International Journal of Social Science and Human Research

ISSN (print): 2644-0679, ISSN (online): 2644-0695

Volume 09 Issue 04 April 2026

DOI: 10.47191/ijsshr/v9-i4-28, Impact factor- 8.361

Page No: 2777-2783

Educating Patriotism for Vietnamese Grade 3 Students Through Teaching Literary Texts

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ABSTRACT: Educating students about love for their homeland and country through teaching plays a particularly important role in shaping and developing their personality. Through the analysis of literary texts in the Vietnamese language curriculum, the author clarifies the advantages of artistic language in arousing aesthetic emotions, fostering national pride, and cultivating a sense of responsibility naturally. The research focuses on typical themes to highlight the connection between knowledge and emotion. Based on this, the article proposes pedagogical measures such as utilizing imagery, organizing experiential learning, applying technology, and developing creative learning products.

KEYWORDS: literary texts, love for country, primary school, Vietnamese language, Vietnam.

1. INTRODUCTION

Patriotism is a sacred and honorable traditional value for every nation. This tradition has been preserved, nurtured, and passed down through generations, becoming an integral part of each individual's consciousness and soul. In today's educational objectives, fostering a love for one's homeland and country among the younger generation is considered a central and ongoing task. Primary education plays a foundational role in shaping character, developing qualities, and cultivating students' abilities. At this level, alongside acquiring basic knowledge, students must also be nurtured with pure emotions, kindness, and a sense of responsibility toward their community and nation. Literature serves as an effective medium to cultivate the soul and aesthetic sensibilities. Therefore, integrating patriotic education through literary texts rich in value is a crucial solution, contributing to the early formation of civic consciousness.

2. RESEARCH CONTENT

2.1. Love for homeland and country

2.1.1. Concept of love for homeland and country

"Homeland is one's own place, in terms of being a place of natural emotional attachment. The first place that produces something from which it spreads widely to other places" [1; 969].

"Country is the land, in relation to the people who own and live on it." [1, 371].

"Love is a passionate feeling that makes one intimately attached and responsible to people and things." [1, 1203].

Love for homeland and country is one of the core spiritual values, occupying a special place in the emotional life of people. This is not only a natural emotion arising from attachment to the place where one is born and raised, but also a socio-moral feeling that is formed, nurtured and developed through the historical process of the nation. From an educational perspective, love for one's homeland can be understood as the blending of emotional elements (attachment, pride, gratitude) and conscious, responsible elements (preserving, protecting, building) of each individual towards the national community and the Fatherland [2]. It is the dialectical unity between emotion and reason, between tradition and the present, between the individual and the community. Analysis from a scientific perspective shows that this is a comprehensive concept, both historically profound and practically significant in the current cause of building and protecting the Fatherland.

2.1.2. Manifestations of love for homeland and country

Love for one's homeland and country is a core spiritual value of the Vietnamese people, nurtured throughout history and expressed in the unity of feelings, consciousness, and actions.

First, this love is expressed through feelings and a sense of attachment to one's homeland. The homeland is not only a space for survival but also a place that preserves memories, culture, and the origins of each individual. The love for the scenery, the respect for the people and customs create a strong bond between the individual and the community. This feeling transforms into a sense of

responsibility: preserving the environment, conserving historical sites, promoting traditions, and striving to learn and improve oneself to contribute to the homeland and country.

Second, love for the country is expressed through national pride. This pride is nurtured by the history of nation-building and defense, by the victories and heroic examples. At the same time, it is also the appreciation of the unique cultural values and modern achievements of the nation. National pride is not only an emotional feeling but also a driving force that motivates individuals to live responsibly, strive to assert themselves, and contribute to raising the nation's standing.

Thirdly, love for one's homeland is clearly expressed through actions to protect and build the nation. In war, it is the will to protect independence and sovereignty; in peace, it is the responsibility to maintain security and develop the socio-economic sector. In daily life, actions such as studying diligently, working creatively, participating in community activities, and protecting the environment are all concrete expressions of patriotism.

