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**ENHANCING CRITICAL THINKING COMPETENCE FOR
STUDENTS THROUGH TEACHING LYRIC POETRY
IN HIGH SCHOOL**

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INTRODUCTION

1. Rationale

1.1. Critical thinking is one of the core competencies of global citizens in 21st-century

Critical thinking is considered “the art of analyzing and evaluating thinking to improve it” [1, p.9]. This is the competence that plays a particularly important role in processing information and solving problems.

This proves that, in the VUCA era (Volatility – Uncertainty – Complexity - Ambiguity) [8], the role of critical thinking is increasingly asserted.

Currently, the world is entering era of digital transformation. Every field is strongly affected by this process. In the era of digital transformation, the technological revolution with the emergence of artificial intelligence (AI) has created great changes, leading to outstanding achievements and an exponential increase in information. In particular, GPT chat and similar applications constantly appear with upgraded versions every day. Digital technology brings various opportunities. However, this is followed by numerous challenges because people need to select and process information provided by AI and create more valuable information than before.

In addition, the requirements for high-quality human resources are also changing due to the trend of international integration, globalization, and competition between humans and AI in the employment field. Workers not only need to be equipped with knowledge but also need to upgrade core competencies such as critical thinking, emotional intelligence, solve problems, etc. Facing the rapid changes of modern society and the labor market, education needs to focus on developing learners' thinking competences, especially High Order Thinking, which involve critical thinking.

Thus, enhancing critical thinking is an important and mandatory goal of world education in the 21st-century. That goal needs to be specified in education and training programs in schools. Currently, in the output standards of general training programs of advanced educational systems in the world, critical thinking is affirmed as one of the most important competencies that need to be formed for learners. This is considered one of the educational focuses of the “liberal arts education” model. In the United States, the integration of 21st-century competences - including critical thinking - is integrated into educational programs from preschool to high school in key learning areas [9]. In Singapore, important competences of the 21st-century are also paid attention in teaching, in which critical thinking is considered one of the necessary competences in an integrated, globalized world [10].

1.2. Developing critical thinking competence for high school students has been mentioned in the goals of The 2018 General Education Curriculum and The 2018 Literature Program

In Vietnam, high school is defined as a "career orientation stage", aiming to "develop capacity according to each student's strengths and aspirations, ensure students have access to careers, and prepare for the next stage, study after quality general education or participate in working life" [11; p 31]. High school students prepare to leave school to become workers in working environments and participate in a life with various potential problems that need to be solved. At this time, students need various competences to adapt. One of those is critical thinking.

In *The 2018 General Education Curriculum*, educational planners have identified competence development as an important task: "The general education program ensures the development of learners' qualities and competences through educational content with basic, practical, and modern knowledge and skills" [11, p. 5]. The program has not mentioned critical thinking as a core competence, but in the content requiring the development of independent thinking – an element of problem-solving competency, the authors have mentioned the manifestations following: "can ask various valuable questions, not easily accepting one-sided information; be unbiased while considering and evaluating problems; pay attention in convincing arguments and evidence; ready to consider and evaluate the problem" [11, p. 50]. These are also the qualities, component skills, and behavioral manifestations of critical thinking.

In *The 2018 Literature Program*, the goal of teaching reading comprehension is determined to be "reading and understanding both the explicit and implicit content of various types of texts with a more difficult level reflected in the capacity and content". Reading required is: "**reading comprehension with the requirement to develop critical thinking**" [12, p. 6-7]. In speaking and listening activities, the goal is determined to be: "can listen and evaluate the content and expression of the presentation; can participate and have opinions, personality, and appropriate argumentative attitudes in debate" [12, p. 7]; "Can debate issues conflicting views; have an inquiring attitude and appropriate debate culture; Listen to presentations and evaluate the content and expression of the presentation; Have an interest in expressing opinions and personality in debates; Present scientific issues confidently and convincingly; Speak and listen flexibly; Grasp the method and process of conducting a debate [12, p. 11]. Although the concept of critical thinking is not mentioned in the objectives of speaking and listening activities, the keywords: "evaluation", "debate", "opinion", "prospective attitude", "persuasion" "uniform" are also basic requirements of critical thinking competence.

Thus, critical thinking and the component of critical thinking competence have received attention to develop for learners.

1.3. Teaching lyric poetry is a favorable environment to develop critical thinking competence for high school students

Teaching reading lyrical poetic texts has great potential in developing critical

thinking competence not only based on the characteristics of literary text reception activities but also due to the characteristics of the poetry genre. That is the activity of creating meaning for text, and composing new texts on the author's text foundation. Therefore, in the process of receiving lyrical poetic texts, the learners' competences comes up with multidimensional ways of explaining, and evaluating. This will contribute significantly to the development of critical thinking competence.

In addition, lyrical poetic texts are short. They have multi-meanings, provoke dialogue, and debate in the reader's reception. In particular, the strange technique used by the poets can challenge conventional ways of receiving, thereby encouraging readers' spirit of criticism with the old. Therefore, teaching lyric poetry has great potential in enhancing critical thinking competence for students. Learners will have the opportunity to discover problems in texts, search for appropriate information to solve problems, and accept the problem posed in the text in a multi-dimensional way.

The lyrical poetic texts taught in high school are rich in content, diverse in expression, and take up a significant amount of time in the entire program content. Proposing measures to develop critical thinking competence for high school students in teaching lyric poetry makes an important contribution in improving specific skills, and helping students discover the aesthetic values of text. This is also a suitable direction to help students become more interested in approaching texts.

1.4. The critical thinking competence of high school students is currently weak and has not been given attention to form and develop in the process of teaching Literature

In the world, critical thinking is considered one of the most important subjects. There are various research projects on the issue of developing this competence for students. Educators have paid attention in developing critical thinking competence. Learners are created conditions to develop this higher-level thinking. However, the current status of teaching critical thinking for learners still has various difficulties and limitations.

