

INTRODUCTION

1. Reasons for choosing topics

1.1. The southern region is sacred land, south of the country. Like other parts of the country, the southern region has its own cultural beauty, creating significant features. However, the southern culture still belongs in the system of Vietnamese culture, contributing to enriching ethnic culture.

1.2. Nguyen Dinh Chieu was one of the typical writers of Vietnamese literature and entered teaching in high school Language Arts program current. His poetic career is very special and has contributed greatly to medieval Vietnamese literature last stage of the nineteenth century in particular, ethnic literature in general. The environment of southern culture ingrained and steeped in the author, so he has become a great writer. From him, the penetration value is the southern culture, filtered put into his work with natural and subtle. Since that makes the beauty of the iconic art with a very personal language, reflect the personality, the human soul in southern culture. Therefore, more than one hundred years of Nguyen Dinh Chieu's poetry always enchanter people, especially people of southern region.

1.3. Nguyen Dinh Chieu considers one of the typical authors representative period last half of the nineteenth century. His compositions strict adherence medieval poetics system; features medieval poetics to interference and are "embedded" into the entire of southern region, deeply influenced by the specific characteristics of the local culture. Therefore, the poetry of his works has a certain distance to the learners today; especially students who live in areas are not located in the southern region and distance.

Meanwhile practical teaching in high schools today (textbooks, teacher's books, reference materials, qualified teachers and so on) does not pay attention to the specific characteristics mentioned above of Nguyen Dinh Chieu's poetry, copper also no more appropriate solution to access this author teach effectively. That's one of the limitations of current language teaching should be studied and overcome.

Stemming from the above reasons, Our research's topic "Teaching Nguyen Dinh Chieu's poetry perspective Southern culture."

2. Rationale

2.1. Research from the cultural perspective to understand Southern Nguyen Dinh Chieu's poetry.

Through the survey, we found that the study of poetry in the southern culture to understand the Nguyen Dinh Chieu is no more. It was not until the 60s of the twentieth century, on the occasion of the 75th anniversary of the death of Nguyen Dinh Chieu, Prime Minister Pham Van Dong tried with all "Nguyen Dinh Chieu, the brightest star in Folklore". As can be seen, this is the first work of the period after August Revolution begins to the new look and evaluate and conforms noble position of him, as well as affirm the true value of his poetry. Especially, Luc Van Tien works not only in content but also

and has the beauty in form, because it is associated with spiritual culture of the masses southern region, in conjunction with article also opens the way new look, more judicious about the study, studying poetry in southern region of this great author.

Following is a series of essays, research attention to the exploitation of Nguyen Dinh Chieu's poetry to clarify aspects of patriotism, ideology, personality and human. His poetry was associated with the southern region in particular and national culture in general.

In summary, the article works surveyed have a broader perspective in the study and evaluation of the life, people and the value of content, poetic art of the Nguyen Dinh Chieu from many different angles. However, the works, this article just stops at the traditional cultural values of the nation affects on his life and poetry but untapped the southern region deep influence on people (personality) poet is expressed in his poetry. Furthermore, if there are characteristics of the southern region mention it only in the small aspect some works presented through some iconic art or language typical in nature, rather than explore the entire drill his poetic perspective southern region not strung as a research system southern region affect his poetry. However, the works, the article studies and statistical surveys on the basic of a very important and useful to help us reference, research, develop theoretical basis for my thesis.

2.2. Research Southern culture regarding how to teach Nguyen Dinh Chieu's poetry.

Through the survey, we found that works, held teaching his poetry in many different directions, particularly the organization Approach southern region very little, if anything, just to mention a few small aspects, rather than a system, nor propose solutions to organize teaching his poetry under a Southern region clear and specific.

Moreover, the teacher's book and references, the authors turned to the characteristics southern region to explore the work, but also oriented to provide knowledge to students rather than explore Nguyen Dinh Chieu's poetry perspective Southern culture into a system.

In general, considering all the work above, the authors have focused on the activities of teaching which related Nguyen Dinh Chieu's poetry of Southern region but mainly towards national cultural approach to teaching own against specific works whose authors are interested, or is only oriented to provide knowledge concerning Southern region rather than a focused attention to the organization of teaching Nguyen Dinh Chieu's poetry perspective.

3. Purpose and research tasks

3.1. Purpose:

3.1.1. The thesis studies the way to teach literature from cultural approaches; propose ways of teaching Nguyen Dinh Chieu's poetry of Southern region perspective is reflected in the orientation and organizational learning processes accordingly.

3.2.2. Through case studies as teaching Nguyen Dinh Chieu's poetry, provoking this thesis want teachers apply cultural approach in teaching the works of other authors, with other writers, to diversify the way access to literary works in teaching and education.

3.2. Mission

3.2.1. Selecting some theoretical issues of culture and cultural approach in teaching poetry in general and Nguyen Dinh Chieu's poetry in particular.

3.2.2. Recommend ways of teaching Nguyen Dinh Chieu's poetry of Southern region perspective to help students understand the enormous value of his poetry.

3.3.3. Experimental methods and forms of teaching poetry Nguyen Dinh Chieu 's poetry proposed dissertation to prove the effectiveness of pedagogical solutions.

4. Objectives, participants of research

4.1. The thesis studies the relationship between Nguyen Dinh Chieu's poetry and the Southern region as a unique view of the value of his poetry.

4.2. Audience research is teaching poetry Nguyen Dinh Chieu's poetry with Southern region perspective.

4.3. The whole Nguyen Dinh Chieu's poetry in reciprocal relationships with Southern region. In particular, this thesis pays attention to the topics included in the works program to the current high school Language Arts.

5. Quality hypothesis teaching Nguyen Dinh Chieu's poetry in high school lack rational approach, besides, teachers do not have clear directions on teaching Nguyen Dinh Chieu's poetry perspective of Southern region. Therefore, if accessing works of literature from the perspective Nguyen Dinh Chieu's poetry will determine the right fit exploitation practices Nguyen Dinh Chieu's poetry teaching in secondary schools in the direction of innovation to create separate feature for the feel of his work, while improving the quality and effectiveness of teaching Nguyen Dinh Chieu's poetry.

6. Contents of the study

6.1. The study of culture and Southern region: identify and select the concepts of culture, relationships and literary culture; determine the characteristics of Southern region and its role for Southern region 's literary.

6.2. Studies, surveys and analyzes elucidate characteristics mark of beauty Southern region as a literary and cultural values in Do Chieu's works.

6.3. Research suggests orientations and ways of teaching reading Nguyen Dinh Chieu's poetry based on the characteristics of Southern region.