Finally, this love is also shown through preserving and promoting national cultural identity. Culture is the spiritual foundation of the nation; therefore, preserving heritage, maintaining festivals, honoring traditional arts, and protecting nature all contribute to affirming Vietnamese identity in the context of integration.

Overall, expressions of patriotism are both diverse and unified, forming an important spiritual driving force that contributes to building a sustainable and distinctive society.

2.2. Literary texts

2.2.1. Concept of literary texts

In elementary school Vietnamese language classes, students are exposed to many different types of texts, among which literary texts occupy an important position. Literary texts, also called artistic texts or literary works, are linguistic artistic texts created by writers and poets to reflect human life and the natural world through artistic imagery. Literary texts delve into reflecting objective reality, exploring the world of emotions and thoughts, and satisfying the human need for goodness and aesthetics. Unlike purely informational texts that only aim to provide knowledge, literary texts also evoke emotions, nurture the soul, and cultivate humanistic values in the reader.

2.2.2. Advantages of literary texts in educating elementary students on patriotism

Literary texts possess many outstanding advantages in educating elementary school students on patriotism, aligning with the psychological characteristics of this age group – their rich emotions and susceptibility to beauty. Firstly, literature contributes to evoking aesthetic feelings through its system of expressive imagery and language. Familiar images such as rice fields, rivers, banyan trees, and riverside docks are vividly recreated, helping students naturally perceive the beauty of their homeland, thereby fostering deep attachment. Furthermore, literary texts play a crucial role in cultivating national pride. Through the images of heroes, laborers, and familiar cultural symbols, students are exposed to the historical traditions, resilient spirit, and positive values of the nation. These contents help students better understand their origins, thereby fostering pride and an appreciation for the values of their country.

In particular, literature not only evokes emotions and awareness but also contributes to shaping their actions. Through empathy with the characters and circumstances in the works, students are guided towards positive behaviors such as diligent study, love of work, environmental protection, honesty, and responsibility. Thus, with its ability to simultaneously impact emotions, awareness, and behavior, literary texts are an effective means of educating students about love for their homeland and contributing to the holistic development of elementary school students' personalities.

2.3. Love for the homeland in the Vietnamese language curriculum and textbooks in primary school

2.3.1. Love for the homeland in the Vietnamese language curriculum in primary school

The cultivation of qualities for students in general schools plays an extremely essential role. This activity not only contributes to the formation and completion of each individual's personality but also positively impacts the sustainable development of society. In that spirit, the 2018 overall general education program clearly defines the goal of "forming and developing the following main qualities in students: patriotism, compassion, diligence, honesty, responsibility" [3,7] to help students form and develop balanced social relationships, build their own personality and character, and nurture a rich spiritual life; thereby knowing how to live purposefully and meaningfully and actively contribute to the development of the country as well as humanity.

Based on the requirements for primary school students, the overall general education program has concretized the patriotic qualities into the following contents: "- Love nature and have practical actions to protect nature.

- Love the homeland, love the Fatherland, respect the symbols of the country. - Respect and be grateful to laborers and those who have contributed to the homeland and the country; participate in activities to show gratitude to those who have contributed to the homeland and the country" [3,38].

The educational activity of loving the homeland and the country for primary school students has important and profound meaning. Through the educational content, students are helped to better understand the good values of national traditions, thereby forming the awareness of preserving and promoting those values. At the same time, the educational process also contributes to improving understanding, fostering feelings of attachment, pride and a sense of responsibility of the children towards the Fatherland.

Educating primary school students about love for their homeland and country aims at the following basic goals:

- Contributing to the holistic education and character development of students, helping them both embrace the progressive values of the era and preserve and promote the cultural identity of the Vietnamese nation.

- Through educational activities, helping students recognize the fine traditions of the nation, thereby forming pride and a sense of responsibility in preserving and promoting those values.