In Vietnam, students' critical thinking competence is still weak: students lack of a critical spirit and have not developed the elements of this competence to effectively solve problems. Therefore, they encounter various difficulties in studying, and working. That is a consequence of the teaching tradition focusing more on imparting knowledge than forming learners' competences. Students lack of the conditions to practice important higher-order-thinking competences.

Researching projects on enhancing critical thinking competence in teaching, in general, and in teaching Literature, in particular, have various limitations. Although there have been several articles mentioning the development of this competence for students in teaching subjects, the content only stops at a general level of theoretical introduction. Very few works applied to the practice of teaching these subjects. In specific subjects, the proposed measures are not systematic. Most of them have not

been tested properly to evaluate their effectiveness and suitability.

The reality of teaching literature shows that the contents of curriculum, textbooks, teaching methods, and forms of assessment do not pay much attention in developing critical thinking competence for students. Teachers are not interested or do not have effective measures to integrate enhancing this competence for students in teaching. Students do not spend much time on exploring issues of the text in a multi-dimensional way.

Thus, integrating training of critical thinking for students in teaching Literature should be considered one of the important goals. Achieving this goal, teaching literature will contribute in fostering for students one of the important competencies of 21st-century citizens. This also can help learners become more interested in this humanities subject.

Based on the above reasons, we chose the topic: *Enhancing critical thinking competence for students through teaching lyric poetry in high school*. We hope to systematize the basic issues of critical thinking competence and propose effective measures to enhance this competence for students in teaching. The research problem is not only meaningful in the scope of specialized theory but also has practical application significance. This makes an important contribution in developing one of the core competencies for students, and helping students improve their quality.

2. Research aims

Based on the characteristics of critical thinking competence, the characteristics of lyrical poetic texts, and the current status of enhancing this competence for students in teaching lyrical poetic texts, the thesis researches to determine the structure, manifestations, and criteria for evaluating this competence of students. Besides, the thesis proposes principles and measures to develop this competence for high schools students in teaching reading lyrical poetic texts. This contributes to improve the effectiveness of poetry teaching, and at the same time, to develop core competencies for students.

3. Research tasks

To achieve the above goal, the research tasks of the thesis are:

(1) Overlooking research projects related to the issue of enhancing critical thinking competence for students.

(2) Establishing the theoretical and practical basis of developing thinking competence for students through teaching reading comprehension in high schools.

(3) Proposing principles and measures to develop critical thinking competence for students in teaching reading comprehension lyrical poetic texts in high schools.

(4) Experimental pedagogy: design teaching plans and organize teaching several lyrical poetic texts in the direction of integrating the development of critical thinking competence for students to verify the feasibility of the proposed measures.

4. Research subjects and scope

4.1. Research subjects

Developing critical thinking competence for high school students in teaching lyric poetry is a broad issue, including developing critical thinking competence for students through teaching reading – writing – speaking - listening. Within the limited framework and conditions, in this thesis, we only focus mainly on principles and measures to develop this competence for high school students in teaching reading lyrical poetic text.

4.2. Research scope

Regarding survey and experimental objects:

The scope of the thesis's survey is research works related to critical thinking competence, characteristics of the poetic genre, and lyrical poetic text teaching methods; Investigate and survey the current status of teaching lyric poetry at high schools in some provinces: Thanh Hoa, Thai Binh, Hung Yen, Nam Dinh, Son La, Hanoi, Tay Ninh, Ba Ria - Vung Tau, etc. Schools in Thanh Hoa were surveyed extensively. Representing mountainous – coastal – plain areas, rural – urban areas. At each school, the surveyed students represented all three grades 10th, 11th, and 12th; including specialized classes and general classes.

The experimental subjects are 10th-grade students at three schools: Ha Van Mao High School (Ba Thuoc district), Tinh Gia 2 (Tinh Gia district), Ham Rong (Thanh Hoa city) - representing three regions (mountainous - plain - coastal), two areas (urban - rural) of Thanh Hoa province.

Regarding the content of teaching to develop critical thinking competence for students: we limit our focus on proposing measures to develop critical thinking competence for students in teaching reading comprehension - teachers organize activities for students to read, explain, and evaluate lyrical poetic texts.

Regarding the scope of objects: Developing critical thinking competence for students is a long-term and comprehensive process. This requires a system of measures that affects the curriculum and teaching content, teachers, students, etc. Within the scope of the thesis, we determine that the scope of objects is high school students.

5. Research methods

5.1. Theoretical research methods group

Theoretical research methods are used to study the theoretical issues of the topic. As follows:

Expert method: participating in scientific conferences with related topics, publishing articles in specialized seminars, consulting with experts at seminars, and consulting with experts in the process of designing scales and tests to evaluate students' critical thinking competence.

Analyzing, synthesizing, systematizing, and generalizing theoretical issues on critical thinking competence, lyrical poetic texts, and teaching lyric poetry in relevant documents to build an overview report and theoretical basis for the research.

Comparing and contrasting between theoretical models and schools of critical thinking competence and poetic genre; between curriculum, textbooks 2006 and 2018, between theory and practice of teaching lyric poetry in high schools.

5.2. Practical research methods group

Surveying the goals, requirements, and content of teaching lyric poetry in the 2006 and 2018 Literature Program.

Investigate the actual teaching activities of teachers by using questionnaires, interviews, and lesson observations to evaluate the current status of developing critical thinking competence for students through teaching lyric poetry in high schools.

Analyze students' learning products.

Pedagogical experiment: designing and teaching lyrical poetic texts in the direction of developing critical thinking competence to test the feasibility and effectiveness of the proposed measures. The organization experiments were conducted at three schools in Thanh Hoa province with 10th-grade students.

Data analysis method: used in the process collecting data on the current status of enhancing critical thinking competence for students through teaching lyric poetry in high schools and the process of pedagogical experiments. Data was analyzed quantitatively by SPSS software (version 22.0) and evaluated qualitatively. The results of data analysis make an important contribution to helping confirm the assessments and conclusions of the thesis.