7. Research Methodology

7.1. Interdisciplinary research methods.

7.2. Text Research methods.

7.3. Statistical methods, survey and interview.

7.4. Methods of analysis, synthesis, comparative.

7.5. Experimental Methods.

8. Place implementing research projects

This study was conducted at the Institute of Education Sciences Vietnam and Bac Lieu University.

9. The structure of the thesis: the Introduction, Conclusion, and References, the main content of the thesis consists of three chapters:

Chapter 1: Some of the rationale for teaching Nguyen Dinh Chieu's poetry perspective Southern Culture.

Chapter 2: Organization of teaching Nguyen Dinh Chieu's poetry Cultural Perspective Southern region.

Chapter 3. Experimental pedagogy

Chapter 1: SOME RATIONALES FOR TEACHING NGUYEN DINH CHIEU'S POETRY PERSPECTIVE SOUTHERN CULTURE.

Chapter 1 consists of three major sections 1. The concept of culture and cultural Southern; Section 2. Nguyen Dinh Chieu's poetry vividly reflected the beauty of Southern culture; Section 3. Access to culture in teaching literature.

1.1. The concept of culture and Southern culture

1.1.1. The concept of culture

Culture is all mental activity - creation, impact on nature, human society and to create material values and spirit to contribute to the progress and development of life unceasing social life.

1.1.2. Southern Cultural Concept

Due to the natural environment and society brings its own characteristics, so that the entire Southern culture material values and spirit of the people by the Southern region create imprints of Southern region.

1.1.3. Southern Cultural Characteristics

1.1.3.1. Southern culture marked by the natural environment

On location, terrain Southern region is divided into two areas including Southeast and Southwest, and is formed from two rivers' systems: Dong Nai and the Mekong. These rivers have created vast Southern region Delta, relatively flat, low-lying and with its vast river networks radiate throughout the region. In the rainy season, water from upstream of the two rivers, the flow is not strong, should result in the flooding occurred and caused flooding in some areas near the river basin which people used calling it "floating season." It is this that forms the way of living, way of living of the inhabitants of this region where river water carries its own character as adapted to seasonal flooding, like moving, not fixed.

On climate, year-round Southern region only has two distinct dry and wet seasons. Moreover, due to tropical climate, hot and humid and infrequent phenomenon in the storm, so life here is comfortable, pleasant. The main environmental conditions such characteristics have created living style of people like eating at makeshift Southern region, liberal, less farsighted to integrate in external domain.

1.1.3.2. Southern culture marked by the social environment

Southern region is the vast plains "straight wing aircraft" fertile, fertile, blessed with abundant produce should soon become the promised land for the communities of migrants seek to survive as the Vietnamese, Cham United, ... seek to establish the business in the early sixteenth century, the Khmer people can own an earlier, XIII century. Until 1698 the seventeenth century, Lord Nguyen Phuc Chu wrong productivity Nguyen Huu Canh to Dong Nai land strategy. Here, Nguyen Huu Canh established by the management of the government apparatus in the region Southern region Nguyen dynasty. From this important event, Southern region official "integration" of the Nguyen Lords, becoming part of Cochin territory and until today.

Overall, the community settled on new lands, in daily life, ethnic groups here how life is always attached, in harmony with each other, and always compassionate, labor solidarity in production as well as in public the struggle against the enemy to protect and build the homeland and the country.

Regarding social organization in Southern region, who immigrated to this country himself said distribution unit as communal residence and hamlets. Therefore, they stick together in neighborly relations; neighbors not obeyed relationship ethnic kin by blood as in the old country place.

Labor, manufacturing, people do a lot of craft Southern region but mainly employed in agriculture, and by type of farming incorporates paddies and gardens should have been specific characteristics in the development of their economic life. This has created a culture very nicely in daily life and production of residents.

1.1.3.3. Southern Culture impresses of the object elements

About the residence, due to natural conditions favor, feted human life should always be comfortable here, comfortable. Furthermore, the climate is cool, little storms; bitter should have influenced the culture of the residents Southern residents prefer to live as temporary, far less to worry.

As for the travel and transportation are also people here choose the appropriate means with river terrain conditions. In mainland, the ancient residents often walk Southern region, sometimes using carts, carriages, and cart, for the waters they use canoes, boat, and raft. Specification southwest in particular, are interlaced canals, use of canoes, boats of people here is very important and essential.

For food culture, Southern region is Delta water, canals should have given the people here more produce, particularly for fisheries resources is extremely rich and diverse as shrimp, fish snails, eels, turtles, snakes, clams, oysters and so on. Therefore, in the structure of the Japanese diet has

always been rooted in nature with natural food preferences and food processing bore characteristics, both the palate of the people here, ensuring living conditions of their labor.

About costumes, live in their natural environment all year round hot, humid and to toil with the heavy work in the fields so the Southern region also choose the outfit that has adapted to the natural environment and appropriate and convenient for their living conditions.

1.1.3.4. Southern Culture impresses intangible elements

Belief and religion, it has met all six major religions in our country. We can say, this is the sector leader in the country in the number of religious believers. However, the religious beliefs in Southern region have in common is always a compromise and create closeness, matching awareness of ethnic psychology.

Regarding customs, traditions, festivals, ethnic groups living on lands Southern region has its customs and practices, its own festival. However, in the process of living, the peoples always have the interference, influence each other, which has formed the customs, traditions and festivals in Japan is very rich and diverse.

Regarding literature, the migrants who arrived in Southern region to settle the majority are illiterate folklore line should be out by word of mouth are common and well developed to meet the demand for cultural activities their spiritual. Besides folklore line, Southern region also lines scholarly literature is expressed through typical groups like Chieu Anh Cac, Gia Dinh triangle competed, Bach Mai commune competition. Also, in Southern region at that time there appeared literary works imported from China contributed to enrich the line this scholarly literature.

About art, ethnic groups represented in Southern region: Vietnamese, Chinese, Khmer, Cham are living art forms separately. This has created the art form of the communities in Southern region become extremely diverse and plentiful.

Speaking of cultural characteristics Southern region does not forget to mention the language. Features of Southern lands thanks to two factors: natural and social circumstances. Two factors have impact and influence the formation of the language of the people and bring new land characteristics are compared with other regions of the whole country.

