

MINISTRY OF EDUCATION AND TRAINING

HANOI UNIVERSITY OF PEDAGOGY 2

LE THI HONG

**DEVELOPING THE CAPACITY OF TEACHING READING  
COMPREHENSION FOR UNIVERSAL STUDENTS OF ELEMENTARY  
EDUCATION**

Specialization in Education

Code: 9 14 01 01

SUMMARY OF THE DISCUSSION OF EDUCATION SCIENCE

Hanoi, year 2022

**Thesis was completed at**

Science instructor:

**Review 1:**

**Review 2:**

**The thesis is defended in front of the doctoral thesis judging committee meeting at**

*At the hour, minute, day, year*

**Can learn the thesis**

## **PREAMBLE**

### **1. REASON FOR CHOOSE TOPIC**

#### **1.1. Society's requirements**

Teaching and developing capacity is a common trend of the whole world, including Vietnam. The new educational program at the primary school level has the goal of developing language skills for students, including reading skills. So in order to develop reading competence for primary school students, primary school teachers need to have university teaching competence. Since then, the issue of developing university teaching competence for pedagogical students is an urgent requirement of the Pedagogical School to train primary teachers.

**1.2. Requirements to develop the force of teaching reading comprehension for primary school students**

In the current context of fundamental and comprehensive renovation of education and training, one of those innovations is to renovate training in pedagogical schools - to make the quality of vocational training, factors of vocational training in the Pedagogical School is enhanced: apprentices must know how to do jobs, must be skilled. That is the ability to practice the profession for teachers

#### **1.3. Current status of labor force of teachers**

Faced with the necessary requirements of the 2018 curriculum, it is required that each primary school teacher needs to have the teaching capacity of reading comprehension to meet the innovation needs of the new curriculum and textbooks. From the awareness of the requirement to develop teaching theory and the practical context of educational innovation as mentioned above, the topic "Developing the capacity of teaching reading comprehension for university students in primary education" was selected. Do research project for doctoral thesis in Education.

## **2. AUDIENCE, PURPOSE, TASKS, SUBJECTS AND SCOPE OF RESEARCH**

### **2.1. Research object**

The process of teaching the subject of teaching methods of Vietnamese language in the training program of the subject of general education

### **2.2. Research purposes**

Proposing a number of specific measures to develop the teaching capacity of text-based language teaching for undergraduate students in the primary education major, contributing to completing the goal of developing higher-teaching competencies for undergraduate students in the primary education sector.

### **2.3. Research mission**

Determining the theoretical basis of developing the teaching capacity of text-based language teaching for undergraduate students in general education majors

Determining the practical basis of developing the teaching capacity of text-based learning for undergraduate students in general education

Proposing measures for developing the teaching capacity of text-based language teaching for undergraduate students in general education majors

Organize scientific experiments to initially verify the feasibility of the proposed measures.

### **2.4. Research subjects**

Measures to develop the teaching capacity of textual language teaching for university students majoring in primary education.

### **2.5. Research scope**

#### **2.5.1. Content scope**

Developing the teaching capacity of reading comprehension for undergraduate students of the primary education major in the Vietnamese teaching module in the primary teacher training program at pedagogical universities because it includes reading comprehension skills.

#### **2.5.2. Scope of experimental survey area**

Survey area: 4 universities (with general education majors): Dong Thap University, Ho Chi Minh City University of Education, Da Nang University and Hung Vuong University (Phu Tho).

Experimental area: 2 universities (with general education major) are: Dong Thap University, Da Nang University.

### **2.5.3. Scope of survey and experimental subjects**

Researching how students' teaching competence of reading comprehension is developed in the Vietnamese teaching method, the thesis considers that the results of university teaching of students have contributed to other subjects in the training program.

Teachers and students majoring in Primary Education at 4 representative universities of pedagogy: key universities; independent pedagogical university; and multidisciplinary universities in the country are Dong Thap University, Ho Chi Minh City University of Education, Danang University and Hung Vuong University (Phu Tho).

### **2.5.4. Experimental content scope**

Experiment through product practice sessions of students majoring in general education at schools

### **2.5.5. Time range of survey and experiment**

Survey period: 2017-2018 school year.

- Experimental time:

+ Experimental exploration: Semester I - School year 2020 - 2021.

+ Experimental impact: Semester II – School year 2020 – 2021.

## **3. METHODS, SCIENTIFIC Hypotheses, CONTRIBUTIONS, AND DISCUSSION OF THE THESIS**

### **3.1. Research Methods**

- The theoretical research group is used to: retrospectively, analyze, synthesize, and evaluate the materials to draw out the necessary things for the development of the theory of higher education competence.

- The group researches practical methods used to: survey the current situation, experiment with products, make statistics, and classify results...

- The expert method is used to consult with experienced scientists on the subject's research area.

### **3.2. Scientific hypothesis**

Finding a way to teach the development of text-based teaching skills for undergraduate students of primary education is a matter of concern, in-depth research is aimed at helping students of primary education have the teaching capacity of text-based learning for elementary students to meet the new general education curriculum, requiring students to graduate high school. need to develop functional skills. This leads to the requirement to train primary school teachers at Pedagogy schools as students of primary education need higher teaching competence. If the content and training methods in the general education sector of the Pedagogy school are innovated in the direction of developing university teaching competence for students, students after graduation will meet the requirements of higher education teaching of the new program.

### **3.3. Scientific arguments must be defended**

- The new educational curriculum at primary school has the goal of developing language competence for students, including reading ability, and in order to develop reading competence for primary school students, primary teachers need to have university teaching competence, tasks set out in the 2018 program and new textbooks. Therefore, the development of teaching capacity of reading comprehension for undergraduate students of primary education needs to be studied in depth.

- In order to develop the teaching capacity of text-based language teaching for undergraduate students of primary education, we propose a number of measures as follows: Standard design of teaching capacity of text-language arts; Strengthening the content of higher

education for students of primary education; Selection of teaching methods of higher education teaching capacity development of pedagogical teachers; Determine the method to evaluate the results of students' teaching competence of reading comprehension.

- Developing the capacity of teaching text-based learning for undergraduate students of the primary education major helps to improve the learning results of students in general and the capacity of teaching text-based learning of students when teaching university to high school students in particular. In order to meet the requirements of the 2018 Master program and new textbooks.

### **3.4. Expected contribution of the thesis**

**3.4.1. Theoretical:** Determining the theoretical basis for the development of the teaching capacity of reading comprehension for university students majoring in primary education.

**3.4.2. In practice:** Proposing a number of measures to develop the teaching capacity of reading comprehension for university students majoring in primary education.

### **3.5. Dissertation layout**

In addition to the introduction and conclusion, the thesis consists of 4 chapters:

Chapter 1. Theoretical basis of developing the teaching capacity of text-based language teaching for undergraduate students in general education majors

Chapter 2. The practical basis of developing the capacity of teaching text-based learning for undergraduate students in general education majors

Chapter 3. Some measures to develop the teaching capacity of text-based learning for undergraduate students in general education

Chapter 4. Experimenting SP

## **4. RESEARCH OVERVIEW**

### **4.1. Studies on teaching capacity and capacity development**

#### **4.1.1. Competency studies**

**The issue of competence is mentioned in many research papers and is approached and defined in many different ways. Countries around the world have: Knud Illeris, international organizations such as UNESCO, Theo DeSeCo, Mulder, Weigel & Collins, Chang, etc. researchers around the world have a unified understanding of this concept. considered as a combination of perceptions, skills, qualities, attitudes/values, motivations of an individual or organization to perform, solve a task effectively in life.**

In Vietnam, authors such as: Dang Thanh Hung, Hoang Hoa Binh, Nguyen Thi Hanh, Do Ngoc Thong, Le Phuong Nga, Dang Quoc Bao Luong Viet Thai... In general, research works and scientific articles have been published. provide concepts and structures of competence and apply them to the teaching process to develop competence for all grades.

#### **4.1.2. Researches on high school education**

All studies are oriented to develop competencies that learners need to have, including the identification of goals, content, teaching methods, assessment methods so that learners can achieve competence according to the standards of evaluating those competencies through the results. actual results.

Japan, China, India, New Zealand, Canada, Indonesia, etc., all the programs of the countries are designed on the basis of competence to develop, learners' competence, although the expression is different, the concept is different. The concept of competence is still associated with the ability to perform and the desire to perform of learners.

German teacher training follows a two-step model: the process of teacher training in universities is called phase 1, after the graduation exam with the first national exam, these newly graduated teachers are participate in the training phase of trainee teachers of the states.

In the US, there are both models of teacher training, serial and parallel; In the first stage, students will study about 30 credits. During this time, students will combine internships at high schools 1 day / 1 week. In the second stage, students will study for 15 more credits and at this time will go to pedagogical practice 5 days/week at high school.

In Vietnam, the Education Law (2005), article 27 stated and mentioned with the orientation of reforming the general education program after 2015 identifies 7 general competencies.

