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Approaching lyrical poetry text in Literature 6 textbook "Connecting knowledge with life" from context theory

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ABSTRACT :*To approach literary works and properly identify the ideological value of the artist conveyed through words, teachers need to learn and analyze specifically the contextual elements of the work as well as the regulation of the language of the scene to the words expressed in the work.In this article, we will analyze the elements of context that are valuable in approaching literary texts, specifically lyrical poetic texts in Textbook of Literature 6 "Connecting knowledge with life". These will be instructions to help teachers of Literature subjects orient learners to recognize the decisiveness and influence of the context on the reading comprehension process of the text.*

Keywords -*lyrical poetry, context, Literature 6, Connecting knowledge with life.*

I.   INTRODUCTION

Context is one of the important factors of communication in language, helping language users create and comprehend effective speech. In particular, to approach literary works and properly identify the ideological value of the artist conveyed through words, teachers need to learn and analyze specifically the contextual elements of the work as well as the definition of context to the language expressed in the work.

In this article, we will analyze the elements of context that are valuable in approaching literary texts, specifically lyrical poetic texts in Textbook of Literature 6 "Connecting knowledge with life". These will be instructions to help teachers of Literature subjects orient learners to recognize the decisiveness and influence of the context on the reading comprehension process of the text.

II.   CONTENT

1. An overview of the context

In the work "Language and Context: A Functional linguistic theory register", after analyzing the views of authors such as Halliday and Hasan, Lemke, and Givon on context, on the role and effect of context in determining context. determining, and receiving the meaning of the text, L.T. Helen asserted that context is all the conditions within and outside of the language that permits the reception, allowing the understanding of a particular utterance in a particular communicative context. According to Helen, the semantics of the text are determined, and made up of the context; actual – occurrence meaning, use – meaning, and text meaning are determined only in context. The author has summarized three levels of context, context of culture, context of situation, and textual context. Text contexts again include two subcategories, namely intertextualcontexts and intratext contexts.

Context includes the following basic elements:

- The interlocutor is the person who participates in the communication. Their interactions and interpersonal relationships will govern the content of the communication.

- Non-discourse reality includes communication context, dialogue field, reality - frame of reference, possible world, and context. These are the real areas that govern communication, making the process of constructing or interpreting the communication content effective.

2. Lyrical poetic text in Textbook of Literature 6 "Connecting knowledge with life"

Textbook of Literature 6 "Connecting knowledge with life" consists of 10 lessons designed according to the theme system associated with cognitive needs, formation, and quality development of 6th-grade students. In which poetry is focused on teaching topic 2"Knock on the door of the heart" and topic 4 "Beloved homeland". Specifically, there are 6 main taught poetic texts: Bullying (Nguyen The Hoang Linh), Fairy Tales about Humans (XuanQuynh), Clouds and Waves (Rabindranath Tagore), Red-whispered bulbul(Mai Van Phan), Story ancient history of our country (Lam Thi My Da), Vietnamese Bamboo Tree (New Steel) and 2 reading practice texts are The Sails (Hoang Trung Thong), The Journey of the Bees (Nguyen Duc Mau).

Approaching the lyric poetic text from context theory is understood as the consideration of contextual factors affecting the poetic text. These are reliable instructions to help readers understand the text so that they can "locate" the meaning of the text and see the artist's point of view and thought.

Contextual factors in lyric poetry can include cultural elements (called cultural context) and textual factors (called textual context).

2.1. The cultural context

Cultural context is defined as factors such as politics, economy, culture, history, ideology, institutions, organizations, and so on that contribute to the socio-cultural environment in which the work is created born. The cultural context here, in our opinion, is closely linked with the time of birth of the work and is influenced by factors such as the author's personality and style. The theme of the work will be identified more accurately and comprehensively based on these cultural contextual factors.

