clarify the goals, and how to apply techniques and tools to enhance critical thinking competence for students in the process of teaching reading lyrical poetic text. The proposed measures need to be applied flexibly, by the characteristics of lyrical poetic text, students, and actual classroom conditions.

1.4. The use of the measures proposed by the thesis has been proven to be feasible and effective through rounds of experiments. Experimental results are evaluated based on quantitative and qualitative data, ensuring objectivity and science.

Advisor 1

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