6. Scientific hypothesis

Critical thinking competence is a core one of global citizens of the 21st century. Enhancing this competence for high school students is an urgent requirement. Teaching lyric poetry has a lot of potential to integrate the development of critical thinking competence for students. If we research and clarify the scientific basis and measures of developing this competence for students through teaching lyric poetry in high schools, we will make an important contribution in developing the elements of critical thinking competence, and at the same time, contribute to improve the effectiveness of teaching lyric poetry in high school, and to meet the goal of developing the qualities and competences for high school students.

7. Contribution of the thesis

7.1. About theory

Contributing to the theoretical understanding of structure, criteria for evaluating students' critical thinking competence in teaching lyrical poetic texts, several new arguments on requirements and measures to develop critical thinking competence for high school students during teaching poetry;

Contributing to the theoretical system of teaching poetry in high schools.

7.2. About practice

Contributing to determining the current status of developing critical thinking competence for high school students in teaching reading lyrical poetic texts;

recognizing the difficulties in developing this competence for students in teaching poetry in particular, in teaching literature in general.

Contributing to providing several measures to develop critical thinking competence for high school students in teaching reading lyrical poetic texts. We have verified these measures for feasibility, reliability, and effectiveness while applying them in teaching.

It is a reference document for teachers and students in teaching poetry, contributing to improving the effectiveness of teaching poetry, enhancing critical thinking competence.

8. Structure of the thesis

In addition to the *Introduction*, *Conclusion*, *List of author's published works*, *Appendices*, and *References*, the thesis includes four specific chapters as follows:

Chapter 1: Overview of the issue of developing critical thinking competence for high school students through teaching lyric poetry.

Chapter 2: Scientific basis of developing critical thinking competence for students through teaching lyric poetry in high school.

Chapter 3: Principles and measures to develop critical thinking competence for students through teaching lyric poetry in high schools.

Chapter 4: Pedagogical experiments.

CONTENT

CHAPTER 1. OVERVIEW OF THE ISSUE ENHANCING CRITICAL THINKING COMPETENCE FOR HIGH SCHOOL STUDENTS THROUGH TEACHING LYRIC POETRY

1.1. Studies on critical thinking and developing critical thinking competence for students

1.1.1. Studies on the definition of critical thinking

Although there are various views on the definition of critical thinking competence, most definitions emphasize the typical elements of critical thinking competence including reasoning, judgment, metacognition, reflection, questioning, and mental processes. In Vietnam, the target audience for critical thinking competence is mainly educators. The definitions of this used in articles and research projects are inherited from research achievements in the world and are selected by developing critical thinking competence in each teaching content and specific learners.

1.1.2. Studies on the characteristics and structure of critical thinking competence

Researchers have put forward various concepts about the characteristics and structure of critical thinking competence. In common, the authors all affirm the following elements of this competence: reasoning, evaluating, decision-making, and

problem-solving. The specific behavioral manifestations of this competence are: answering questions, defining terms, identifying assumptions, interpreting, explaining, inferring, judging, and having multidimensional perspectives. These are important suggestions for us to determine the structural framework of critical thinking competence and critical thinking competence in reading lyrical poetic texts.

1.1.3. Studies on measures to develop critical thinking competence for students

Measures to develop critical thinking competence are proposed in both general scope and specific specialized scope.

1.1.4. Studies on measures to assess learners' critical thinking competence

In addition to proposing measures to develop critical thinking competence, researchers have been interested in assessing the level of this competence, including proposing assessment tools, methods, and processes, especially assessment of this competence in teaching specific subjects.

Thus, researching critical thinking competence, developing this competence, and evaluating this competence is the big issue receiving the attention of various researchers from numerous countries. This shows that this competence is truly important for citizens in the current era, and developing this competence is one of the top concerns of education.

1.2. Studies on teaching lyric poetry and developing critical thinking competence for students through teaching lyric poetry

1.2.1. Studies on teaching lyric poetry in high school

In the world, authors have paid attention on the characteristics of lyric poetry teaching activities associated with the characteristics of the genre, targeting various audiences. Poetry is used as an effective means of developing the linguistic and aesthetic competence of learners.

In Vietnam, lyric poetry texts taught in schools have received researching attention in various aspects: characteristics of teaching lyric poetry, teaching methods, etc. Although the above works do not focus on the issue of integrating the development of critical thinking competence for students in teaching lyric poetry, they have suggested to us several important characteristics of lyric poetry that can be exploited for developing critical thinking competence for learners.

1.2.2. Studies on enhancing critical thinking for students in teaching lyric poetry

Researching projects proposing measures to develop critical thinking competence for students in teaching lyric poetry have affirmed the potential of cognitive teaching activities in developing independent thinking skills and proposed appropriate measures leading to high efficiency in teaching. However, researching works have not gone deeply into systematizing the measures, and the articles only stop at several aspects of the problem.

Conclusion of chapter 1

Through overviewing studies on the issue of developing critical thinking

competence for students in teaching lyric poetry, we find that: researchers have mentioned trends in the definition of this competence, characteristics and structure of this competence, measures to develop this competence for learners, evaluate the learner's critical thinking competence. In researching critical thinking competence and developing this competence for learners, results have been achieved. In Vietnam, research projects on critical thinking competence are approached from an educational perspective, with a bias toward projects that apply world theories in developing learners' abilities in teaching specific content.

Researching an overview of teaching lyric poetry, we find that researchers have initially learned and proposed several measures to develop critical thinking competence in teaching lyric poetry. However, the measures are not systematic. In various projects, the measures have not been tested, analyzed, measured qualitatively according to the correct process to verify feasibility, suitability, and effectiveness. Besides, in terms of theory, there has not been any work that has delved into the basic characteristics of critical thinking competence in reading lyric poetry, pointed out the component manifestations of critical thinking competence, demonstrated the behavior of the elements of the critical thinking competence, determined the development path of critical thinking competence in reading lyric poetry.

Thus, researching the development of critical thinking competence in teaching lyric poetry currently has various gaps in theory and practice. Researching this issue can make theoretical and practical value.