1.2. Nguyen Dinh Chieu's poetry vividly reflected the beauty of Southern culture

1.2.1. Human beauty in Southern Nguyen Dinh Chieu's poetry

1.2.1.1. Weight contempt financial means

Personality contempt important financial means in the character of poetry Nguyen Dinh Chieu has beautiful characters of Southern region. They are the key people's moral sense, to live wholeheartedly for life, for people and see the rescue, which bore the tribulation is working very nature, and be the responsibility and obligations of itself without regrets, scruples. From there to share and sympathize with the suffering for those who meet the circumstances.

1.2.1.2. Upright, honest and love to hate to quibble

Personality upright, candid, love hate to quibble at the iconic character in Nguyen Dinh Chieu's poetry has clarified the beauty of mettle, virile, faithful from Southern region. They always stand on the position that since in thinking for both speech and action. All are always united, intertwined as one created mankind upright, straight right, never fawning, or have to force myself before all the forces bent flow or intensity rights.

1.2.1.3. Respect practices and practical

Personality respected and practical reality of the iconic characters in Nguyen Dinh Chieu's poetry is one of the beautiful traits of the Southern region. They do not like what is strange, but always preferred topping things simple, friendly and practical for yourself, family, relatives and neighboring villages as well as the relationship, how to behave with each other with gratitude, very bright ethical, sincere and best.

1.2.1.4. Chivalrous, generous

Chivalrous character, generosity of the iconic characters, Nguyen Dinh Chieu did turn up own beauty traits of hospitality, the people that the situation in Japan. Thus, when practicing kindness, who always emphasized the word Southern region love above all else without thinking much about private benefits for themselves.

1.2.1.5. Patriotism particular coloring

It can be affirmed living in situations of social history in the late nineteenth century, patriotic thought of Nguyen Dinh Chieu derived from the Confucian perspective is inevitable. However, in trials of history, perspective and stance helped his people look progressive. It was he towards the masses and represents the voice of the people's time to fight for independence and freedom for the people.

1.2.1.6. Culture of behavior, the meaning, the situation

Those migrants who arrived in the capital NB workers and a majority is not educated, less literate but their behavior is very sentimental and culture. Since it was created in the unique beauty of the human personality NB.

1.2.1.7. People are always in harmony with Southern nature.

By feeling very delicate, the authors portray the human soul blend Southern region, stick with the natural environment of the homeland here in the early days of exploration still very unspoiled. Space homeland Southern region appeared in his poems very close, dear and this space also made the human Southern soul becomes broader, liberal, freedom-loving, peace loving.

1.2.1.8. Nguyen Dinh Chieu embodiment of Southern culture

Unhappy life and turbulent times have forged a soul and personality shining in the Nguyen Dinh Chieu. This was clearly reflected in his poetry page. Over here, can confirm, Nguyen Dinh Chieu embodies Southern culture stage last half of the nineteenth century.

1.2.2. Bold artistic language in poetry Southern Nguyen Dinh Chieu

1.2.2.1. From local language nuances bearing Southern region (Southern dialect)

- About vocabulary:

Danh từ trong thơ văn Nguyễn Đình Chiểu	Tiếng Việt phổ thông	Tính từ trong thơ văn Nguyễn Đình Chiểu	Tiếng Việt phổ thông	Động từ trong thơ văn Nguyễn Đình Chiểu	Tiếng Việt phổ thông
ghe	thuyền	dơ	bẩn	hốt	bốc, lấy
bấp	ngô	dui	mù	vậy lửa	nhóm lửa
vừa hương	bát hương	lụn	tàn	hối	giục
nhang	hương	biếng	lười	rước	đón
ve	lọ	xuê	tốt đẹp	xách	mang
mả	mồ	khăm	đầy	bung	cắm
giò	chân	bề	nhiều	vô	vào
qua	tôi	tâm phào	vu vơ	luôn	xó
bậu	em	mắc cỡ	thẹn thùng	quảy	mang
con nít	trẻ con	chàng rãng	dềnh dăng	dòm, ngó	xem
...

Table 1: Reconciling the use of words in poetry NDC compared with ordinary Vietnamese

- Back from reduplicative:

Từ láy sử dụng trong thơ văn Nguyễn Đình Chiểu	Lục Vân Tiên	Dương Từ - Hà Mậu	Ngư Tiều y thuật vấn đáp	Các thể loại: Thơ Đường luật, thơ điệu, văn tế, hịch
Số lượng từ láy	496 từ láy/2.082 câu	662 từ láy/3.456 câu	560 từ láy/3.641 câu	155 từ láy/43 bài
Từ láy hoàn toàn	55 từ	69 từ	48 từ	10 từ
Từ láy bộ phận	441 từ	593 từ	512 từ	145 từ

Table 2: Survey taken in the use of compositions of the NDC

- On Sino-Vietnamese words are Vietnamese goods

Nguyen Dinh Chieu is one of the authors typical Vietnamese always conscious of Sino-Vietnamese words to bring his poetry to the masses, especially close to the voices and thinking, the level of awareness of the Southern region at time, especially those less literate workers.

- Words umlauts

Using words with bold shades Southern region, Chieu's poetry become close, rustic, simple, easy to understand the words eat voice, the people here. Moreover, the use of language closer to voice words of people in the Southern region has made his work conquers the human heart.

1.2.2.2. Demonstrated how to speak, how to think, how to feel from Southern region.

Come to Nguyen Dinh Chieu's poetry, everyone clear mental picture of Southern lands, not only represents a way of thinking honesty feet high, sentiment in light of Southern region residents but also show all aspects of life cultural activities Their spiritual. Over here, we see Nguyen Dinh Chieu's poetry has avoided the sublime literature, that strange old ways become close with ordinary working masses and are pervasive in all social strata, especially the workers, the underclass, few words in Southern society at that time.

1.3. Cultural approach in teaching literary work

1.3.1. The relationship between culture and literature

1.3.1.1. Literature is part of culture

Literature is one of the elements of the cultural system. Literature reflects functional reality but cannot reflect directly but only through the prism reflects the culture, through the "filter" of the cultural values only. Thus, literature is part always exist in parallel and inseparable from culture.

1.3.1.2. Literature is the conservation element of cultural values

Literature is a very important factor in the retention and promotion of traditional cultural values of the people in the new era. However, if there is no literature, the traditional cultural values will hardly be preserved and stored.

1.3.1.3. Literature not only impact, dominant culture, but also actively selects the value of culture

Between literature and culture have organic ties closely linked together, inseparable. So to learn, explore literary cultural perspective, it is necessary to clarify this relationship in order to have a reasonable scientific research, judicious and effective.

1.3.2. Teaching literature Cultural Perspective

1.3.2.1. Target

In terms of knowledge, helping students feel the value of content and artistic value of the work. In terms of skills, helping students learn how to read the text in each category and receive the cultural elements in his work. Attitude, help students appreciate the good cultural values that the author sending, signing falls into work.