In order to teach to meet the goals of competence, it is necessary to describe competence and design competency standards. The research group "Standard design method of subject according to competency approach" (2017) of the Vietnam Institute of Educational Sciences determined that when designing subject standards according to competency approach, it is necessary to identify: Indicators; Quality level; capacity development road; Rating by capacity

University of Education - Hue University, Ho Chi Minh City Pedagogical University, Quy Nhon University; ... Primary school teacher training program at university level. Graduates must have a mindset. have good moral character, have good health, have the capacity to teach and educate students according to the requirements of primary school teachers' standards, have the ability to teach the new primary curriculum well, have potential scientific research, self-improvement to improve qualifications, to meet the next development of general education in the coming decades. Have the ability to become a core teacher at primary school level. It is possible to continue studying to a master's or doctoral degree in general education. Graduate students must achieve level 1 in the primary teacher standards. The volume of knowledge of the whole course: 130 credit units.

## **4.2. Researches on teaching competence and development of teaching competence in Vietnamese universities**

### **4.2.1. Studies on teaching competence**

In the world, the general trend of all countries is to apply the teaching and learning approach to the building of general education programs. Therefore, the training of high school teachers must also change in the direction of developing educational competence.

In Eastern Europe researchers, O.A. Aboullina, N.V. Kuzmina, F.N Gononobolin, have been interested in research on the teaching competence of teachers, they have focused on determining the capacity structure, the required skills of the teacher and the relationships between the teacher's ability and competence. professional competence and professional capacity (vocational competence) and indicate the teaching competencies that students need to have and need to be developed to become teachers, including many teaching skills, including teaching skills of reading comprehension.

In Western Europe such as the US, Canada, Australia, etc., the authors do a lot of research on organizing training in practical skills for teaching students based on the achievements of functional psychology and recommending real-time hours. Practice is allocated more than theoretical hours when studying in class.

In Vietnam, research on teaching competence has attracted many authors and researchers such as: Do Ngoc Thong, Vu Xuan Hung, Dang Thanh Hung, ... affirming that the decisive factor in having pedagogical competence is having knowledge. manner and manner. When knowledge is not enough, it is necessary to have a way (good teaching method, good teaching method) to have pedagogical capacity. The author gives four basic competencies of modern teachers, including: capacity of studying learners and learning; Leadership capacity and management of learners, learning; Competence in teaching design and educational activities; Teaching capacity and direct educational impact

### **4.2.2. Researches on pedagogical development of Vietnamese universities**

#### **4.2.2.1. Studies in the world**

In the early 70s, I.R. Galperin; J.L. Cook, G. Cook; Duke & Pearson; Snow; Danielle S. McNamara; The College Board organization in 2006 stated clearly: it includes content on university strategy. It just shows that students with good reading ability use strategies and affirm that university strategy is very necessary. In parallel with the model of teaching reading comprehension strategies, the main forms of teaching using reading comprehension strategies

have been applied and tested for effectiveness such as: interactive teaching (reciprocal teaching), transfer teaching Transactional strategies instruction, teaching by asking questions to the text author (Questioning the Author (QtA), reading by collaborative strategies (CSR, Collaborative Strategic Reading), teaching concept-oriented reading (CSR, Collaborative Strategic Reading) CORI, Concept Oriented Reading Instruction) The authors have affirmed, these forms need to become effective teaching habits or frameworks.

*Books on reading comprehension such as Reading Comprehension strategies by Danielle S. McNamara, Reading and Learning to Read (fifth edition) by Jo Anne L. Vacca (and others), Literacy for the 21st Century A Balanced Approach by Gail E Tompkins, Readings for the 21st century (fifth edition) by William Vesterman are being considered valuable documents for researchers on reading comprehension.* Proceedings of the fourth international scientific conference held in Australia in 1978 on reading comprehension has attracted the participation of more than 700 prestigious scientists around the world. The papers mentioned the effect of reading comprehension on students and the meaning of reading comprehension in other subjects.

#### 4.2.2.2. Studies in Vietnam

Some research works on higher education: "History of reading comprehension research" by Nguyen Thanh Hung; "Research history and conception of reading comprehension" by Pham Thi Thu Huong; Author Nguyen Thanh Hung with articles in the book Skills to teach reading comprehension; author Nguyen Thi Hanh with the work Teaching reading comprehension in Primary School; author Nguyen Thi Hong Nam with the Textbook of Methods of Teaching Reading Texts; ... there have been many other researchers who have written on the issue of teaching reading comprehension in high schools, primary schools, and secondary schools such as: Tran Dinh Su, Nguyen Thanh Hung , Le Phuong Nga, Do Ngoc Thong, Nguyen Thi Hanh, Hoang Hoa Binh ... the authors give their views on the term "reading comprehension" and methods of teaching reading comprehension such as: reading carefully, reading deeply, reading well create. Therefore, the development of teaching competence must be given special attention to development. The works and documents have clearly shown us the important role and necessity of developing the teaching competence of reading comprehension for all levels, from elementary, middle, high school and pedagogical schools.

### 4.3. Unresolved issues

From the overview of research works of domestic and foreign authors and scientific researchers on reading comprehension, etc. for students/students. I draw problems related to the development of higher-teaching competencies of higher education students in specific primary education. as follows:

1) Equip teachers with understanding of text comprehension and the process of teaching text comprehension:

- The teacher himself must have self-study of all kinds of texts
- The teacher himself has the ability to determine the content of the text
- The teacher himself knows how to identify the methods and forms of reading comprehension
- The teacher himself knows how to evaluate the students' verbal communication skills.

2) Equip teachers with knowledge to identify specific program and text content when teaching text-based learning to undergraduate students in general education

3) Equip teachers with strategies on reading comprehension so that teachers can have organizational forms and teaching methods of reading comprehension for undergraduate students in general education.

4) Equip teachers with tools to assess the teaching ability and teaching capacity of reading comprehension of higher education students

5) Equip teachers with training courses for primary teachers, teaching skills and capacity to assess students' teaching skills of reading comprehension.

## CHAPTER 1

### THEORETICAL BASIS OF DEVELOPING THE TEACHING CAPACITY TO READ TEXT COMPREHENSION FOR UNIVERSAL STUDENTS OF ELEMENTARY EDUCATION

#### 1.1. Education according to the goal of capacity development

Pedagogical schools train students to be teachers, so when they graduate from school, they must have the ability to teach. The training process at a pedagogical school will have to be based on the fundamental theories of competence, teachers' competence, and teaching competence.

##### *1.1.1. Competence and competence in education*

There are many studies on energy from different perspectives. Psychologists believe that competence is the ability to do or is an attribute of an individual. Author Nguyen Cong Khanh; Tran Trong Thuy; Nguyen Quang Uan; Dang Thanh Hung; Do Ngoc Thong, .. all commented: "Capacity is an individual attribute formed and developed by inherent qualities and the process of learning and training, allowing people to mobilize and synthesize knowledge, skills and other personal attributes such as interest, beliefs, will, etc. to successfully perform a certain type of activity, achieving desired results under specific conditions". In the field of vocational training, competence is defined as "what makes people able to do the jobs of that profession" as "successful performance of the jobs of the profession".

Some other studies have stated the characteristics of competence: Competence is a combination of unique attributes of an individual; NL exists only in activity; Work results are often a measure to evaluate the capacity of individuals who do it; Human energy is not naturally available when people are born, but it is formed and developed in the process of activity and communication.

In education, there are many ways to classify competencies, but typically, the classification of competencies includes two types: general competence and specialized competence. General competence "is a basic and essential capacity that everyone needs to live, learn and work effectively.

In general, the authors believe that competence is a unique attribute of an individual, which is a combination of knowledge, skills, attitudes, experience, willingness to act and a combination of factors. that factor to solve a problem posed from life.

##### *1.1.2. Teaching according to the goal of capacity development*

Teaching according to the goal of developing competence is the tendency, trend, and teaching perspective to focus on the outputs of learners' abilities. On the basis of identifying and describing competence, the next steps are taken in turn: determining content, teaching methods, and methods of assessing learning results.

###### *1.1.2.1. Identify and describe competencies*

Determining what competencies need to be developed for learners means that there needs to be a clear enough definition of that competency. Some definitions of competence can be referred to below, including definitions of general competence and definitions of specialized competence. To describe an energy, it is necessary to analyze the energy according to its structure to see what components it includes, what indicators it includes in each component and how many quality criteria in each index.

a) Components of Competency are areas of expertise that express human potential. Each component briefly describes one or more activities and operating conditions.

b) The components of competence are basic skills, which combine to form a component. Describing an element of energy usually begins with a verb indicating the activity or describing the value of the activity.

c) Indicators are signs of students' behavior when performing competency. These signs are the core signs that represent each element of an energy, these signs can be observed and measured.

d) Quality criteria are the quality levels of students performing competency in each indicator.



Determining the structural elements of energy is a very important stage in teaching according to the goal of developing competence. The description of competence to the level of quality criteria is the work of designing the Competency Output Standards for each competency that needs to be developed in learners. So designing the output standard for a competency is a core requirement that makes the innovation of teaching according to the goal of developing competence compared to traditional teaching focusing on previous content.