Carrying out the project, we inherited and applied the knowledge base that has been confirmed in previous research works to complete the theoretical framework of the structure of critical thinking competence in reading lyrical poetic texts; propose principles and measures to develop critical thinking competence for students through teaching reading lyrical poetic texts in high schools. This accords with subject characteristics, student subjects, and actual teaching conditions.

CHAPTER 2. SCIENTIFIC BASIS OF ENHANCING CRITICAL THINKING COMPETENCE FOR STUDENTS THROUGH TEACHING LYRICAL POETRY IN HIGH SCHOOL

2.1. Critical thinking competence and the importance of developing critical thinking competence for high school students

2.1.1. Some basic concepts

2.1.1.1. Competence concept

Competence is applying knowledge, skills, and other personal attributes (attitudes, qualities, beliefs, will, motivation, etc.) in successfully acting in real situations.

2.1.1.2. Thinking concept

Thinking is a cognitive process that reflects the essential properties and regular relationships of things and phenomena in objective reality. Developing thinking

competence requires applying knowledge about operations and stages of the thinking process, ensuring compatibility with the characteristics of thinking.

2.1.1.3. Critical thinking concept

Critical thinking is the ability of an individual to participate effectively in decision-making and problem-solving by problem detection; analyze and evaluate evidence, arguments, and information to solve problems; consider the problem carefully from various perspective to draw well-founded conclusions or optimal solutions; and be ready to correct conclusions in necessary cases.

2.1.1.4. Critical thinking competence concept

Critical thinking competence is the mobilization of knowledge, skills, and other personal attributes (interest, belief, will, etc.) into careful consideration of a problem based on evidence, arguments, and different perspectives to draw inferences, well-founded conclusions, or the most optimal decisions and solutions.

2.1.1.5. Enhancing critical thinking competence for students concept

Enhancing critical thinking competence for students is a pedagogical impact process to transform and improve all elements of students' developmental critical thinking competence from the “Zone of current development” to the “Zone of Proximal Development” to meet educational goals.

2.1.2. Structure of critical thinking competence

The critical thinking competence structure includes two components: depth (input elements) and surface (output elements). The depth part includes basic knowledge (science, culture, society, and theories of critical thinking competence, etc.); motives, interests, beliefs, and value systems related to critical thinking competence. The surface part is observable behavior, including: finding out the problem and asking coherent, meaningful questions; proposing multi-dimensional judgments to make decisions and solve problems; carefully evaluating the logic and persuasiveness of each judgment and choosing the most convincing option; adjusting the options if you discover fallacies, biases, or inadequacies in the argument.

In this model, factors are closely relate to each other in a specific context. They depend on the scope of expertise. To enhance critical thinking competence, it is necessary to have measures affecting both the surface and the depth parts.

2.1.3. The relationship between critical thinking with creative thinking and problem-solving competence

The analysis of the close relationship, two-way impact, and similarities in many elements of critical thinking with creative thinking and problem-solving competence shows that to develop creative thinking and problem-solving competenc, it is necessary to form critical thinking competence for learners. Although the concept of critical thinking competence is not mentioned in the core competence goal that needs to be formed for students in *The 2018 General Education Curriculum*, enhancing

critical thinking competence is necessary to develop problem-solving and creative competence.

2.1.4. The vital of enhancing critical thinking competence for high school students

Critical thinking competence helps students adapting to the new requirements of the times in learning and life.

Critical thinking competence is the basis for the development of creative competence and ensures the quality of students' creativity.

Critical thinking competence is a tool helping students self-regulate.

2.2. The potential of lyric poetry and teaching lyric poetry in enhancing critical thinking competence for high school students

2.2.1. Several basic concepts

Lyric poetry is a poetic form in which “the feelings and thoughts of the poet or lyrical character regarding life phenomena are expressed directly”. The characteristic of lyric poetry is "the singing of the soul", "capable of expressing complex expressions of the inner world, from levels of emotions to political opinions and philosophical thoughts" [128, p. 317].

Reading comprehension is the process of actively interacting with texts to explain, and evaluate texts to achieve reading goals.

Aesthetic sign is a sign having aesthetic value, created by the author for artistic purposes.

Aesthetic signs offering different, even contradictory ways of understanding and readers need to come up with rigorous, accurate arguments to clarify are problematic aesthetic signs.

2.2.2. The problematic aesthetic sign system in lyrical poetic texts

The problematic aesthetic sign system in lyrical poetic texts includes: The title and preface provoke various judgments; Unexpected texture; The language is concise and unfamiliar; Poetic images are symbolic and have multi-layered meanings; Rhetorical devices bring unexpected association; Flexible transformation of poetic voice.

2.2.3. Objectives, requirements, and content of teaching lyric poetry section in the curriculum and textbooks of high school literature

2.2.3.1. Objectives of enhancing critical thinking competence for high school students in The 2018 General Education Curriculum and The 2018 Literature Program

In *The 2018 General Education Curriculum*, the concept of critical thinking competence is not mentioned, however, the elements of this competence and the behavioral manifestations are stated in the content of the objectives and requirements.

2.2.3.2. Requirements of teaching lyric poetry in the education curriculum of high school

At high school level, the requirements of teaching lyric poetry are: students analyze and evaluate the artistic elements of lyrical poetic texts to infer thoughts,

feelings, and emotions, the inspiration is deposited in texts. In addition, students need to evaluate thoughts and emotions. To fulfill these requirements, students need to apply the elements of the critical thinking competence. Therefore, to achieve the requirements in learning lyric poetry, students need to develop critical thinking competence. The measures proposed and applied by educators in teaching towards the requirements of the subject also contribute to the development of critical thinking competence.

2.2.3.3. Teaching content of the lyric poetry section in The 2018 High School Literature Program and Textbook

It can be seen that the lyrical poetic texts in *The 2018 Literature Program* and current textbooks are very rich and diverse in style, topics, and themes. These are texts having great potential in provoking problems, serving as a basis for students to come up with multi-dimensional interpretations, explanations, and assessments, thereby enhancing critical thinking competence.