When studying Nguyen The Hoang Linh's poem "Bullying," it is necessary to place it in the cultural context of the current school environment. School bullying is a bad habit that has existed in schools for a long time. It can cause pain, fear, obsession, and even severe consequences for the victim.As a result, the problem raised by Nguyen The Hoang Linh in this poem is a social issue that contributes to the creation of a healthy, safe, and happy school environment. Based on this cultural context, the poet constructs the poem along the emotional axis of the character "me." Another important point to note is that, despite the fact that bullying is a bad habit that must be strongly condemned and eliminated, the poet used a witty, humorous tone to tell a social story in the most receptive way.

Similarly, in order to fully comprehend the text "Fairy Tales of Humanity" (XuanQuynh) in the topic "Knock on the Heart Door" (page 40), we must first construct elements from the human language the cultural scene. Obviously, there have been several stories in the world and in Vietnam about the origin of mankind, such as "Jehovah creating man" (European mythology), The God Prometheus created man (Greek mythology), Ban Co inaugurated heaven and earth and Nu Oa created man(Oriental mythology), but all of these stories explain the origin of the human race by God's birth, and the interpretation varies. In "Fairy Tales About Humanity," XuanQuynh takes a different approach, focusing on children as the focal point. As a result, the author's argument contradicts the simple logic of explaining the origin of humanity.

Reading "Ancient Tales of Our Country" by Lam Thi My Da requires readers to have cultural knowledge as a foundation, which includes knowledge of the world of ancient stories and their role in human life. Obviously, our grandparents and parents have told us stories about our ancestors' lives, which are material and spiritual life, soul and personality, customs and habits and moral concepts, philosophy of life... All of these stories have become spiritual baggage and left deep impressions in the minds of the children. As a result, the manner in which Lam Thi My Da tells "ancient stories of her country" will assist students in better understanding the human value of ancient stories.Tales of old clowns are treasures that endure through the ages.

2.2. The textual context

If the cultural context encompasses and governs the text, the text context refers to the specific elements contained within that text. Dialogues, dialogues, contexts... are all examples of text contexts. as well as elements with "presupposition" properties to assist readers in correctly identifying the things and phenomena being discussed.

2.2.1. Interlocutor

The interlocutor is the person who takes part in the conversation. Communication typically has two objectives: the speaking role and the listening role. These two roles, of course, are not fixed in nature and always change in the direction of rotation in interaction.

In terms of interpersonal relationships, the interlocutors' words are influenced by their relationship. The counterpoint in lyric poetry is frequently in the form of a lyrical character speaking about a lyrical object. That is, the lyrical character will be the subject who expresses feelings, thoughts, and thoughts directly before the object and its characteristics such as words, actions...

The child told his mother his story about the world of people "in the clouds" and "in the waves" in the text "Clouds and Waves" (Tagore). The people "in the clouds" and "in the waves" represent the glistening, fanciful, and appealing world. This dialogue helps the reader understand the baby's desire and eagerness to explore everywhere, travel to Wonderland, and have fun with interesting and appealing games. However, the

main axis of dialogue between the baby and the mother remains throughout the poem. Although the mother does not speak with the baby, she is an important character for the baby to express his emotions.Although the people "in the clouds" and "in the waves" welcomed the baby and showed him how to travel to wonderful countries, the baby flatly refused because he wanted to be with his mother.

The main character in "Journey of the Bees" (Nguyen Duc Mau) is the lyrical character - the poet. The lyrical character depicts the bees' patience in an endless journey, a difficult journey, and a life that never ends. Swarms of bees travel the roads and lands in search of flowers, sucking pistils to connect the flower seasons and save the faded flower seasons for life. The image of bees as a lyrical object is also very appropriate for expressing the meaning of this difficult but extremely useful work.

2.2.2. Presuppostion

In addition to dialogues, presuppositional elements play an important role in orienting the reception of the text's ideological and content values in lyric poetry in particular and literary texts in general. Presuppositions are the pre-existing, readily available elements from which the text is constructed. In other words, this is the reality array that listeners can use to gain an understanding "in the language," from which they can reason to identify and grasp the true meaning of the text. This is also considered the text's context, as expressed in the text's words.