In 2015, absorbing the theory of standard design of human resources, a research group of the Vietnam Institute of Educational Sciences carried out a theoretical research task on the process of designing competency standards for the subject. The research results of this task provide an overview of the steps to design the capacity Standard and the methods used to design the capacity standard. Specifically: There are 6 steps to be done in designing Competency Standards for the subject: **Step 1: Definition of competence; Step 2: Identify components and components of competency:** Author Pham Van Hien has identified the components of educational assessment competence of primary school students including: A. Assessment planning; B. Selection and development of assessment tools; C. Carry out the assessment and process the information obtained in the assessment; D. Use of assessment results; E. Notify and feedback assessment results to stakeholders (students, students' parents, education administrators...); G. Scientific research on educational evaluation; **Step 3: Define the indicator**

**Table 1: Indicators of educational evaluation capacity for higher education students**

<b>Elements</b>	<b>Indicators</b>
<b>A. Evaluation planning</b>	A.1 Determining the elements of a student's education assessment plan A.2 Explain the relationship between the elements of the student's educational assessment plan A.3 Share and agree on the assessment plan for student education
<b>B. Selection and development of assessment tools</b>	B.1 Choosing an assessment tool suitable for the purpose, assessment method and learning content B.2 Understand the technique and compile a number of tools for classroom assessment B.3 Tool adjustment after trial evaluation
<b>C. Perform assessment and information processing and analysis</b>	C.1 Know how to organize and maintain regular assessment, periodical assessment according to regulations C.2 Using assessment tools properly C.3 Process and analyze the evaluation information obtained
<b>D. Using assessment results</b>	D.1 Make the right teaching decisions for individuals and groups of learners. D.2 Know how to adjust teaching activities to develop learners D.3 Contact and exchange assessment results to adjust elements of the teaching process (content documents, teaching methods, professional management ...)
<b>E. Notify and respond to evaluation results</b>	E.1 Determine what information to notify E.2 Implementation of notification of results to stakeholders E.3 Unify the method of notification and feedback of assessment results suitable for each subject
<b>G. Scientific research on educational evaluation</b>	Read, understand, and perform small studies to meet the requirements of improving classroom assessment

**Step 4: Determine the quality criteria (quality level):** The quality level to be determined is the quality level that student performs at each indicator. In this step, experts and teachers will

apply Glaser's view of increasing competency levels to draft a quality level system for each indicator and generalize them into competency development levels (assumption). Each indicator is described according to one or several certain scales. The use of existing scales or the establishment of a new scale all have to produce levels of quality in an indicator, and then generalize to the stages of development of each component skill and overall competence - ***this is exactly what it is. capacity development path***. Competency development path describes, outlines the path that learners can reach if they want to master a certain field. On the other hand, this development line is also a practical tool to organize teaching activities through teacher determining the current position of students on that road. After describing the energy development curve, it is necessary to use the adjustment method and consult the teacher to determine the suitability of this line. The essence of the capacity development curve is a heuristic model of learning over time drawn up by experts. Therefore, it needs to be confirmed by the experimental method, ie measuring in practice whether the student's position on the development axis is really consistent with the thinking level of groups of learners; ***Step 5: Design energy assessment tools***: In order to standardize experiments expected by experts, it is necessary to design energy assessment tools. The design of the assessment tool includes the following: a) Designing tasks/questions (items) suitable for different levels of the Competency Standard described by the expert. Each mission can measure one or more levels of capacity. b) Identify options to show students' results. c) Select measurement method and measure experiment according to the compiled toolkit. ***Step 6: Adjust the Expected Standard to the official standard***: Based on the capacity Descriptive Standard, it is possible to assess the difficulty of the behavior that the question needs to measure, then adjust: Either re-adjust the capacity Standard, or adjust measure the difficulty of the task in the assessment tool. *After adjusting the expected performance standard and the tasks to be adjusted in the toolkit based on the experimental results, then the capacity standard design team can determine the official capacity standard.* **In summary, the official Competency Standard consists of two parts: A description of competence according to components (components), indicators, quality criteria and energy development path; The sample part includes: samples of assessment tools, samples of students' work showing the levels of competency development path, samples of lessons taught by teachers so that learners can achieve experimental results (if any).**

#### *1.1.2.2. Identify other elements of the teaching process based on competency standards*

After determining the Competency Standards, the teaching process according to the competency development goals will be: a) *Determining the teaching content*: The determination of the teaching content must be based on the Competency Standards. b) *Determining teaching methods*: Teaching according to the goal of developing competence focuses on learners. Therefore, teaching methods need to devote an important proportion to the type of practice method and application method. The selection of teaching methods to develop competence should follow the following principles: *Taking learners as the center, learning activities as the center; Learners learn at their own pace in a collaborative environment; Encourage learners to think creatively, reason and act to create useful products for themselves and the community.* Based on the above-mentioned principles, teaching to develop competence needs to use the following main learning methods: *Collaborative learning method in groups; Constructive learning method; Method of learning by doing; Methods of learning by self-study.* To implement cooperative learning in groups, teacher can use the following techniques: *Different grouping techniques to suit different tasks (grouping by level, grouping by piece, grouping by mixed group) fit ...); Techniques of round tables, puzzle pieces; Presentation technique 1 minute; Techniques of discussion and debate; The art of knowing 3...; Role-playing art.* To implement the constructivist learning method, GgV can use the following techniques: *Sample analysis and pattern training; Questioning technique (teacher, students ask questions); Techniques of learning projects...* To implement learning by doing, teacher can use techniques: *Assigning work positions in puzzle groups; Learning project techniques; Role-*

*playing techniques...* To practice To demonstrate the method of learning by self-study, teacher can use the following techniques: *Brainstorming techniques; Questioning technique; Art project learning..*

When implementing these methods, the teacher acts as an action-oriented person, guiding learners on how to perform activities, supporting students when they encounter difficulties, and assisting students in assessing learning outcomes. To develop university teaching competence for students, it is necessary to use the methods and techniques of active teaching mentioned above. *c) Determining assessment methods:* When using both regular assessment methods and summative assessments to assess competency according to competency standards, teachers can not only confirm the progress of each student in learning but also know Find out what level each child's energy is on the path of energy development. The assessment of university teaching competence of students also needs to comply with this assessment method.

## 1.2. Teaching ability and reading comprehension teaching ability

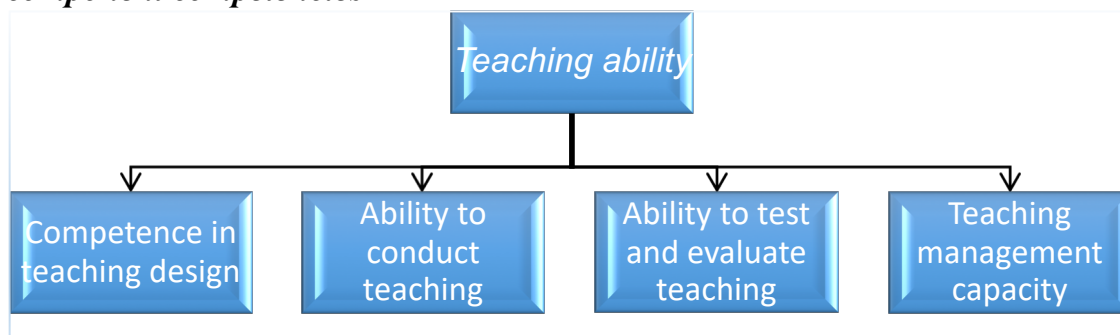
### 1.2.1. Teaching ability

#### 1.2.1.1. Teachers' Teaching ability

**Australian education experts propose 5 competencies of teachers:** capacity to design lesson plans and design lessons (1); Competence to evaluate learning results and report on learners' learning results (2); Learning capacity to improve professional qualifications (3); Ability to analyze the program, study materials and develop the program appropriate to the school context (4); NL cooperates with colleagues inside and outside the school (5). Based on these 5 competencies, Australian experts have designed teacher competency standards including 3 levels from low to high. In the above 5 competencies, the competencies 1, 2, 3, 4 are those directly related to the teaching task. **American education experts determined that teachers need to have the following core competencies:** ability to interact with learners (1); Competence to create a learning environment (2); Lesson design skills (3); Competence uses diverse teaching strategies (4); Competence to assess learning outcomes (5); Competence identifies learners' needs (6); communication capacity (7); Cooperation capacity (8); Competence to maintain pedagogical style (9); Capacity is committed to improving professional qualifications (10). Among the above competencies, competencies 2, 3, 4, 5,10 are directly related to the teaching tasks of teachers.

#### 1.2.1.2. Elements of Teaching ability

**Experts in the field of vocational teacher training define teaching competence as consisting of 4 component competencies**



**Figure 1: Teaching capacity of Vocational Educators**

#### 1.2.1.3. Professional standards for primary school teachers

**Article 6. Requirements in the field of knowledge:** 1. Basic knowledge; 2. Knowledge of testing and evaluating students' learning and training results. **Article 7. Requirements in the field of pedagogical skills:** 1. Making a teaching plan; know how to prepare lesson plans in the direction of innovation; 2. Organize and carry out classroom teaching activities to promote the creative dynamism of learners. The above theoretical studies have common points in determining the components of teaching competence of teachers in general. That is: *Having professional competence in the field they teach (for example: competence in math, Vietnamese, Science ...) updated with the innovation trend of specialized science; Having the understanding*

to analyze the program and learning materials, the educational perspective shown in the educational program. Apply that knowledge to design lesson plans (curriculum); Have the ability to use strategies, methods and teaching techniques to teach a wide range of students; Have the capacity to evaluate the learning results of students.