2.2.3.4. The activity of reading lyric poetry has great potential in enhancing critical thinking competence

Literary texts, especially lyrical poetic texts, are inherently expressive and multi-meaning. Readers need to recognize the profound implications of the text based on a condensed layer of language through the process of explanation, analysis, inference, evaluation, etc. According to Facion (1990), the elements of critical thinking competence are: explaining, analyzing, deducing, evaluating, interpreting, conveying information accurately to others, and absorbing hidden meanings [30, p 42]. Therefore, the process of guiding students to read lyrical poetic texts from various perspective can help students to enhance the elements of critical thinking competence.

2.2.4. Cognitive characteristics of high school students are the basis for developing critical thinking competence in teaching lyric poetry

According to Age Psychology and Pedagogical Psychology, in high school students, “the internal structure of the brain is complex and brain functions develop. The structure of cerebral hemisphere cells has the same characteristics as the structure of adult brain cells. The number of associated nerves increases, connecting different parts of the cerebral cortex. That creates the necessary premise for the complexity of analysis and synthesis activities of the cerebral hemispheres during the learning process” [139, p. 61]. Also according to the authors, the thinking of high school students has important changes compared to middle school students: “they can think theoretically and abstractly independently and creatively more rigorous, grounded and consistent”, “the critical nature of thinking also develops”. The development of theoretical thinking and abstract thinking also helps students “build a system of their viewpoints to evaluate the objective world” [139, p. 68]. These

cognitive characteristics in high school students can create a basis to solve problems raised in lyrical poetic texts in a multidimensional and effective way, thereby enhancing critical thinking competence.

2.3. Structure of critical thinking competence in reading lyrical poetic texts

2.3.1. Structural model of critical thinking competence of high school students in reading lyrical poetic texts

In the iceberg structure of critical thinking competence in reading lyrical poetic texts, the surface of the iceberg includes 4 elements that can be observed and measured. The identification four elements is based on the structure of lyrical poetic texts and the characteristics of reading literary texts process, especially the process of reading problematic aesthetic signs in lyrical poetic texts.

2.3.2. Behavioral index of output elements of critical thinking competence in reading lyrical poetic text

2.3.3. Development path and assessment scale of high school students' critical thinking competence in reading comprehension activities

We determine the behavioral index of the output elements of students' critical thinking competence in reading comprehension text as a basis for establishing the development path of this competences in reading comprehension text. This development path includes the following levels: Level 1 - *Not obtained*; Level 2 - *Obtained*; Level 3 - *Good*; Level 4 - *Advanced*; Level 5 – *Naturalized*.

2.4. The current status of critical thinking competence and teaching critical thinking competence for high school students

2.4.1. Survey objectives

Evaluating the current status of critical thinking competence of high school students and developing this competence for high school students in teaching reading lyrical poetic texts to determine the practical basis for proposing measures to enhance the critical thinking competence for high school students in teaching.

2.4.2. Subject and scope of survey

2.4.2.1. Respondents

Textbooks, 10th-grade teacher's books, teaching materials of the Literature Program 2006 and 2018.

Literature teachers and students in high schools.

Lesson plans for teaching lyrical poetic texts.

2.4.2.2. Survey scope

2.4.3. Survey tools and methods

Questionnaire survey method

Product analysis method

Interview method

Researching lesson plans method

Observation method

2.4.4. Describe and evaluate the current situation

Most of teachers and students realize the importance of enhancing critical thinking competence for students. This is an important favorable condition to improve the quality of developing this competence in learners. However, learners' critical thinking competence is limited and difficulties come from various factors in teaching. So, the current situation of developing it for students in teaching reading lyrical poetic text is still limited.

Conclusion of chapter 2

Aiming at the goal of enhancing critical thinking competence for students in teaching reading lyrical poetic texts, we determine the theoretical basis of critical thinking competence, structure of critical thinking competence in reading texts, and the potential for enhancing this competence in teaching reading. It can be seen that critical thinking competence is one of the important core ones that need to be formed for learners. This competence helps improving the quality of not only learning but also life. Teaching lyrical poetic texts has great potential to develop this competence for learners.

Besides, we determine the practical basis for the research issue, by surveying teachers' and students' awareness of critical thinking competence and the current status of developing this competence for students in teaching lyrical poetic texts. The survey results show that, although teachers and students have a basic understanding of critical thinking competence and the role of this competence for learners, teachers have not yet exploited the potential for developing this competence during the teaching process. Learning to read texts, students do not have various opportunities to practice, so this competence of learners is limited.

The scientific basis analyzed is the basis for chapter 3 of the thesis to propose measures to develop critical thinking competence for students in teaching lyrical poetic texts.

CHAPTER 3. PRINCIPLES AND MEASURES TO ENHANCE CRITICAL THINKING COMPETENCE FOR HIGH SCHOOL STUDENTS IN TEACHING LYRICAL POETRY

3.1. Principles of enhancing critical thinking competence for high school students in teaching lyrical poetry

Ensure meeting the goals and requirements of developing high school students' capacity according to *The 2018 General Education Curriculum* and *The 2018 Literature Program*.

Ensure compliancing with the characteristics of lyrical poetic texts and reading

comprehension activities of lyrical poetic texts.

Ensure being compatible with the psychological characteristics and intellectual competence of high school students.

Ensure integrating flexibility measures to develop critical thinking competence in the process of teaching reading comprehension of lyrical poetic texts.

3.2. Measures to develop critical thinking competence for students in teaching lyrical poetry at high school

3.2.1. Supplementing background knowledge of lyric poetry and critical thinking competence for students

Teachers guide students to determine the scope of background knowledge that needs to be supplemented.

Teachers guide students how to supplement background knowledge.

Teachers guide students to evaluate document sources.

Teachers guide students to use mindmaps to systematize background knowledge.

3.2.2. Instructing students to detect problematic aesthetic sign in lyrical poetic texts and to make coherent, meaningful questions

Teachers guide students to identify problematic aesthetic sign that have the potential to provoke problems in lyrical poetic texts.