1.3.2.2. The cultural aspect of literary reading

Reach literary cultural perspective are explored in terms of content, art, teaching methods, cultural aspects in application of pupils. Therefore, the process of receiving literature oriented culture is right and reasonable.

1.3.2.3. How to organize teaching

To help students approach towards culture in literature teaching, teachers should pay close attention stitch of teaching in the classroom, outside the classroom. Doing this will explore multifaceted relationship between literature and culture are closely linked mutual penetration, which helps students realize the depth of literary beauty.

Chapter 2: ORGANIZATION OF TEACHING NGUYEN DINH VAN CHIEU'S POETRY AND LITERATURE WITH PERSPECTIVE SOUTHERN CULTURE.

Chapter 2 has four major sections: Section 1. Status of teaching Nguyen Dinh Chieu's poetry in the current primary school; Section 2. Orientation teaching Nguyen Dinh Chieu's poetry with perspective Southern culture; Section 3. The process of teaching Nguyen Dinh Chieu's poetry with perspective Southern culture; Section 4. Organization of extracurricular activities.

2.1. Status of teaching Nguyen Dinh Chieu's poetry in high schools currently.

2.1.1. Textbooks, teachers' books and teaching Nguyen Dinh Chieu's poetry in the high school currently.

2.1.1.1. Purposes of survey the textbooks and teachers' books.

Learn viewpoint compiling textbooks and teachers' books Literature, and Language Arts Grade 9, Grade 11 for instructions on how to teach Nguyen Dinh Chieu's poetry. Since then, to propose methods of teaching Nguyen Dinh Chieu's poetry Southern culture perspectively.

2.1.1.2. Result

1) Textbooks in Language Arts, grades 9 and textbooks Literature, Grade 11

a. Program structure and content of textbooks, Literature, Grade 9

In the program structure and content Literature textbooks, teaching Grade 9 focuses only excerpts Luc Van Tien Kieu Nguyet Nga at the same time pay attention to the transfer of knowledge in terms of content and art rather than require attention discover the specific characteristics of this excerpt, especially associated with the value of Southern culture.

b. Program structure and content of textbooks Literature, Grade 11 (the base) current

When introducing the units like Giuoc Doctorate program structure, textbook Literature, Grade 11, the editors came up with the question in terms of art and nuances mentions Southern region. However, the textbooks have not yet indicated how Southern culture discovers a clear system, specifically.

2) Teachers' books Language Arts, grades 9 and Teachers' books Literature, Grade 11 (the base)

Teachers' books in Literature, Grade 9

Teachers' books also pay attention to the environment associated with Southern region, particularly in the arts, it is asking teachers and students to pay attention to linguistic rustic, idyllic, close to normal speech and bring local color the Southern region. However, Teachers' books also mentioned a small part rather than build a system of teaching Nguyen Dinh Chieu's poetry prospectively.

b. Teacher's books in Literature, Grade 11 (the base)

Teachers' books offer requires teachers need to master in order to find new approaches and work except to help students feel the unique beauty and the great contributions of the Nguyen Dinh Chieu. However, teachers' books also stop at angles to provide knowledge rather than organizing orientation for his work teaching Nguyen Dinh Chieu's poetry prospectively.

2.1.2. Some teaching Nguyen Dinh Chieu's poetry lesson

2.1.2.1. Purpose Survey

- Learn a lesson plan of teaching Nguyen Dinh Chieu's poetry in the schools.

- Recommend ways of organizing Nguyen Dinh Chieu's poetry in Southern region perspectives.

2.1.2.2. Audience Survey

- Some poetry lesson plans teaching junior and senior high school of Nguyen Dinh Chieu in the South (Le Thi Cam Le secondary schools, the city of Bac Lieu and Phan Ngoc Hien High School, Bac Lieu City).

- Some poetry lesson plans teaching junior and senior high school of Nguyen Dinh Chieu in the North (Experimental Secondary School Education Science Institute of Vietnam, Lieu Giai, Hanoi and high schools Minh Phu, Soc Son).

2.1.2.3. Content of survey

- Approach content and poetic art Nguyen Dinh Chieu

- Methods of teaching Nguyen Dinh Chieu's poetry

2.1.2.4. Review lesson learned Nguyen Dinh Chieu's poetry in high school currently

1) For teaching content

- In terms of advantages

+ The lesson plans are focused on text content and text in addition to discover Nguyen Dinh Chieu's poetry.

+ The lesson plans are attention exploitation and explore the image and words to help students understand the content of Nguyen Dinh Chieu's poetry.

- About disadvantages:

+ In general, all the lesson plans are surveyed on teacher supply pilot content knowledge rather than a method of teaching plans.

+ Lesson Plans mere discovery of content and poetic art of Nguyen Dinh Chieu, should not promote the capacity of students in the process of discovering Nguyen Dinh Chieu's poetry.

+ Lesson Plans also not help students experience the knowledge of the capital itself southern region to learn, explore lessons.

2) For teaching methods

- In terms of advantages

Teachers grasp the requirements of renewal of teaching methods to apply in the teaching process as the method to raise issues, group discussions, suggestive methods, and so on.

The lesson conducted relatively complete assurance steps: Check all old, new content deployment, consolidation advice.

Lesson plans can use some suggestive questions to guide the learner to lead knowledge discovery.

The lesson there is time allocation in accordance with requirements of the distribution program, ensuring the correct and reasonable weather.

- In terms of restrictions

Not true diversity in teaching materials Nguyen Dinh Chieu's poetry. That is fact based solely on teachers to grade unique guide of textbooks, teachers' books should lead to the phenomenon still teach "vegetarian".

Some of the questions posed were anonymous teachers' reproduce knowledge, not to promote helping students apply knowledge lesson in real life itself. This has made the teaching hours Nguyen Dinh Chieu becomes poetry lacks the attractiveness and practicality.

Lesson plans not encourage the dynamism and creativity in students. Thus, class undeveloped personality, develop the intellectual capacity, emotional as well as evoke passion in student education.

The noteworthy point, teachers have not created the attraction, passion for Nguyen Dinh Chieu's poetry, by not help students recognize beauty, characterized Nguyen Dinh Chieu 's own poetry.

2.1.3. Reviews hours teaching Nguyen Dinh Chieu's poetry at high school.

2.1.3.1. For activities of teachers

- Mainly relying on the guidance of teachers' books rather than express personal creativity in Nguyen Dinh Chieu's poetry approach.