### **1.2.2. The capacity of teaching reading comprehension of teacher**

#### **1.2.2.1. Components of the ability to teach reading comprehension for students**

**1.2.2.1.1. Element 1: Having reading comprehension ability:** Students are considered to have this ability when they read and understand all kinds of texts at college and university level (reaching reading comprehension requirements higher than those required in the subject program). Literature of grade 12 at the end of high school) according to 4 indicators of the labor force: 1) Understanding the content of the text; 2) Understand the mode of expression of the text; 3) Contact, compare outside the text; 4) Read and understand new texts.

**1.2.2.1.2. Element 2: Having the capacity to analyze university programs and documents at the elementary level:** This ability of the students is reflected in: Understanding the requirements for reading comprehension in the Vietnamese program at the high school level; Understand how to design reading comprehension lessons in Vietnamese textbooks; Various reading activities.

**1.2.2.1.3. Component 3: Having the capacity to use teaching strategies, methods and techniques to teach a wide range of students:** This competency of students is reflected in two aspects: choosing strategies, methods, teaching techniques and implementing strategies, methods and techniques in class.

**1.2.2.1.4. Component 4: Capable of assessing students' learning outcomes:** The ability to assess students' learning outcomes is reflected in the following aspects: Students know how to plan for assessment; Students know how to use methods and assessment techniques; Students need to know how to collect and analyze students' reading comprehension results in order to find solutions to help individuals or groups of students learn to read better, reaching a higher level than the current level in the development of reading comprehension skills.

#### **1.2.2.2. Methods of developing university teaching competence of student**

##### **1.2.2.2.1. Standard design of university teaching skills for students**

On the basis of the standard of higher education teaching energy development of author Nguyen Thi Hanh - Institute of Educational Sciences, including 6 standard design steps. Based on that, to implement the standard design of university teaching competence for students of primary education in particular: *Step 1: Definition of competence:* University teaching competence is a teacher's activity by personal reading comprehension experience, the choice of teaching methods and techniques. , the method of assessing learning outcomes affects students in the reading passages in order to enable learners to achieve the university requirements stated in the Vietnamese language curriculum at the high school level. *Step 2: Identify the components and components of the capacity (including 4 basic components):* the ability to read and understand the text; Competence in program analysis and reading comprehension at primary level; Competence to choose teaching methods, teaching techniques, to teach reading comprehension; Competence assesses students' reading comprehension results. *Step 3: Identify indicators:* Indicators are the expressions of students when performing university teaching skills for students in high school. *Step 4: Determining the quality criteria (quality level)* The quality criteria specify the proficiency level of students in the process of teaching higher education to primary school students. Consists of 4 components: *Reading comprehension ability of students; Understand the curriculum and textbooks (reading comprehension) of Vietnamese; Implement reading comprehension strategies (to teach reading texts) at the primary level; Implement reading comprehension methods (to measure student reading comprehension) at the elementary level,* with different behavioral indicators, from low to high indicator. *Step 5: Design assessment tools:* Design specific questions and tasks suitable for different levels of indicators to be able to measure the levels of university teaching competence of students. *Step 6: Adjust the Expected Standard to the official standard:* From the standard

that describes the ability to assess the difficulty of the behavior, the question to be measured can be adjusted to the standard or the difficulty of the task in the assessment tool (questions, exercise,...)

#### ***1.2.2.2.2. Determining teaching content to develop university teaching capacity for students***

The teacher can write the lesson objectives in accordance with the requirements for reading comprehension (university) stated in the training program; Teachers understand that each question, exercise, and task assigned to students stated in the learning materials shows what requirements to achieve about university of the program.

#### ***1.2.2.2.3. Identify methods and techniques of lecturers to develop university teaching competence for students***

Research on the concept of the authors Voorhees, Jones, Paulson (2002) on the hierarchical relationship between competence, learning experience and assessment of the process of human resource development higher education has four stages as follows: Stage one: *assigning tasks* (create excitement, stimulate the capacity in each individual student, they bring into the learning process); Stage two: *receiving* (the knowledge, skills, attitudes, about teaching reading comprehension that students go through the teaching process); Stage three: *application* (University teaching capacity is formed for students thanks to the integration of learned knowledge skills and other factors associated with other factors in the teaching process); Stage four: *implementation* (results of demonstrating university teaching competence in practical teaching through practical subject matter practice). Lecturers need to know and have the capacity to choose appropriate teaching methods and techniques to develop university teaching competence when performing university teaching.

#### ***1.2.2.2.4. Determining the method of assessing the university teaching competence of students***

The capacity of higher education is considered in the following 4 main components: Having the ability to read and understand text; Have the ability to analyze the program and read comprehension at the primary level; Having the capacity to choose teaching methods, teaching techniques, to teach reading comprehension; Have the ability to assess students' reading comprehension results

## **CHAPTER 2**

### **PRACTICAL BASIS OF DEVELOPING THE CAPACITY OF TEACHING READING COMPREHENSION FOR ELEMENTARY EDUCATION STUDENTS**

#### **2.1. Overview of the situation survey process**

##### ***2.1.1. Purpose and scope of the survey***

**Purpose:** The thesis researches some measures of human resource education in teaching reading comprehension for undergraduate students in general education through teaching the Vietnamese part.

**Scope of the survey:** The survey sample consisted of 40 teachers of Pedagogy University, 320 students of higher education majors of Pedagogical University. The survey was conducted at universities: Dong Thap University, Ho Chi Minh City University of Education, Da Nang University and Hung Vuong University (Phu Tho).

##### ***2.1.2. Survey content***

*2.1.2.1. Teacher survey;* survey 40 teacher through questionnaire

*2.1.2.2. Student survey:* Each student participating in the survey will answer a number of questions through questionnaires and tests

*2.1.2.3. Survey of training programs:* Survey of 40 teachers through questionnaires

##### ***2.1.3. PP and survey techniques***

Survey of teachers and students through questionnaires. The questionnaire is designed in the form of multiple choice questions and essay questions.

#### **2.2. Survey results**

##### ***2.2.1. Teacher survey results***

Through the questionnaire, most of the teachers who participated in the survey fully answered the questions. Specific results:

1) *The current state of teachers' awareness about teaching oriented towards human resource development and the importance of teaching textual language skills to undergraduate students in primary education today*

a. *Teacher's perception about teaching oriented towards energy development:* According to the survey results, we found that (47.5%) teachers have a correct but incomplete perception of oriented teaching of energy development. teachers said that teaching with orientation towards capacity development mainly focuses on students "promoting the activeness and initiative of learners, promoting fostering special abilities of students" or "enhancing individual learning in collaboration with students". cooperation", "forming and developing self-study competence..." From that, we see that the teacher's perception is correct but not enough because those are the problems related to the content and teaching methods but forgot to mention the goal. as well as the form of assessment test related to teaching in the direction of energy development

b. *The teacher's perception of the importance of teaching reading comprehension for university students in primary education;* Most of the teachers who participated in the survey (19/40 teachers, accounting for 47.5%), almost 50% did not pay special attention to the teaching of text for undergraduate students in the current primary education sector. The questions we received were mostly "normal" with only a few saying it was "necessary", with (11/40 teacher accounting for 27.5%) who said it was "very necessary". This shows that the teachers have approached and know the teaching of higher education for students today, but they do not have a comprehensive overview of the innovation goal and the importance of teaching to develop the teaching capacity of higher education for students of the general education major to meet the needs of students. application of new textbooks and teaching in the direction of energy development.

2) *Evaluation of teacher on the ability of students to choose content for teaching reading comprehension of texts (lesson design) of current students:* The answer sheets obtained are all conceptual and judgmental about the ability to design lessons, Teaching skills and assessment of reading comprehension skills for primary school students when they go to practice. The majority of teachers (18/40 teachers accounted for 45%) said that it is necessary for students to know how to choose the content of university teaching as well as to organize, guide, use methods and forms of teaching text comprehension for primary school students. + Students know how to design lessons when teaching co-curricular activities: Determine lesson objectives (Good: 3 Good: 8 Average: 20 Not achieved: 9) + Forming process and classroom activities for students with reading comprehension (Good: 4 Fair) : 7 Average:19 Did not pass:10) + Select teaching methods of reading comprehension (Good:3 Good:5 Average:23 Not pass: 9) + Evaluate students' reading comprehension ability through the lesson (Good:3 Good:6 Average: 17 Failed:14)

a) *The teacher's assessment of the ability of students to acquire skills in the process of teaching reading comprehension for elementary students? (through internships):* Similar to the answer sheets obtained, it shows the skills in the process of teaching reading comprehension for high school students (through internships) Most of the teachers (18/40 teachers accounted for 45%) gave that students need and need to implement teaching of text comprehension for primary school students. + Guide students of reading comprehension according to the process and organize specific activities for students to perform (Good:7 Good:11 Average:19 Not achieved:13); + Appropriately use methods and techniques to teach reading comprehension to students (Good:6 Good:7 Average:24 Not yet:3); + Forming for students how, skills, ability to read, understand and self-study text in a scientific and effective way (Good: 5 Good: 6 Average: 18 Not achieved: 11); + Students know their comments, skills, and their own reading comprehension skills (Good: 6 Good: 6 Average: 20 Not achieved: 8)

b) *The ability of students to assess the ability of students to understand text comprehension of primary school students:* With the answer sheet obtained, it shows the ability of students to assess the ability of reading comprehension skills of primary school students (through practice sessions). The majority of teachers (18/40 teachers accounting for 45%) think that students need and need it when choosing how to approach the teaching of reading comprehension for primary school students. + Students can identify the information in the text (Good:8 Good:7 Average:19 Not good:6) + Students understand the expressive value of words and images in the verbal text (Good:6 Good:8 Average:18 Failed:8) + Students analyze and connect the information of the text together (Good:4 Good:7 Average:21 Not pass:8) + They know how to respond and comment on the text in simple level (Good:7 Good:7 Average:19 Not pass:7) + Know how to apply information from document into practice, other text (Good:7 Good:9 Average:19 Not pass:5)