Teachers guide students to ask coherent and meaningful types of questions: (1) Questions that raise concerns about strange, special, and contrary to common sense points of problematic aesthetic sign in lyrical poetic texts; (2) Questions to choose options for explaining and evaluating conflicting opinions about problematic aesthetic sign in lyrical poetic texts; (3) Flipped questions; (4) Questions about similarities and contrasts.

Teachers guide students to use notes in the margins to guide students in identifying problematic aesthetic sign in informational text.

Teachers guide students to use the reading comprehension strategy “Think-aloud” to name the problems of problematic aesthetic sign in lyrical poetic texts.

3.2.3. Instructing students how to interpret, explain, and multi-dimensionally evaluate the meaning and significance of problematic aesthetic signs in lyrical poetic texts

Teachers guide students to suggest ways to explain, and initially evaluate problematic aesthetic signs in lyrical poetic texts.

Teachers guide students to search, process information, and make inferences to come up with multi-dimensional interpretations, explanations, and evaluations of problematic aesthetic signs in lyrical poetic texts.

Teachers guide students to apply several techniques to improve the efficiency of the process of making judgments, explanations, and evaluations: random assignment

technique to find new information; brainstorming techniques to come up with various interpretations, explanations, and multi-dimensional assessments of the problem; Techniques of arguing for and against to provide explanations, explanations, and evaluations of problematic aesthetic signs in lyrical poetic text; Role-playing techniques to have a multi-dimensional perspective, from which to come up with new ways of explaining, and evaluating problematic aesthetic signs; Six thinking hats technique to consider problematic aesthetic signs.

3.2.4. Instruct students to evaluate the persuasiveness of each explanation, and evaluation to choose the most convincing explanation about problematic aesthetic signs

Teachers guide students to identify criteria for evaluating ways of explaining, and commenting on the problematic aesthetic signs in lyrical poetic texts.

Teachers guide students to use question types to evaluate information, make inferences, and conclude.

Teachers guide students to apply the *Socratic inquiry dialogue* format to improve the quality of evaluating ways of explaining, and evaluating.

Teachers guide students to use the argument evaluation checklist to choose the most convincing way to explain, and evaluate problematic aesthetic signs in lyrical poetic texts.

3.2.5. Instruct students to correct explanations, and evaluations of problematic aesthetic signs in lyrical poetic texts if they discover fallacies, biases, or inadequacies in the argument

Teachers guide students to add multi-dimensional information, and eliminate information that is inaccurate, unimportant, irrelevant, and inappropriate.

Teachers guide students to perform the opposite of fallacious operations.

Summary of chapter 3

In chapter 3, we propose specific principles and measures to enhance critical thinking competence for students in reading lyrical poetic texts. In each group of measures, we clarify the goals, content, and the way to apply several techniques and tools. The proposed measures are associated with the stages of thinking, with attention to application in the process of teaching reading lyrical poetic text, so they have a continuing relationship, and inheritance, and need to be applied synchronously, and flexibly. The measures are teachers' pedagogical instructions that impact students. Students have an active and proactive role in the process of participating in learning activities. Students are respected, and given opportunities to express themselves. Revealing personal perspectives in learning tasks will make an important contribution to helping students form sustainable learning motivation.

CHAPTER 4. EXPERIMENTAL TEACHING

4.1. Experimental aims

Compare and test the feasibility and practical effectiveness of measures that have been proposed and described in chapter 3 of the thesis. Theory needs to be supplemented and adjusted in the methodology of teaching lyric poetry in high schools.

4.2. Experimental contents

4.2.1. Content of experimental lesson

1st round: A collection of Japanese haiku poems

2nd round: Practice reading haiku poems

The content of teaching haiku poems is in the 10th-grade Literature Textbook - the book series *Connecting Knowledge to Life*. The selection of experimental teaching content comes from the assessment of haiku poems that have the potential to develop critical thinking competence for students: haiku poetry is a traditional Japanese poetry form - the shortest poetic form in the world. So, they can clearly show the characteristics of succinctness and conciseness, with various problematic commercial concepts, provoke a multi-dimensional approach. Besides, reading translated poetry texts is limited in that students can not read directly through the original language. But, because there are various translated versions, students have the opportunity to compare the translations with the original and compare translations with others. This creates opportunities to develop students' critical thinking competence.

4.2.2. Limit experimental content

Critical thinking competence includes various elements. In chapter 3 of the thesis, we propose a system of 5 measures to improve background knowledge and improve the quality of behavioral expression of students, each measure is implemented through various techniques and methods. In the experiment, we experimented with 5 methods, however, due to the scope of the topic, we could not complete to verify all the proposed techniques and methods. In each measure, we choose techniques and methods of implementation with criteria to ensure compatibility with the lesson's knowledge unit and students in experimental classes.

4.3. Subjects, location, and time of experiment

4.3.1. Criteria for selecting teachers and students to participate in experiments

Teachers have 5 years of experience or more. They are enthusiastic about teaching, and ready to absorb new achievements in theory and teaching methods.

Students in grade 10th are not yet under the pressure of the high school graduation exam and university entrance exam. So, they participate in the experiment with a more comfortable mind.

In the 2022-2023 school year, grade 10th began using the new textbooks of *The 2018 Literature Program*. Organizing experimental teaching in grade 10th helps us evaluate the effectiveness of the mentioned measures.

4.3.2. Criteria for selecting experimental locations

The school is qualified for teaching.

Management staff and teachers ensure expertise and enthusiastically participate in experiments.

Experimental schools are distributed in three regions of Thanh Hoa province: coastal, mountainous, and plain areas. This criterion is set to compare experimental results on different types of students, and also to evaluate the feasibility of implementing the measures proposed in the thesis.

4.3.3. Experimental time

The experiment will be carried out in the 2022-2023 school year.

1st round: October 2022

2nd round: January 2023

4.4. Experimental process

The experimental process is implemented with the following specific steps:

1st step: Determine goals, objects, areas, and expected results of the experiment.