- Mainly use the active presentation, lecture

- The question was given in the lesson, teachers focus almost inclined to reproduce knowledge

2.1.3.2. For the operation of the pupils.

- Mainly teachers hear lectures and take notes all

- Activities less effective groups, primarily focused on a few individuals participate in building post

2.1.4. Some other survey on teaching and learning practices in school Nguyen Dinh Chieu's poetry high school currently.

2.1.4.1. Purpose Survey

- Survey service facilities for teaching Nguyen Dinh Chieu's poetry.

- Survey of pupils' capacity receptors in learning Nguyen Dinh Chieu's poetry.

- Survey the current pupils' favorite for Nguyen Dinh Chieu's poetry.

- On that basis, the writer proposed topic methods, teaching methods towards new cultural approach, more reasonable.

2.1.4.2. Content of survey

- 1) Survey of conditions of service for academic Nguyen Dinh Chieu's poetry.

- 2) Survey of pupils' receptor capacity for Nguyen Dinh Chieu's poetry.

3) Survey between pupils' favorite and Nguyen Dinh Chieu's poetry.

2.1.4.3. Survey results

1) Survey of physical conditions and operational support service for learning Nguyen Dinh Chieu's poetry.

Poll No. 1: The question of material conditions and activities to support service for teaching Nguyen Dinh Chieu's poetry.

Trường khu vực/ Đối tượng được hỏi		Số	Điều kiện phục vụ học tập thơ văn NĐC											
			Các trang thiết bị CNTT			Các tư liệu về Nam Bộ			Xem biểu diễn nghệ thuật, phim minh họa cho dạy học thơ văn NĐC			Tổ chức tham quan		
			Có	Không	Thỉnh thoảng	Có	Không	Thỉnh thoảng	Có	Không	Thỉnh thoảng	Có	Không	Thỉnh thoảng
Miền Nam	THSC Cẩm Lệ	34			34	34				34			34	
	THPT Ngọc Hiển	35			35			35		35			35	
Miền Bắc	THCS Thực nghiệm	40	40			40						40		40
	THPT Minh Phú	38	38					38		38			38	

Table 3: Survey on the physical condition and operational support service for learning Nguyen Dinh Chieu's poetry.

2) Capacity of the sensuality of pupils for Nguyen Dinh Chieu's poetry.

Poll No. 2: The question about the perception of the character image when receiving Nguyen Dinh Chieu's poetry.

Trường khu vực/ Đối tượng được hỏi		Số phiếu	Hình tượng nhân vật						Phương diện khác
			Tính cách			Hành động			
			Bộc trực	Thẳng thắn	Trọng nghĩa	Nghĩa hiệp	Ngang tàng	Mạnh mẽ	
Trường miền Nam	THCS Cẩm Lệ	34	7	4	3	5	4	3	8
	THPT Ngọc Hiển	35	7	4	5	7	4	5	3
Tổng cộng		69	30			28			11
Tỉ lệ %			43.5%			40.6%			15.9%
Trường miền Bắc	THCS Thực nghiệm	40	3	5	8	7	3	4	10
	THPT Minh Phú	38	3	4	7	6	5	4	9
Tổng cộng		78	30			29			19
Tỉ lệ %			38.5%			37.2%			24.4%

Table 4: Survey the sensuality of the iconic character Nguyen Dinh Chieu's poetry receiving

Poll No. 3: The question about the perception of nature imagery, scenes while receiving South Nguyen Dinh Chieu's poetry

Trường khu vực/ Đối tượng được hỏi		Số phiếu	Hình tượng thiên nhiên, cảnh vật Nam Bộ				Hiểu biết khác
			Địa danh		Cảnh vật		
			Thân quen	Gắn liền với sự kiện lịch sử	Hoang vắng, tươi đẹp	Mang đặc điểm sông nước	
Trường miền Nam	THCS Cẩm Lệ	34	8	5	7	9	5
	THPT Ngọc Hiển	35	8	7	8	9	3
Tổng cộng		69	28		33		8
Tỉ lệ %			40.6%		47.8%		11.6%
Trường miền Bắc	THCS Thực nghiệm	40	7	9	9	9	6
	THPT Minh Phú	38	6	8	8	7	9
Tổng cộng		78	30		33		15
Tỉ lệ %			38.5%		42.3%		19.2%

Table 5: Survey the sensuality of nature imagery Southern landscape when receiving Nguyen Dinh Chieu's poetry

Poll No. 4: The question about the perception of artistic language when receiving Nguyen Dinh Chieu's poetry.

Trường khu vực/ Đối tượng được hỏi		Số phiếu	Ngôn ngữ nghệ thuật								Những hiểu biết khác
			Phương ngữ Nam Bộ				Cách nói, cách nghĩ, cách cảm				
			Từ vựng	Từ láy	Hiện tượng Việt hóa	Hiện tượng biến âm	Nói ngắn gọn	Nói thẳng, không che đậy	Xung hô thân mật	Mang nhiều sắc thái biểu cảm	
Trường miền Nam	THCS Cẩm Lệ	34	3	5	4	6	5	6	4	1	
	THPT Ngọc Hiển	35	4	6	3	5	5	5	3	4	
Tổng cộng		69	36				33				
Tỉ lệ %			52.2%				47.8%				
Trường miền Bắc	THCS Thực nghiệm	40	6	6	4	4	5	4	7	3	1
	THPT Minh Phú	38	7	5	4	3	4	4	6	3	2
Tổng cộng		78	39				36				3
Tỉ lệ %			50%				46.2%				3.8%

Table 6: Survey on the perception of art language Nguyen Dinh Chieu's poetry when receiving

3) The love of poetry pupils for Nguyen Dinh Chieu

Poll No. 5: Survey love for Nguyen Dinh Chieu's poetry

Trường khu vực/ Đối tượng được hỏi		Số phiếu	Thích học	Không thích học	Không rõ quan điểm	Quan điểm khác
Trường Miền Nam	THCS Cẩm Lệ	37	23	10	4	
	THPT Ngọc Hiển	35	18	12	5	
Tổng cộng		69	41	22	9	

Ti lệ %			59.4%	31.9%	13%	
Trường miền Bắc	THCS Thực nghiệm	40	17	10	13	
	THPT Minh Phú	38	14	15	9	
Tổng cộng		78	31	25	22	
Ti lệ %			39.7%	32%	28.2%	

Table 7: Survey of favorite poems HS for NDC

2.1.4.4. Assessment Survey

Through the survey above, the physical facilities in schools catering for teaching Nguyen Dinh Chieu's poetry, we found the high school, especially in the south, the high school which we choose to investigate experimental observation is still lacking, not really meet the requirements. And a survey of pupils' receptor capacity for Nguyen Dinh Chieu's poetry teaching hours shall indicate the results of the hit rate is low. Especially the results of the survey the favorite for the study, the percentage Nguyen Dinh Chieu's poetry pupils dislike and unknown percentage point still high compared with the number of likes school.