From the surveys of teachers, it has been shown that, when teachers want to develop the capacity of teaching and learning text for higher education students in addition to teaching theory, the practice through practical sessions (hypothetical teaching) and Pedagogy practice sessions in primary schools is a task. extremely important and necessary service for students of general education to have the teaching capacity of reading comprehension for students at the elementary level

3. *Teacher's capacity on: teaching organization form, teaching method, teaching technique, method and assessment tools Teacher used when teaching to develop teaching capacity of text comprehension for undergraduate students of primary education majors.*

When teaching to develop the teaching capacity of text-based learning for university students in the primary education sector, the form of teaching organization, teaching methods, teaching techniques, methods and assessment tools is an important step in teaching to develop the capacity of higher-educational teaching for students such as: they themselves must have the capacity. reading comprehension, then students grasp the reading comprehension skills of primary school students, through the process of teaching in class / pedagogical internships 1,2, preparing lesson plans, implementing projects (Chapter 1 specifically stated). Teaching methods and techniques when teaching in order to develop the capacity of teaching text-based learning for students also need to combine many methods continuously and interwoven in the process of teaching, not to absoluteize a particular method. Specifically, we get the following results:

a) *The teaching methods of teachers when teaching to develop the capacity of higher education teaching for undergraduate students in general education:* When investigating about the experience of teaching text comprehension for students, most of the teachers confirmed that they had taught text comprehension, and stated the importance of teaching text comprehension to students as necessary. necessary and very necessary (57.5%). To learn about teaching methods and teaching techniques that teachers used to teach the module of teaching methods of reading comprehension for primary school students and when teaching to develop the capacity of teaching reading comprehension for students, the teacher raised a number of teaching techniques such as: Techniques of making sentences Questioning techniques, techniques we know 3, active writing techniques, active reading techniques... Thus, the techniques GgV frequently use are questioning techniques, active writing techniques and active reading techniques. There are still quite a lot of very effective techniques in teaching text university such as role-playing technique, one-minute presentation, KWL-KWLH... Teachers has not known or rarely used in teaching.

b) *Tools and methods for teachers to assess university teaching competence for students:* In the assessment form, we consulted teachers about the names of methods and tools used by teachers to assess university teaching competence for primary students of students. . Most of the answer sheets we received mentioned the methods and tools for assessing the teaching competence of students' reading comprehension: Regular assessment, periodical assessment, classroom observation through group activities, project work, etc. ...However, the assessment



method is still not clear and specific in order to accurately assess the teaching capacity of the students' reading comprehension.

c) *Evaluating the training program*: And when asked about the teacher's suggestion for the school in renewing the content, program, and training of primary teachers in order to develop the textual teaching capacity for students of the primary education major, most teachers have not yet boldly and give effective suggestions to develop the teaching capacity of reading comprehension for students. It can be seen that the teacher's comments have not yet focused on the issue of helping students to have better understanding of text and teaching ability or to help students develop this ability better.

4. *The current situation of basic difficulties and challenges when teaching text-based learning to undergraduate students of primary education.*

When answering an interview about the difficulties in teaching and developing university teaching for students, the majority of teachers affirmed the difficulty due to "not fully aware of the importance of developing university teaching skills for students" as well as "Not often and know how to use using techniques and tools to assess the teaching and learning skills of students", or "The teachers have not been trained to teach the students' capacity for higher learning", or "the time budget is not appropriate to teach the students the capacity of higher education teaching", etc. Some other difficulties are also mentioned, but with a lesser proportion. It is difficult because students are not ready to learn text comprehension, the content of teaching is not suitable to teach, teachers do not know how to assess the results of text comprehension and teaching capacity of reading comprehension for students. On the other hand, in today's pedagogical schools, the lessons on theory and practice, teaching and learning are separated from each other, theoretical lessons are more than practical, students learn theory at the end of the first semester of year 3 before they can practice. Pedagogy 1 and last semester 2 can only practice pedagogy 2. Or theory usually occupies more than two parts of the subject program. This is also the reason that limits the development of teaching capacity of reading comprehension of university students in general education

### **2.2.2. Student survey results**

1) *The current situation of reading comprehension ability of students of general education*: With the requirements of the teaching skills of the program according to 4 levels of content requirements to be achieved when reading comprehension, only 31.9% of the content requirements are properly understood by students. , enough according to document in the survey test. With the requirement of formal reading comprehension, the number of students who did the test was very low, accounting for 24.4% and the comparison and connection when reading the text also accounted for only 27.8%. In particular, the extended reading requirement is very low at 15.9%. From the survey results, it is shown that the written comprehension ability of the students of the primary education major is not high. They need to have teaching skills in order to carry out the teaching capacity of reading comprehension for high school students.

2) *The reality of students who know how to determine the goal of forming the teaching competence of reading comprehension*: To find out about the importance of the partial skills in the goal of forming the teaching competence of reading comprehension for students, we asked and asked students to give their opinions. The results obtained: Planning teaching reading comprehension for students with undefined and less defined levels accounted for 56.9%; Practice to improve the quality of reading comprehension skills for yourself 50.6% find it undefined; Understand and analyze the program and teaching materials to teach reading comprehension for primary school students (46.9%) not clearly defined when teaching university to primary school students; The selection of objectives for the reading comprehension lesson was also chosen by students as undetermined (53.4%) when teaching reading comprehension in primary school. Similar to choosing methods and forms of teaching organization (63.1%) ... Know how to use teaching means to teach reading comprehension (61.6%). Know how to use method, regular assessment techniques and periodic assessment to



assess reading comprehension skills (66.9%). The percentage of students who have not yet determined or determined the importance of skills when teaching university to high school students is at a high level. This is also the basis for us to put the goals into the standard as well as develop the capacity of text-based teaching for students of primary education as presented in the theoretical chapter.

3) The reality of students knowing how to identify and choose the methods of teaching text comprehension: From the survey, it shows that the teaching methods that students know to choose to teach reading comprehension are quite diverse and frequent such as group learning (52.5%), presentation (84.4%), individual research (64.4%), problem solving (75.3%), question and answer (56.6%), case study (67.8%). , and other PPs (65%). However, methods such as performing major exercises/projects/writing essays (49.9%), experiences (43.4%),... are not clearly defined by students when teaching reading comprehension.

4) The reality of students knowing how to assess when teaching reading comprehension: Similar to the tools to assess the teaching competence of reading comprehension for students, mainly written tests (97.2%), checklists-transcripts (94%) , and student learning records (83.4%) were selected as unidentified, assessment tools such as student observation sheets, learning projects or large assignments, students selected unidentified less, in The process of assessing students' reading comprehension skills. We believe that the students/primary teachers (apprentices) have not yet been identified to flexibly, regularly and appropriately use teaching methods and equivalence when teaching the development of text comprehension skills to primary school students in order to exploit, develop and assess the competence of reading comprehension for them.

5) The current situation of advantages/disadvantages in terms of contents, textbooks, textbooks and teaching materials for teaching in the direction of developing teaching competence of reading comprehension: *Continue to survey the content, textbooks, textbooks, teaching materials* Currently, there are advantages for teaching in the direction of developing the teaching skills of text-based language for students that do not show us: Very few students find it convenient to teach and learn text-based learning (24.7%); There were (34.1%) assessed as favorable and (27.8%) normal, less favorable (8.4%) and completely unfavorable (5%) accounted for a small proportion. Basically, students find the content, textbooks, textbooks, teaching materials of Vietnamese language classes in normal high school and very low or favorable. From there, it shows that the change of content, textbooks, textbooks, teaching materials in pedagogical schools is now very necessary for the teaching of higher education for primary school students and for developing the capacity of higher education for students of primary education.