2nd step: Prepare for teaching experiments.

3rd step: Organize an assessment of students' level of achievement of input critical thinking competence.

4th step: Organize teaching 1st round.

5th step: Organize the assessment of students' critical thinking competence after implementing measures to develop critical thinking competence in teaching text and information in 1st round.

6th step: Organize teaching 2nd round.

7th step: Organize the assessment of students' critical thinking competence after implementing teaching and integrated physical and mental communication to develop critical thinking competence in 2nd round.

8th step: Process experimental results

9th step: Comment and evaluate the experimental results and conclude on the feasibility and effectiveness of the proposed measures.

4.5. Experimental teaching plans

4.6. Evaluate experimental results

4.6.1. Quantitative results

Evaluate students' critical thinking competence through comparing and contrasting the scores of the entrance test and the post-trial tests of 1st round and 2nd round.

Students' interest and quality in interacting with teachers and classmates during class (answers, attitudes in debates, interview answers, etc.).

The teacher's feedback on the application of the text and information lesson plan

using methods and techniques towards the goal of developing critical thinking competence.

4.6.2. Evaluating experimental results criteria

To evaluate critical thinking competence of high school students in reading lyrical poetic texts, we designed 3 test questions: before the experiment, after the experiment 1st round, and after the experiment 2nd round. The purpose of the test questions is to evaluate students' critical thinking competence. Students are demonstrated through their ability to perform behavioral manifestations of critical thinking competence in reading lyrical poetic texts. Within the scope of the thesis, we evaluate the following three elements:

(1) Find out problematic aesthetic signs in lyrical poetic text and state them as coherent, meaningful questions.

(2) Propose ways to explain, and evaluate multi-dimensional meanings and significance problematic aesthetic signs in lyrical poetic texts.

(3) Carefully evaluate the level of logic and persuasiveness of each way of explaining, and evaluating aesthetic signs, and choose the most convincing way of explaining, and evaluating.

In the test questions, the materials used are lyrical poetic texts that are not in the current textbooks, ensuring the criteria for selecting materials mentioned in *The 2018 Literature Program*.

To ensure the objectivity and accuracy of the measuring tools, we conducted interviews with experts to assess the difficulty of test questions. This is the basis to confirm that the test has high reliability in assessing critical thinking competence of high school students (Appendix No. 12, 13, 14).

4.6.3. Quantitative results of experimental evaluation

Statistical results show that the average score and the individual scores of each competency element increased, and students in experimental classes of all three schools made progress in critical thinking competence in each experimental period. However, it can be seen that the increased level of different elements is different.

4.6.4. Qualitative results

4.6.4.1. Evaluate students' behavioral changes

During the first round of experiments, students were interested in approaching lyrical poetic text in a new way. Students are allowed to ask questions about texts, raise concerns and questions about texts, and give personal explanations, explanations, and evaluations comfortably with friends and teachers. In situations where teachers propose or students discover conflicting ways of explaining, explaining, and evaluating the same concept, they debate and give convincing arguments and evidence for their viewpoints. their own, creating a vibrant classroom atmosphere. 76.4% of students responded that they were highly interested in class

when they were able to freely express their personal opinions during class.

However, there are still several students who are not familiar with this way of learning, so they cannot proactively ask questions about texts or express personal opinions in explaining, and evaluating texts. Because students have not yet practiced the skills of asking questions and evaluating commercial science, are not confident in expressing personal opinions, and do not have much life capital and understanding to be able to provide arguments and evidence to serve their needs for clarifying personal views or refuting other views.

During the 2nd round experiment, although the teacher did not provide a reading sheet to guide the operations, the number of questions asked by students increased. Students' questions were more coherent, and students knew how to ask meaningful questions. Besides, they knew how to search for relevant information more quickly and multi-dimensionally while solving a problem in reading text. Faced with the opinions of classmates, students quickly make assessments and add additional perspectives when necessary. In 2nd round, the percentage of students responding with high interest during class when they were able to freely express their personal opinions during class increased to 87.3%. However, the class is still divided, there is still a part of students who are not active or proactive in expressing their personal opinions.

This shows that changing teaching methods, techniques, and processes in general, and in teaching lyrical poetic text, in particular, requires training and time for students to change their behavior and adapt to the new way of learning.

The fact that in the class there is a part of students who are not active and proactive in expressing personal opinions. We realize that in the new teaching method, the self-awareness and initiative of learners plays an important role in improving personal competence. The time spent in class is limited, the number of students in the class is large, the issues discussed are highly complex, and the content of the lessons is diverse. So, if learners do not actively participate in practice and express opinions, developing critical thinking competence for learners will face various difficulties and obstacles.

4.6.4.2. Evaluate teachers' behavioral changes

Organizing the experimental teaching reading lyrical poetic text according to the orientation of enhancing critical thinking competence for students, teachers realized that the process of building lesson plans and organizing the teaching is innovative compared with traditional teaching methods.

Traditionally, teachers determine the content they plan to teach in advance. Based on this content, teachers build a system of questions to guide students to read texts and suggest answering. During the teaching process, students answer the teacher's question system to understand the basic knowledge of the lesson and develop some skills through cooperation and communication with classmates and

teachers during learning activities.

With the new process, students discover problems and ask their questions, this will help students to be autonomous in the learning process. This can make teaching hours become more interesting and exciting. Students can propose various ways to explain, and creative new solutions, etc. 100% of teachers interviewed after the experiment affirmed that this is a positive teaching organization that promotes students' initiative, positivity, and creativity.

However, the teacher raised some difficult issues as follows:

(1) Organizing for students to discover, ask questions, search for information, and make inferences to explain, and evaluate problematic aesthetic signs in lyrical poetic texts takes a lot of time, especially in the experimental phase of 1st round, students had not previously been instructed in effective techniques to self-discover problematic aesthetic signs in lyrical poetic texts and to ask themselves coherent, meaningful questions. Therefore, teachers need various teaching periods to complete instructing students to read lyrical poetic texts.