2.1.5. General comment

Thus, by examining the status of teaching Nguyen Dinh Chieu's poetry in some cases high school, the North mentioned above, we find that the school situation lacking references, especially documents concerning Southern regions to help students expand their knowledge lesson. Besides, we found the textbooks, teachers' books, lesson plans of teachers in the process of guiding, teaching at many also mention southern cultures nuances but the organization of teaching poetry in popular current Nguyen Dinh Chieu towards Perspective is nobody southern cultures build and make this approach a specific system, obviously.

2.2. Orientation teaching Nguyen Dinh Chieu's poetry Cultural Perspective Southern

2.2.1. Focus on exploiting context era to revive the atmosphere and cultural context of a region, human Southern

Discover Nguyen Dinh Chieu's poetic perspective, the attention southern cultures mining era context will help students understand and recognize the beauty of the land and people of Japan, at the same time feel the turbulent events of history nation in general, in particular southern late in the nineteenth century, as well as how feeling, emotions, feelings author was putting into the image of a work of art.

2.2.2. Focusing on the iconic character through personality, psychology, behavior to own the beauty of the human Southern

Explore iconic character in poetry to help students get the Nguyen Dinh Chieu to the personality, behavior and character of beauty qualities, very pure soul queen, innocent, naive and innocent people southern in the late nineteenth century.

2.2.3. Applying general resources, interdisciplinary knowledge to discover poetry Nguyen Dinh Chieu Cultural Perspective Southern

Teaching Nguyen Dinh Chieu's poetry perspective, beyond textbooks by the Ministry of Education and Training issued, teachers should provide more resources relevant to southern cultures to help students receive a work exploring the way width and depth. In addition to reference resources for books, teachers can use a variety of visual teaching facilities, such as the visual, audio, pictures, tables; In addition, teachers also must use these reviews interdisciplinary knowledge to discover Nguyen Dinh Chieu's poetry as history, society, culture, to give hours of teaching effectively.

2.2.4. Focus exploitation nuanced language Southern

Teaching Nguyen Dinh Chieu's poetry southern region perspective, teachers should exploit to surface on the level of language, vocabulary, and semantics to help students feel the beauty of language in conveying the message of author.

2.3. How to organize teaching Nguyen Dinh Chieu's poetry perspective Southern cultures

2.3.1. Before school

2.3.1.1. Requires pupils preparation before the lesson at home

1) Students read texts

- Read the text carefully
- Read carefully the demographic targets, footnotes in textbooks
- Answer questions in the textbook system and improves on the last question handout. For example, prepared oration Giuoc means officers, teachers ask students to fill out a study with the requirements below.

Câu hỏi	Phản trả lời
(1) Em hiểu như thế nào về tên tác phẩm <i>Văn tế nghĩa sĩ Cần Giuộc</i> ?	
(2) Các sự việc trong tác phẩm diễn ra trong hoàn cảnh, thời gian, địa điểm nào?	
(3.a) Tác phẩm nói đến những ai?	
(3.b) Những con người ấy tạo cho em ấn tượng nổi bật nhất ? Vì sao ?	
(4.a) Theo em từ ngữ tác giả sử dụng trong tác phẩm có gì đặc biệt ?	
(4.b) Những từ ngữ này có liên quan gì đến thái độ, tình cảm của người Nam Bộ?	
5) Thái độ, tâm trạng của tác giả đối với người nghĩa sĩ Nam Bộ như thế nào?	
6) Ý nghĩa của tác phẩm là gì?	

Table 8: Form of student learning

2) Students to experience culture

- Self collectibles and preview the video, film clips related to the lesson.
- Actively collect, gather references about the history, geography, culture related southern cultures.

2.3.1.2. Require teachers in lesson preparation at home

- Read the text carefully, even rote
- To collect video and images related to work and southern cultures
- Expanding multiple documents relevant evidence lesson

- Identify potential acquisition targets of lesson
- Create circumstances that led into all
- In addition to the written lesson plan, teachers should use PowerPoint software

2.3.2. During school hours

2.3.2.1. Activities 1. Cultural Experience

1) Activities of cultural experiences by teachers for student viewing film clips, photos, or documents, anecdotes. Then the teacher to ask questions related to orientation southern cultures grip characteristics as a basis to explore the work.

2) Pupils apply practical knowledge of yourself and recall what they have learned and exchange with you to answer.

2.3.2.2. Activity 2. Read the text

Reading is a very important method of the first analysis, exploring literary works. For medieval literature in general and Nguyen Dinh Chieu's poetry in particular, the reading activity more important role should not be lacking in the teaching process. Through reading that help students break the original language class to dive, explore, learn aesthetic message that the author entrusted to work.

2.3.2.3. Activity 3. Note, interpreted the word dictionary and difficult incidents colors Southern

Activities glossary, explains that these activities are indispensable in teaching medieval literature in general and Nguyen Dinh Chieu's poetry in particular to shorten the distance between pupils aesthetic works. To achieve this, students will realize the beauty of spirit, emotion and personality of southern residents for the homeland.

2.3.2.4. Activity 4. Organizing and guiding students to learn, analyze the iconic beauty with bold color art southern cultures.

1) Organization of discussion and dialogue to explore the content and value colors in Nguyen Dinh Chieu's poetry Southern.

Activities discussion, dialogue will give lessons more exciting and attractive, which in turn switched on the values implicit in the work southern cultures. Not only that, it also helps students be comfortable discussing, talking to each other in order to develop the creative abilities as well as a deep sense of Nguyen Dinh Chieu's poetry to them.

2) Using comparable measures to highlight the nuances of Nguyen Dinh Chieu's poetry Southern regions.

In the process of teaching Nguyen Dinh Chieu's poetry southern cultures perspective, teachers should apply comparative methods to explore the content of the work is essential. Because, this measure not only helps students expand knowledge Nguyen Dinh Chieu's poetry as themes, characters,

images, words, with the other works in the period before, after and at the same time author, but also helps students see the distinctive look for his poetry.