### **2.2.3. Training program survey results**

Survey the training program of the pedagogical school to see if it has met 4 components of students' ability: reading comprehension ability; Program analysis skills; Capacity to use teaching methods; The ability to evaluate the results of primary school students to develop the capacity of higher education students of the primary education sector obtained the following results: *The training program pays attention to the development of students' reading comprehension ability:* The answer sheets obtained show us the training program at the School of Education. there is no content to guide reading and understand the content of document expression methods, only 52.5%; content of reading comprehension about document layout form, reading comprehension, contact reading, comparison, document connection, document extended reading comprehension are all below 45%. From here, it shows that the program needs to add more elements of students' reading comprehension ability; *The training program for students who have the ability to analyze programs and documents at the elementary level:* Basically, the votes show that the ability to understand the program, the textbooks at the high school level of the students is not high: Competence understands the requirements to be met in Vietnamese language program at primary accounted for 47.5%; understanding how to design reading comprehension lessons in Vietnamese textbooks in high school only 45% and diverse

reading comprehension activities accounted for 47.5%. Students who do not have the ability to analyze programs and documents at the primary level will not be able to perform well in teaching skills for primary school students; *The training program for students with the ability to use methods of teaching and learning of text comprehension for primary school students:* The questionnaires show that the ability to use methods of teaching and learning techniques for primary students is already in the program. training program but not much: Competence to choose strategic methods, teaching techniques when preparing lectures for teaching, accounting for 50%; The capacity to implement strategic methods and teaching techniques for many students is only 40% and the ability to know how to combine appropriate and effective teaching methods and techniques accounts for 55%. Basically, for teaching text comprehension to be effective for primary school students, students need to have the capacity to use strategies of teaching and learning techniques. The pedagogy training program needs to guide and concretize so that students can have this ability; *The training program has the capacity for students to evaluate the learning outcomes of primary school students:* Like the above competencies, most of the answer sheets show that the training program has a very low percentage: the content to guide students to set up the results assessment plan for primary school students 40%; content to guide students to use methods and techniques to evaluate primary school students 32.5%; content to guide students to collect and analyze reading comprehension results of high school students 35%; The content to guide students to know the methods of assessing the learning results of high school students is only 20%. From there, it shows that the training program at the pedagogy school has not focused on the content of self-assessment for primary school students. This is a very important step for students to have university teaching skills.

### **2.3. General opinion about the situation**

- Teachers are not aware enough about the importance of the course for teaching, in order to develop university teaching capacity for students. Since then, not enough and harmonized methods of teaching and assessment methods have been used in this module. The curriculum of this module is rarely updated with training requirements to develop competence.

- Students are still weak in some indicators of reading comprehension skills such as: not knowing enough teaching methods and methods to assess students' reading comprehension ability. In addition, there are students who do not have the ability to read for themselves.

- The product training program has not been updated on teaching of human resource development according to the orientation in the current high school. - Teaching develops competence to meet the requirements of new textbooks. In addition, the training program has not focused on spending much time for students to practice.

Weaknesses in teaching capacity of students' reading comprehension are derived from the content, training program and teaching methods of teacher. Therefore, these weaknesses and shortcomings will be improved by innovative methods of teaching methods in the teaching method of text-based teaching modules mentioned in Chapter 3.

## **CHAPTER 3**

### **MEASURES TO DEVELOP TEACHING RESOURCES OF COMMUNICATIONS FOR PRIMARY EDUCATION STUDENTS**

#### **3.1. Principles of building measures to develop higher teaching capacity for higher education students**

3.1.1. Principles of ensuring scientific

3.1.2. Principles of ensuring feasibility

*3.1.2.1. Feasible with the level and learning conditions of students*

*3.1.2.2. Possibility with the learning environment at Primary School*

#### **3.2. Measures to develop higher teaching capacity for undergraduate students of primary education majors in reading comprehension in Vietnamese at primary school**

*3.2.1. Measure 1: Design standards for teaching and learning skills of high school students*

### *3.2.1.1. Definition of university teaching capacity of students majoring in sports*

University teaching competence is a teaching activity with personal reading comprehension experience, the choice of teaching methods and techniques, and methods of assessing learning outcomes that affect students in reading texts in order to make students achieve the requirements. need to reach the university mentioned in the Vietnamese language program.

### *3.2.1.2. Standards of teaching capacity of text-based learning and the development of competence of students of pedagogical education major*

*a) Scientific basis of the measure*

*b) Purpose and meaning of the measure*

*c) Steps to build the required requirements of the teaching competence of reading university*

Step 1: Definition of competency: *Teaching competence is an activity that students read and understand in order to understand what learners can do and apply what they have read and learned in the text they have learned to perform practical tasks in a given context. definitely teach reading comprehension texts for primary school students;* Step 2: Identify the components and components of the capacity: *The components of the higher education capacity are determined according to the four components of the teaching capacity: reading comprehension ability; Ability to analyze university programs and documents at the high school level; Competence uses teaching strategies, methods and techniques to carry out teaching for many students; Competence to assess students' learning results;* Step 3: Identify indicators: *Indicators are signs of students' behavior when performing competency. Each indicator needs to meet the following requirements: a) It must be clear, concise and easy to understand; b) There are no specialized terms, no abbreviations, etc., creating confusion; c) Written in positive language – describe what students can do or say, create, write; d) Does not contain terms that impose a valuation;* Step 4: Determine the quality criteria: *The quality criteria specify the level of proficiency in the process of teaching textual texts for undergraduate students of the primary education major of behavioral indicators.* Step 5: Design an assessment tool: *a) Design tasks/questions (items) suitable for different levels of the Competency Standards that experts have described; b) Identify options to show students' results. A task in the assessment tool for students' university teaching competence and the coding table of options for students to perform the task;* Step 6: Adjust the Expected Standard to the official standard: *Based on the ability Descriptive Standard, it is possible to assess the difficulty of the behavior that the question needs to measure, then adjust: Either re-adjust the ability Standard, or adjust measure the difficulty of the task in the assessment tool.*

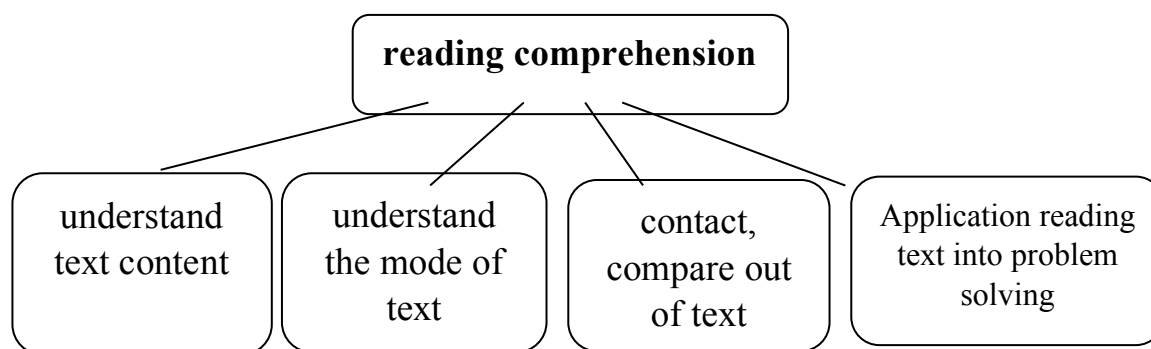
### **3.2.2. Measure 2: Enhance university teaching content for students majoring in general education**

#### *3.2.2.1. Strengthening reading comprehension ability for students of General Education major*

Based on the elements of the standard to determine the content: Developing students' self-study; Developing the capacity to analyze programs and textbooks; Developing competence using methods and techniques when teaching higher education; Developing the competence to evaluate the students' work performance

#### *3.2.2.2. Reading comprehension ability of students at the elementary level*

Interpretation is considered in 4 main components: Understanding the content of the text, knowing how to analyze and evaluate the content, topic, and data of the text; Understand the form of textual expression, recognize the layout, the connection between the form and the text text; Analyze some elements of text genres.



**Figure 3.1: Structure of reading comprehension ability**

3.2.2.3. *Organizational forms of teaching, teaching methods, techniques of teaching reading comprehension for students*

a) *Forms of organizing teaching in reading time:* Class-based learning; Form of group learning; Individual study form: Answer multiple-choice questions; short writing (answers to open-ended questions, short ideas,...) b) *Teaching methods and teaching techniques to teach reading comprehension at primary level:* Using some teaching methods and active teaching techniques: Question and answer method; method place and solve problems; Short story technique; Techniques you know 3; The art of role-playing; The technique of organizing the game, learning the game; c) *Models of teaching reading comprehension:* Model of meaning-construction theory; Reading diary model; The library model is friendly. And here are the methods of teaching reading comprehension in the direction of developing the capacity of primary school students: First, *teaching reading comprehension from the point of view of constructivism*; Second, *teach reading comprehension with the reading diary model*; Third, *teach reading comprehension for students through integrating reading skills through a friendly library model*: Creating a reading corner in the classroom space; Create a reading corner outside the classroom space; Share good books for a friendly library; Organizing reading exams in various forms; Fourth, *Collaborative learning in groups*

3.2.2.4. *Methods to assess students' reading comprehension ability*

a) Regular assessment in lessons: Regular assessment is an activity with dual functions: both reading comprehension and assessment. Techniques used for regular assessment: asking questions (Teachers, students ask questions); short story; write short; play as a character; game. b) PP design questions and tests for periodic assessment (mid-semester, end of semester, end of school year): Determine assessment objectives: confirm student's reading comprehension results after a learning period Exercise: Determining the assessment content: the requirements to be met in reading comprehension stated in the program: Determining the matrix of test questions: the number of questions for each requirement to be passed: Determining the type of questions in the test: essay test. The test is designed according to 4 levels: *Level 1*: recognize and repeat the knowledge and skills learned (40%); *Level 2*: understand the knowledge and skills learned and present and explain the knowledge in a personal way (30%); *Level 3*: know how to apply knowledge and skills learned to solve familiar and similar problems in learning and life (20%); *Level 4*: apply knowledge and skills learned to solve new problems or give reasonable feedback in learning and life in a flexible way (10%).