Read XuanQuynh's "Fairy Tales of Mankind" to be sure to understand the meaning of her mother's lullaby "From the gooseberry bang/ From the very fragrant flower/ From the very white stork wings/ From the very bitter taste of ginger/ From the spot that has not dried / From the source of the rain / From the empty sandy river...", we need to have presuppositions about the gong, about the stork wings, about the spicy ginger in the folk song. Referring to the gong is referring to the obedient, hard-working children in the folk song "The gong is the gong bang / Cleverly ready to cook for her mother / Mother goes to the market on slippery street / Bong comes out to carry the heavy rain. The stork wing represents the image of a farmer who works hard for one day and two dew to earn food but still lacks all year. Despite the difficult and difficult circumstances, they maintain a clean heart. "If there is a disturbance, the water will become clear / Do not disturb the turbid water in order to harm the storks." The spicy ginger flavor in her mother's lullaby is also reminiscent of the old proverb "Holding a cup of salt and a plate of ginger / Spicy and salty ginger, please don't forget each other." People's loyalty has been expressed through ginger and salt.To understand the mother's thoughtful messages about how to live beautifully in life, it is necessary to understand the meaning of the stork, the stork wing, the spicy ginger taste, and so on. This is the cool milk that feeds the young soul.

Similarly, in "Ancient Tales of My Country," Lam Thi My Da helped readers understand the significance and humanity of the ancient stories. The poem's words have assisted readers in recognizing the shadow of ancient stories: Tam Cam (Thịthomthigiaunguoithom / Cham lam thiđuocao com cuanha), Digging the plow in the middle of the road (Đẽocàytheo ý người ta/ Sẽthànhkhúcgỗchẳngraviệcgì)), The betel nut accumulation (Đậmđàcáitíchtrầucau/ Miếngtrầuđỏthắmnặngsâutinhngười). These are the "presuppositions" factors that help us understand the spiritual and cultural values that have been marked for thousands of generations more deeply.

To read the poet's love and pride in his homeland and country in "OhCuu Long Giang" (Excerpt from Nguyen Hong's work), readers must have geographical knowledge. As an example:

MêKôngquặngđẻ
Chínnhánhsôngvàng
Nôngdân Nam Bộgốiđấtnằmsương
Mồhôivàbãilầythànhđồnglúa
Thànhnhữngtênđọclênnướcmắtđềumuốnứa
NhữngHàTiên, GiaĐịnh, Long Châu
NhữngGòCông, GòVấp, ĐồngTháp, Cà Mau

The image of "Mekong crippled / Nine golden tributaries" has a "presumption" that when the Mekong River flows into the Southern region, it will divide into 9 branches, thus the Mekong River is also known as the Mekong River. This Mekong River provides natural, abundant water and large amounts of alluvium for the accretion and development of the Mekong Delta, allowing it to become the country's number one rice bowl.Ha Tien, GiaDinh, Long Chau, Go, Cong, Go, Vap, Dong Thap, and Ca Mau are well-known ancient and modern Southern landmarks.

Thus, the text context, which consists of two basic elements, namely the counterpoint and the presupposition, is an important and necessary factor in assisting the reader in identifying the semantic units of the text accurately, fully, and comprehensively. copy. Just as Yule once envisioned contextual factors influencing discourse, all communication discourses have the character of "informing more than what is said," giving rise to "mechanisms of communication." Request that the speaker signify something more or something completely different from what he says.

III.　　CONCLUSION

Context theory is important in pragmatics for determining the true meaning of a text. As a result, in reading comprehension activities in general, and lyric poetry in particular, the process of identifying and analyzing context parts will assist readers in understanding the text clearly, comprehensively, and appropriately. in keeping with the artist's ideas

Approaching poetic texts from the perspective of cultural and literary contexts will help poetry readers recognize the role of context for a specific literary genre: lyric poetry. These are the initial suggestions to assist literature teachers in developing a specific process for approaching lyric poetic texts in particular and literary texts in general from the perspective of context theory.

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