2.3.2.5. Activity 5. To review and understand the cultural messages - Lessons awareness and action against individuals

2.3.3. After school

- Expanded materials, collectibles
- Doing homework
- Self-assessment

2.4. Organization of extracurricular activities

2.4.1. Nguyen Dinh Chieu's poetry teaching perspective project southern cultures.

Project-based learning is a novel approach, but there are costly in terms of time and effort but in return it created excitement and expand knowledge for student understanding of the life and poetry tied Nguyen Dinh Chieu southern regions (not confined to the lesson content is expanding the knowledge society and promote the creativity of the self).

2.4.2. To organize thematic meetings on Nguyen Dinh Chieu's poetry.

Organizing specialized activities of Nguyen Dinh Chieu's poetry is a form of organization very mean. With diversified operations, vivid helps students feel deeply the unique value of the work, while empathy and insight into the mind, emotions, entrusted to the author's work.

2.4.3. The organization of excursions (For provinces / cities in Ben Tre, far southern, teachers can overcome this activity by giving pupils movie, video, pictures, museums)

Bringing Nguyen Dinh Chieu's poetry lectures by in real life lively and attractive. More importantly, this activity helps students get to the nature of Southern lands, thereby cultivating the students about pride, love the motherland and the people in the southern.

2.4.4. Movies, reformed, performing arts of Nguyen Dinh Chieu's poetry.

Create comfort and entertainment, enabling students have fun while learning, and helps students get to freely express opinions, attitudes and feelings about Nguyen Dinh Chieu's poetry itself has learned.

Chapter 3. Pedagogic practice

Chapter 3 has seven major sections: Section 1. Purpose of experiment; Section 2. Requirements empirical; Section 3. Objects and experimental locality; Section 4. The time for experimentation; Section 5. How to conduct experiments; Section 6. Design of experimental curricula; Experimental Section 7. Organization.

3.1. Experimental purposes

- To demonstrate the feasibility of this approach, and building orientation and teaching processes Nguyen Dinh Chieu's poetry from southern cultures approach as well as foster and develop

capacity for pupils. From there, want to contribute to improving the effectiveness of teaching Nguyen Dinh Chieu's poetry in junior and senior high schools.

3.2. Empirical Inquiry

- Lesson plans and processes to demonstrate experimentally the relative clarity on the application of teaching Nguyen Dinh Chieu's poetry southern perspective into practice teaching in junior and senior high schools.

- Develop model curricula, organizing experience, evaluate, adjust lesson plans and to make recommendations to ensure the feasibility and effectiveness of the new method.

3.3. Subjects and experimental locality

3.1.1. Junior and senior high schools in the south

- Le Thi Cam Le Secondary School, Bac Lieu City, Bac Lieu province.
- Phan Ngoc Hien High School, Bac Lieu City, Bac Lieu province.

3.1.2. Junior and senior high schools in the North

- Experimental Secondary School, Lieu Giai Institute of Education Sciences Vietnam
- Minh Phu High School, Soc Son District, Hanoi

3.4. Experimental time

Experimental teaching Nguyen Dinh Chieu's poetry southern perspective in academic year 2014-2015.

3.5. How to conduct experiments

We offer teaching ideas in the thesis proposed to teachers direct universal classroom lesson plans designed to serve the experimental teaching hours. Teachers' unit design of Luc Van Tien excerpt Kieu Nguyet Nga Research in Language Arts, grades 9 and oration means Doctorate in Literature Giuoc, class 11 held southern teaching perspective. When conducting experimental teaching hours, teachers of The Department is invited to attend and contribute ideas for teaching hours in the form of innovative professional activities. Based on lessons learned empirical teaching hours, we edit the lesson is more complete.

3.6. Experimental Design Lesson Plan: excerpts "Luc Van Tien helps Kieu Nguyet Nga rescue" and post "Van economic sense Giuoc officers' perspective southern cultures

3.6.1. Lesson Plans "Luc Van Tien helps Kieu Nguyet Nga rescue", Literature, Grade 9

3.6.2. Catholic health plan that works Van Doctorate Giuoc, Literature, Grade 11

3.6.3. Notes empirical lesson ideas

The organization of teaching Nguyen Dinh Chieu's poetry perspective southern cultures form during class to extracurricular activities outside class instructor gave empirical test has many new points compared with the traditional Catholic teaching Nguyen Dinh Chieu's project popular poetry in a long time.

3.7. Experimental Organization

3.7.1. Measures to evaluate experimental time

a) To attend and observe teaching hours lessons

Generally, when school hours are experimental pupils comment is learning just now very attractive, consistent with the level of awareness and creating their love for Nguyen Dinh Chieu's poetry as well as to see the beauty Nguyen Dinh Chieu's own poetry.

b) Survey of opinions of teachers and students commented through your test, experimental teaching hours

- Survey consults from teachers

- Survey consulted from pupils

c) Evaluate the test after the end of the experimental time

- Criteria Test: construction based on standard programs of Ministry of Education and Training requirements required to clarify the objectives to be achieved by the unit.

- Form of test consists of two parts: multiple choice and essay.

- How to evaluate the test:

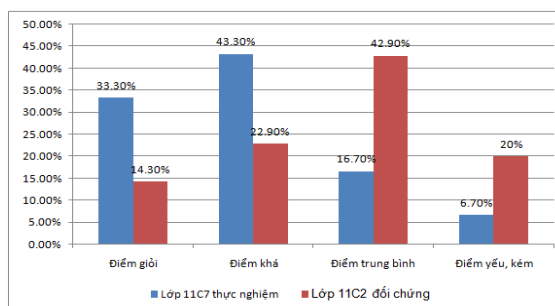
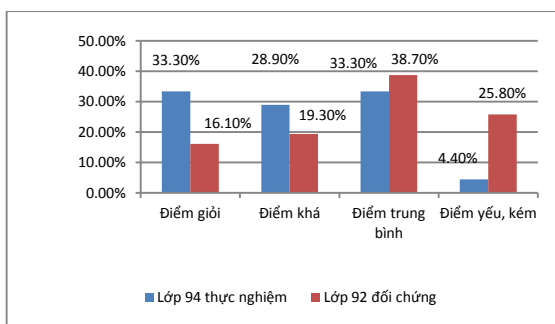
3.7.2. Experimental results through test

Trường khu vực		Lớp	Tổng số HS	Điểm giỏi	Điểm khá	Điểm trung bình	Điểm yếu, kém
Trường miền Nam	THCS Cẩm Lệ, Bạc Liêu	Lớp 94 thực nghiệm	45	15	13	15	2
		Tỉ lệ%		33.3%	28.9%	33.3%	4.4%
		Lớp 92 đối chứng	31	5	6	12	8
		Tỉ lệ%		16.1%	19.3%	38.7%	25.8%
	THPT Ngọc Hiền, Bạc Liêu	Lớp 11C7 thực nghiệm	30	10	13	5	2
		Tỉ lệ%		33.3%	43.3%	16.7%	6.7%
		Lớp 11C2 đối chứng	35	5	8	15	7
		Tỉ lệ%		14.3%	22.9%	42.9%	20%

Table 9: Statistical test results of experimental classes and control classes in the high school southern regions.