**3.2.3. Measure 3: Determine teaching methods of teaching the capacity development of higher education for higher education students of pedagogical faculty**

2.2.3.1. *Principles of determining teaching methods:* Do not absoluteize a specific teaching method. Combine multiple method for teaching; Inheriting the positive side of traditional teaching methods; Reasonable use of modern teaching methods to actively engage students' learning activities: guided self-study method, project-based learning method, group study method, seminar method; Renovating the learning environment of students: learning in class, studying in high school, studying in the library.

### 2.2.3.2. Teaching methods

a) *Presentation method*: Renovating the traditional presentation method (Teacher lectures, students listen) into active presentations: Teachers present by audio-visual means, combining question and answer, students share their understanding of the content. learn; b) *Project-based learning method* (including group learning method, seminar): The task of project learning is: For example, choosing a teaching method of story university in grade 4: The components of the project will be: 1) Deciding to choose method and teaching techniques; 2) Select specific teaching methods and techniques; 3) Implement teaching methods and techniques on a story (preparation and trial teaching); 4) Evaluate lessons taught and learn from lessons later; c) *Pedagogical practice method at primary school*: The purpose of the practical lesson; Lesson planning lesson, preparing teaching materials; Teaching by role-playing (Teachers, students); Teaching practice on students in high school, attending time in groups; Discuss and evaluate the lesson according to the lesson objectives; Lesson learned for the next lesson.

3.2.3.3. *Organize students to practice at the Pedagogical School* (students prepare lesson plans, test lessons, implement projects ...) *When guiding students to prepare teaching lessons, teachers should pay attention to*: Determining the content of university teaching lessons for students; Determine the university teaching method of the lesson to be used; Determine the assessment method of students' reading comprehension. The teacher organizes for students to try teaching in class during the teaching session of the Reading section of the Vietnamese teaching method. After the lesson, the teacher organized for the whole class to give constructive comments and comments on that trial lesson. From there, learn from experience to better prepare in the next university teaching sessions and during the Pedagogical internship.

3.2.3.4. *Organize pedagogical practice guidance in primary schools* (students teach reading comprehension and gain experience); Organizing practice in primary school is an indispensable job because it is the students who organize experiments in primary school to accurately evaluate the measures proposed in the thesis. Teachers of the Pedagogical School often combine with students to practice pedagogy in high schools. The teacher designs the lessons and the executors are the students who practice organizing teaching for high school students. Teachers can design reading comprehension exercises for high school students through the system of exercises for understanding text of students. Three groups of exercises can be given: Group of exercises with the nature of identifying and reproducing the language of document; Group of exercises to clarify the meaning of document language; Feedback exercise group.

### 3.2.4. Measure 4: Determine the method of evaluating the results of students' teaching competence of reading comprehension

3.2.4.1. *Assessment according to the teaching capacity of the reading comprehension (output standard) of the undergraduate students in the general education major*

As chapter 1 of theory and measures has stated the standards of teaching capacity of higher education texts for undergraduate students of primary education to serve as a basis for assessing the outputs of students.

3.2.4.2. *Assessment through regular assessment in the classroom*: According to the regulations on assessment through regular assessment in the classroom at the college and university level, according to the regulations of the Department of Education and Training. Teachers of the School of Education need to determine the assessment through regular assessment in the classroom with the following criteria: *Firstly*, encourage students to fully participate in class sessions; *Second*, increase the sense of discipline, self-study and self-research; *Third*, train students how to learn, how to work in groups; *Fourth*, increase the activeness and creativity of students during class time; *Fifth*, students self-assess.

### 3.2.4.3. Judging by the final exam

According to the regulations on assessment through assessment through the end-of-term test at the college and university level, according to the regulations of the Department of Education and Training, the test scores are regulated: Weight 7. Evaluation through the final

exam of students is the most important thing. Compulsory to assess student learning outcomes after finishing a module and it must be written work

#### *3.2.4.4. Evaluation through Pedagogical Internships*

Through the pedagogical training sessions, students are evaluated by the primary teacher, the teacher's assessment of the teacher's school and the evaluation of their friends who are students with the teacher training program (Through the evaluation sheet)

#### *3.2.4.5. Comment on the results of student*

Student learning results through regular assessment and periodical assessment (end-of-term test) help us to recognize and evaluate whether the student's university teaching capacity has met the output standards according to the training goals, or not. To what extent, how should it be adjusted in the teaching process by teacher? For students to achieve the best results. From there, teachers have appropriate teaching methods, determine teaching content, Determine methods of assessing students' learning outcomes, and can propose program changes to the school (if necessary).

## **CHAPTER 4 PEDAGOGICAL EXPERIENCE**

### **4.1. Experiment Description**

#### *4.1.1. Experimental purpose*

The experiment aims to verify the correctness of the scientific hypothesis that the topic has stated; testing the feasibility, reliability, effectiveness of impacts from measures to develop the capacity of higher education teaching for higher education students.

#### *4.1.2. Experimental content*

With some lessons of the module "Vietnamese Teaching Methods", this is a compulsory course for all undergraduate students of the general education major, conducted in discussion, theory, practice, and self-study instruction.

#### *4.1.3. Experimental object*

The experiment was conducted on 2 classes of general education majors of 2 universities with 36 control students and 38 experimental students, choosing two universities of Dong Thap and Da Nang University of Education.

#### *4.1.4. Experimental progress*

- Phase 1: Experimental exploration: conducted from March 2018 to July 2018.
- Phase 2: Impact experiment: conducted from March 2019 to July 2019.

#### *4.1.5. Criteria, rating scale*

During the experimental teaching process, we conduct evaluation through specific tests:

**Table 4: Evaluation scale of teaching competence of reading comprehension for undergraduate students majoring in general education**

STT	Ability level	Scores	Evaluate
1	Level 1 (M1)	0-4	lowest level of requirement to be achieved
2	Level (M2)	5-8	Satisfactory level to be achieved
3	Level (M3)	9-10	The highest level requirements to be achieved

#### *4.1.6. Data processing method*

- Quantitative: The data is processed by statistical methods, observing, analyzing, interviewing teachers and students of experimental class) the highest level of requirements to be achieved.

- Qualitative: We analyze the quality of the test and compare it with the levels described in the higher education competency standards for higher education students to confirm the feasibility and effectiveness of the proposed measures.

### **4.2. Processing and analyzing experimental results**

#### *4.2.1. Analysis of experimental results of phase 1*

##### *4.2.1.1. Contents of the experimental lesson plan:*

a. Prepare 1 lesson on the teaching work of high school students (for students to choose teaching content)

b. Prepare 1 lesson on project-based teaching methods (for the method of choosing teaching methods)

c. Prepare an article on the method of periodic assessment by writing test (for the method of assessing the teaching competence of students at university)

#### 4.2.1.2. Methods and criteria for evaluating experimental results

In order to assess the university teaching capacity of students, we have designed a test to perform after experimental teaching. Corresponding to each of these tests, we have also built student assessment sheets for the university teaching capacity test based on the achievement level of each question for the test.

#### 4.2.1.3. Experimental organization

- Meet and discuss with teachers teaching experimental classes about the purpose, meaning, and content of experiments as well as discussing experimental lesson plans; Organize the assessment to confirm the relative uniformity of university teaching competence between the experimental class and the control class; Organize experimental and control teaching; Organize the examination of university teaching competence of students after experimental and control classes, collect student information for analysis and evaluation.