(2) Students' self-discovery and solving of problems posed in lyrical poetic text requires teachers to be equipped with a lot of knowledge and skills in the process of organizing students' learning, especially in debate activities about contradictory issues raised in the lyrical poetic texts.

(3) In organizing class hours oriented to develop critical thinking competence, students have a huge differentiation in their learning activities: besides the students, being excited, positive, and proactively in participate learning, several students have not paid attention or actively participated. They are familiar with the old learning style and do not have various skills and knowledge to express their individual opinions. In classroom organization, teachers need to pay attention in balancing the learning activities of these two groups of students.

4.6.5. General assessment of experimental results

After organizing the experiment, we found that the quantitative and qualitative assessment results were confirmed. This shows that the learners' critical thinking competence is improved while applying the proposed measures. However, during the process of organizing experiments, we also realized that the implementation process still has some limitations that cause difficulties for teachers and learners. This required appropriate research and adjustment.

4.7. Some conclusions after the experiment

The application of measures to enhance critical thinking competence for students in teaching reading lyrical poetic texts has created positive effects in actual teaching. So, students in experimental classes have significantly improved.

To carry out teaching according to the new process, teachers need to be flexible, and creative. Besides, they need to have a deep knowledge base, and an open mind in receiving opposing views from learners. In addition, they can create a civil classroom

atmosphere for students to confidently present their personal opinions. Students need to be proactive and active in the learning process, have an appropriate critical attitude in debate, know how to respect and listen to opposing views, and expand their knowledge and personal experiences to improve their knowledge and have high-quality arguments.

The process has verified that the measures proposed by the thesis in chapter 3 are appropriate and effective in enhancing critical thinking competence for students in teaching reading lyrical poetic texts. The scientific hypothesis has been proven correct. However, the critical thinking competence consists of various elements and the level of development of each element is different. The development of critical thinking competence, in general, and the development of the elements of critical thinking competence, in particular, need a long-term process. Applying principles and measures, teachers need to make appropriate adjustments to the process of developing students' competence.

Conclusion of chapter 4

The purpose of the pedagogical experiment is to verify the feasibility, appropriateness, and effectiveness of the proposed measures to enhance critical thinking competence for students in teaching reading lyrical poetic texts. Actual experimental activities at Ha Van Mao High School, Tinh Gia 2, Ham Rong have shown: (1) Critical thinking competence of students in the experimental class has made initial progress. Students are positive, proactive, creative. They can propose new ways of explaining, and evaluate problems in texts; (2) Teachers effectively apply the measures specified in lesson plans, organize vibrant and exciting classes, and notice changes in students' learning activities.

The evaluation of experimental effectiveness is based on quantitative and qualitative data, ensuring the accuracy and objectivity of the evaluation.

Thus, the experimental process has shown that the measures proposed in chapter 3 of the thesis are feasible and suitable in teaching reading lyrical poetic texts.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

After the research process on the issue of enhancing competence for students in teaching reading lyrical poetic texts in high schools, we draw the following 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.

1.5. Carrying out the project and experimenting to evaluate the proposed measures, we found that these are effective and feasible measures in teaching reading lyrical poetic texts. However, the development of critical thinking competence is not only suitable for teaching reading comprehension of lyrical poetic texts but also expand in the process of teaching reading different types of text. In addition, reading is not separate from writing - listening - speaking activities. So, developing critical thinking competences for students can be researched and applied in writing - listening - speaking activities. Besides, the structure of critical thinking competence includes surface and depth, the depth includes various elements (knowledge, skills, motivation, attitude, experience, etc.). Within the scope of the topic, the thesis has proposed a system of measures to influence the surface of the capacity, which are observable with behaviors and measures to improve the quality of student knowledge. The thesis is concerned with the issue of enhancing learners' interest, experience, fostering attitudes, and increasing students' motivation in the process of organizing learning activities. However, for the process of fostering and enhancing students' interest, experience, attitude, and motivation to be highly effective, it is necessary to

develop more systematic and synchronous measures.

Within the survey scope of the project, we survey several provinces and cities nationwide and focused in Thanh Hoa province. However, the distinction between survey subjects being high-quality students (specialized schools, gifted schools, etc.) and general education students was set out in the survey objectives but still did not lead to in-depth comments. Obviously, for different types of students, the proposed measures need to have their characteristics. Besides, to develop critical thinking competence for students in teaching lyrical poetic text, impact measures are not only aimed at learners but also need to have measures to impact teachers and educational planners. Thus, the topic can be expanded in the scope of survey, affected subjects, and teaching content. Expanding the scope of the topic is a meaningful theoretical and practical issue. This can contribute to improving educational effectiveness.

2. Recommendations

From the research results of the thesis, we have the following recommendations:

2.1. For educational management agencies: pay attention in training teachers, and creating conditions for teachers to improve teaching competence according to the orientation of enhancing critical thinking competence for students.

2.2. For high school teachers: learn proactively about developing students' critical thinking competence in teaching Literature and apply it in listening - speaking - reading – writing activities. This will help students improve their critical thinking competence and at the same time, develop specific abilities in Literature. In addition, training to have solid professional qualifications and a rich foundation of knowledge is also an important requirement for teachers to be flexible in pedagogical situations when approaching new problems.

2.3. For universities and colleges that train Literature pedagogy students: the content of developing competences in general and developing critical thinking competence in particular should be included in the teaching content.

Thus, the research results have contributed to clarifying the scientific solution of the thesis. However, during the implementation process, the thesis certainly cannot avoid shortcomings. We look forward to receiving comments and contributions from different perspectives to complete the thesis.

LIST OF PUBLISHED SCIENTIFIC WORKS

1. "Developing skills in using descriptive elements in narrative texts through club organization activities ", *Teaching and Learning Today*, June 2017.
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6. "Enhance Ecological Consciousness and Critical Thinking for Students through Teaching Catching Crocodiles in U Minh Ha Forest (Son Nam)", *Association Proceedings international discussion Ecological and Culture Ministry in Vietnamese literature*, 2022.