Đối tượng	Thực nghiệm		Đối chứng		Kết quả		
	SL	%	SL	%	Tăng/giảm	SL	%
G	25	66.6	10	30.4	>	15	36.2
K	26	72.2	14	42.2	>	12	30.0
TB	20	50.0	27	81.6	<	07	31.6
Y, K	04	11.1	15	45.8	<	11	34.7

Table 10: Synthesis of comparative test results and the experimental class control class in the high school southern regions.

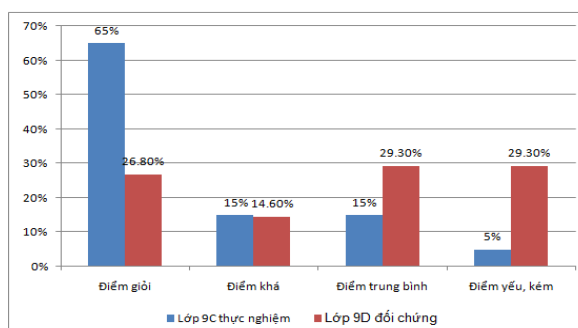


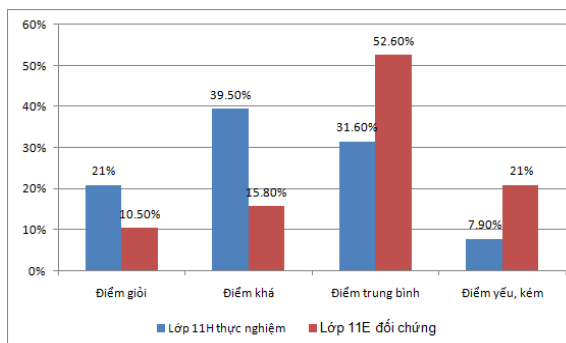
Trường khu vực		Lớp	Tổng số HS	Điểm giỏi	Điểm khá	Điểm trung bình	Điểm yếu, kém
Trường miền Bắc	THCS Thực nghiệm, Liễu Giai, Hà Nội	Lớp 9C thực nghiệm	40	26	6	6	2
		Tỉ lệ%		65%	15%	15%	5%
		Lớp 9D đối chứng	41	11	6	12	12
		Tỉ lệ%		26,8%	14,6%	29,3%	29,3%
	THPT Minh Phú, Sóc Sơn, Hà Nội	Lớp 11H thực nghiệm	38	8	15	12	3
		Tỉ lệ%		21%	39.5%	31.6%	7.9%
Lớp 11E đối chứng		38	4	6	20	8	
	Tỉ lệ%		10.5%	15.8%	52.6%	21%	

Table 11: Statistical test results and the experimental class control class in the high school in the North

Đối tượng	Thực nghiệm		Đối chứng		Kết quả		
	SL	%	SL	%	Tăng/giảm	SL	%
G	34	86.0	15	37.3	>	19	48.7
K	21	54.5	12	30.4	>	09	21.1
TB	18	46.6	32	54.9	<	24	8.3
Y, K	05	12.9	20	50.3	<	15	37.4

Table 12. Synthesis of comparative test results and the experimental class control class in the high school in the North





Have to say, the results of this experiment, we can affirm that this is a solid basis to demonstrate teaching Nguyen Dinh Chieu's poetry southern perspective is correct approach, and project feasibility Newspaper will bring highly effective if applied in the field of teaching at high school. However, when conducting empirical still generated a certain number of restrictions on the learning environment, the teacher and students. Therefore needs to be adjusted to suit changes to hours of teaching Nguyen Dinh Chieu's poetry southern perspective effectively.

CONCLUSION

1) Southern region is the new land where the migrants to explore, colonize this way over three hundred years. Due to the natural and social environment brings its own characteristics should have created a culture different from the regions of the country.

2) Nguyen Dinh Chieu is the favorite son of the land of southern and is the author of line typical medieval literature at the end of the nineteenth century. The contribution of his poetry not only praise, people's personality, noble qualities, Southern bright, but also reflects the land and its poetry a very natural way, lively, carries very own breath. Therefore, his poems imbued with the cultural values of the lands and people in southern regions.

3) The teaching Nguyen Dinh Chieu's poetry southern perspective is a new approach, accurate and science, by this approach have the seamless connection between the text elements and external factors text to order focus turned to the cultural values of Nguyen Dinh Chieu's poetry. At the same time, this approach also creates the interest in learning, because in addition to acquiring the content value, artistic value associated with southern regions, students also know how to apply knowledge from lessons learned in practice to manipulate, solve the problems in their own lives.

4) Research to conduct teaching Nguyen Dinh Chieu's poetry southern perspective as a viable approach in the innovation of teaching methods at the school his poetry high school today.

5) From the theoretical basis and practical to be clarified in the subject, we suggest the direction and process of teaching Nguyen Dinh Chieu's poetry southern perspective and this is seen as the basis to guide teachers and pupils' organization, done in the process of exploring his poetry in new directions

6) The orientation approach and processes mentioned above have been used to teach two lessons experimentation: Research excerpt Luc Van Tien helps Kieu Nguyet Nga (Textbooks Language Arts, Grade 9, episode 1) and oration means Dr. Giuoc (Textbooks Literature, Grade 11, Episode 1) perspective southern regions in 4 schools in the South and the North. The results were positive and meet the research purpose set out, initially confirmed the correctness of the scientific theory, as well as the positive feedback from both teachers and students.

7) To renew teaching Nguyen Dinh Chieu's poetry southern perspective, we have some suggestions to the Ministry of Education and Training as follows:

- Need to retrofit the facilities and equipment of teaching and learning.
- It is necessary for teachers to be proactive in terms of more instructional time for lessons rather than rules on the timing, number of hours of training information.
- There needs to be funding for implementation activities, extracurricular, field visits for students.

8) With this thesis, we hope to contribute to changing the perception of teachers and students in teaching Nguyen Dinh Chieu's poetry under the new approach, approaching perspective southern regions. This new approach will bring efficiency and quality for his poetry teaching hours in high schools.