**Table: Assessment sheet for the level of achievement of each answer in the test**

#### Question 1. The importance of partial skills in the goal of forming the capacity of teaching reading comprehension for students

QUES TIONS	CONTENT	LEVEL			
		Very needed	Needs	Normal	Unneces sary
1	Planning university teaching for students	83	87	67	83
2	Practice to improve the quality of your reading comprehension skills	71	84	95	70
3	Understand, develop the curriculum and practice teaching methods for high school students	67	83	121	49
4	Choosing an objective for a reading comprehension lesson	89	82	117	32
5	Choosing methods and forms of teaching organization	93	108	78	41
6	Know how to use teaching methods to teach reading comprehension	99	98	88	35
7	Know how to use methods, tests, regular assessments and periodic assessments to assess reading comprehension skills	89	125	71	35

#### 2. Students' understanding of assessment and teaching methods develop teachers' ability to teach reading comprehension

S T T	CONTENT	sur vey teac her	Usage level				Ratio % always used
			Not used	Very Useless	sometimes use	Always	
	<b>The basis for the teachers of the Faculty of General Education to create the teaching environment in order to develop the teaching competence of the General Education Department</b>						
1	Output standards of teaching ability, reading comprehension, students'	320	44	46	79	151	47,2

2	Standards on teaching text-based learning for students of the Faculty of General Education according to current regulations of the Ministry of Education and Training	320	21	28	82	189	59,1
3	Detailed outline of the Vietnamese teaching method for elementary students	320	17	23	49	231	72,2
4	The purpose and requirements of the course are specified in the primary school teacher training program	320	15	17	42	246	76,9
5	Personal experience when teaching Vietnamese teaching method in elementary school	320	29	26	86	179	55,9
6	Other bases	320	22	49	99	150	46,9
	<b>The extent to which teachers use teaching methods when teaching and teaching textual skills to students</b>						
1	Present	320	10	21	19	270	84,4
2	Work in team	320	29	22	101	168	52,5
3	Do personal research	320	8	18	88	206	64,4
4	Questions and Answers	320	5	9	96	210	56,6
5	Set and solve problems	320	11	17	51	241	75,3
6	Domajorassignments/projects/wrie essays	320	27	44	91	158	49,4
7	Contract	320	21	29	77	193	60,3
8	Brainstorming	320	22	25	98	175	54,7
9	play as a character	320	18	55	79	168	52,5
	Experience	320	25	63	92	139	43,4
	Case study	320	8	9	86	217	67,8
	Other methods...	320	15	21	76	208	65,0
	<b>The level of teaching and learning of students' teaching and learning capacity of reading comprehension skills</b>						
1	Student Observation Sheet	320	11	29	85	195	60,9
2	Checklist - scoreboard	320	3	7	9	301	94,0
3	Student's academic record	320	13	17	23	267	83,4
4	Learning project	320	8	11	87	214	66,9
5	Great exercise	320	24	28	103	165	51,6
6	Written test	320	0	1	8	311	97,2

**3. The advantages of content, curricula, textbooks, teaching materials for the current Vietnamese teaching method in elementary schools for teaching in the direction of teaching and learning in the direction of teaching comprehension**

TT	Content	Number of students participating in the survey	Number of students selected	Ratio %
1	Very convenient	320	79	24,7%
2	Favorable	320	109	34,1%
3	Normal	320	89	27,8%
4	Less favorable	320	27	8,4%
5	Totally unfavorable	320	16	5%



Based on the number of questions that can be answered at each level, we classify students' work into 4 levels: substandard (less than 5 points), substandard (5-6 points), meet standard (level 7-8 points), above standard (level above 8 points) in the following table:

**Table 2: Criteria for assessing the test according to the level of achievement of the answers in the test**

<b>LEVEL</b>	<b>THE ACHIEVEMENT OF THE ANSWERS</b>
Above standard (> 8 points)	All questions are at pass or above and have 4 or more excellent answers
Satisfactory (7- 8 points)	At least 5-6 questions at pass or above and no answer at a pass level
Closeto standard (5-6 points)	Minimum of 3-4 questions at pass level or higher and maximum of 2 answers at level of fail
Below standard (<5 points)	Less than 3 sentences at pass or above

#### **4.2.2. Analysis of experimental results of the second phase**

The data collected after the process of organizing the experiment is processed by statistical data and graphs, showing that the experimental group has a higher percentage of tasks at the standard and above standard level, while the percentage of assignments is at a higher level. substandard and substandard levels are lower. And to continue to evaluate the experimental results, we also consider the dispersion of the group data in both the experimental and the control groups through the variances and standard deviations.

$$S^2 = \frac{\sum N_i(x_i - X)^2}{N-1}; \quad S = \sqrt{\frac{\sum N_i(x_i - X)^2}{N-1}}$$

Specifically, the results of the experimental group are more uniform than that of the control class. This proves the positivity of the measures to develop the capacity of higher education for students to be applied in experimental lessons at universities of higher education.

Along with the tests, the information obtained from the answer sheets of the students after the experiment to quickly assess the level of self-study and the level of university teaching competence also helps us to confirm that the research results of the topic are positive.

#### **4.2.3. General evaluation of experimental results**

The proposed measures are completely appropriate and feasible for the subjects of primary education students in many localities throughout the country; Teacher has changed the teaching method with the highest initiative and creativity of the learner subject to dominate the teaching of text-based university in the direction of human resource development; From this practice, we have a complete basis to evaluate and put our trust in the teaching staff at the University of Pedagogy in the context of educational innovation and reform taking place very strongly in the country. ; Students are fully qualified and have the capacity to teach university and apply appropriate system methods specifically for primary school students.

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **1. Conclusion**

1.1. Research on the development of the capacity to teach reading comprehension has been proposed for a long time in the educational literature. However, it was not until the years of the 19th century and the beginning of the 20th century that the concept of developing reading comprehension skills for university students and all levels was really researched and applied to the teaching process. Countries with developed education systems such as the United States, Australia, New Zealand, Canada, etc. announced the standards of teaching competence in education and training programs, serving as a basis for pedagogical schools. In our country, there are articles and many research works on the capacity of teaching reading comprehension for students and teachers... However, these works only stop at theoretical research. testing the feasibility of objectivity and applying it in training for undergraduate students majoring in primary education.

2. Teacher's capacity in teaching reading comprehension is one of the specialized competencies that require teachers to have university-level teaching competence and must be

regularly updated to respond to the innovation of educational programs in the country. us in the present period. Because of that, developing the capacity of teaching reading comprehension for college students of general education at pedagogical schools is an urgent necessity in the period when the country is undergoing radical and comprehensive renovation with the trend of global integration.

3. According to the survey results on the current state of teaching at universities training primary teachers, together with students and teachers of pedagogical universities, we found the following problems:

- Pedagogical schools have not really paid attention to the development of teaching competence, the organization of reading for students is a formality that has not been fully exploited and focused, not focused on exploiting and equipping students. reading comprehension capacity as well as the ability to teach reading comprehension so that when students graduate from school, they can teach and develop reading comprehension for primary school students.

- Pedagogical schools have changed from annual training to credit-based training. The subjects of the Vietnamese course have been reduced in load and the conditions to ensure training standards in the direction of higher education development are still very limited; Teaching content is mainly built according to approach to theoretical content with little practice; Methods and organizational forms of teaching to orient and promote the activeness of learners are rarely used; The development of higher education teaching capacity for students has not been done properly according to the training capacity assessment framework.

- The reality of the development of higher education competence of university students who have just graduated from primary education has not yet met the requirements of the educational program in primary schools that has been reformed today.

4. Teaching to develop the capacity of higher education for learners is the main goal of the module "Vietnamese teaching methods" in the primary school teacher training program. This group of development measures for undergraduate students majoring in primary education includes: (1) Designing competency standards; (2) Determine methods of assessing students' learning results; (3) Select university teaching content for students of the Faculty of General Education; (4) Choose the teaching method of the pedagogical lecturer.

5. Experimental results of teaching the module "Methods of teaching Vietnamese language" Confirm that the measures proposed by the thesis are correct and feasible.

## **2. Recommendations**

Through the research results of the thesis, we hope that pedagogical universities in general and schools with primary education majors in particular will apply the solutions that we propose in this thesis to implement as standard design of human resources. ;Determine the method to evaluate the learning results of students; Select university teaching content for students of the Faculty of General Education; Choose teaching methods of pedagogical teachers in the training process to further improve the quality of training output standards for students of primary education to meet the requirements of developing university teaching competence for students to teach well in primary schools.

We also hope to receive many comments from scientists and researchers to improve our thesis and create more motivation for us to continue looking for research directions. meet the requirements of educational innovation under the new General Education program of the Ministry of Education and Training which is being implemented.

**CATEGORY**  
**OFFICIAL WORKS OF THE AUTHOR**

1. (2014) “Applying conversation theory to practice speaking skills for students in grades 4 and 5 in primary schools in Rach Gia city, Kien Giang province” Journal of Educational Science, special issue 9 2014, Hanoi, pp. 117-119.
2. (2016) “Some exercises to practice skills when using comparative methods to write descriptive essays for 4th grade students in Primary school” Journal of Educational Sciences, No. 387, 1st term, August 2016, Ha Interior, pages 17-19.
3. (2016) “Training communication skills for students majoring in Primary Education through competency-based Vietnamese language courses at Colleges and Universities in the Mekong Delta” Journal of Educational Science Education, No. 393, November 1, 2016, Hanoi, pp. 43-45.
4. (2017) “Some exercises to practice skills when using comparative methods to write descriptive texts for grade 4 students in Primary”. Capital Education Magazine No. 96, Hanoi, pp. 18-19.
5. (2018) “Education of family affection for children in Kindergarten” Journal of Education Science, NE May 2018, Hanoi, pp. 131-132 and 143.
6. (2018) “Study on some conditions and measures to develop the capacity of teaching reading comprehension for primary teachers” Journal of Educational Science, September 2018 issue, Hanoi, pp. 119-122.
7. (2021) “The theoretical basis of developing the capacity to teach reading comprehension texts for students majoring in Primary Education in universities, Journal of Educational Science, No. 494, January 2nd, 2021 , Hanoi, pages 26-30.
8. (2021) “Some measures to develop the capacity of teaching reading comprehension of texts for students of primary education in universities, Journal of Educational Sciences, No. 502 2nd term, May 2021, Hanoi, pages 17-21.