- Cultivating a sense of patriotism, nurturing love and national pride, thereby motivating them to strive for excellence in their studies and training so that they can contribute to the building and protection of Vietnam in the future.

2.3.2. The love for homeland and country in Vietnamese elementary textbooks

Vietnamese textbook, whether approached from the perspectives of nature, people, culture, or history, converges toward the common goal of cultivating the qualities outlined in the 2018 General Education Program. These topics nurture a love for homeland, national pride, and a sense of responsibility toward the motherland. Thus, the education of patriotic qualities is consistently and coherently implemented.

Within the thematic system of the Grade 3 Vietnamese textbook, the topic "Land and Country" holds significant importance as it directly focuses on fostering love for homeland, national pride, and a sense of responsibility toward the motherland. This topic is developed through five subtopics: "*The beauty of mountains and rivers," "Beloved countryside," "Urban life," "One family," and "Defending the motherland*." Each subtopic not only provides linguistic knowledge but also offers students emotionally rich experiences, naturally shaping their love for the country.

In the theme "Beautiful scenery of the Country," students are introduced to many excellent texts such as "*On Ba Be lake," "The perfume river," "Ca Mau floating market," "The legend of Co Loa citade*l," along with several articles and passages introducing the beautiful scenery of different regions of the country. Through these lessons, students not only practice reading comprehension skills but also have the opportunity to appreciate the diverse and unique beauty of nature, culture, and national history, thereby fostering love, pride, and awareness of preserving the beauty of their homeland.

Secondly, the theme "Beloved countryside" focuses on recreating the simple and rustic beauty of Vietnamese villages through readings such as "*Homeland river," "Village fragrance," "My village," and "Miracle in the desert*." Ripe rice fields, rivers, bamboo groves, and images of hardworking farmers are vividly portrayed. Students not only learn vocabulary, practice reading, speaking, and listening... but also understand the value of labor, becoming more attached to and appreciative of life in their homeland. This provides a foundation for children to cultivate strong emotional ties to their birthplace.

Thirdly, the theme "Urban life" introduces students to the modern and dynamic appearance of the country. Streets, buildings, and urban life are presented from a bright and relatable perspective through readings such as "*Hanoi streets," "Sincere hearts," "Street football match*," and "*The green canal in the heart of city*." Through these, students can compare and contrast rural and urban areas, realizing that Vietnam not only possesses traditional beauty but is also undergoing daily transformation. This inspires a sense of responsibility in learning and self-improvement to contribute to building a prosperous and strong nation.

Fourthly, the theme "Brothers and sisters" focuses on expressing the spirit of unity, love, and solidarity among the various ethnic groups of Vietnam. Texts like "*Precious wood forest," "By the stone window," "The Ngo boat race," and "Mising Viet Bac*," along with their illustrations, all convey the message that despite differences in language and customs, we all share one home: the Fatherland. This content has profound educational significance, helping students to develop an early appreciation for cultural diversity and a spirit of national harmony.

Finally, the theme "Protecting the homeland" helps students clearly understand the value of peace and appreciate the soldiers who are protecting the country's sovereignty day and night. In reading passages such as "*The navy soldier," "The Trung sisters," "The battle in the air," and "Staying in the base*," students learn about heroic figures and historical events associated with the struggle to protect the homeland. Through the image of naval soldiers guarding the seas and islands day and night, the indomitable spirit of the Trung Sisters, the unwavering spirit in battles in the sky, and the steadfastness of young soldiers remaining in the war zone, students clearly feel the courageous fighting spirit, bravery, and fervent patriotism of their ancestors. From this, students are nurtured with national pride, a sense of gratitude, and a desire to continue the tradition of defending the country and building a stronger and more prosperous homeland. Overall, the way the content of educating students about love for their homeland and country in the Vietnamese Language 3 textbook has many outstanding features. With its diverse themes, the Vietnamese Language 3 textbook clearly demonstrates the patriotic education orientation in the 2018 curriculum. Through texts, exercises, and activities, students not only hone their language skills but also cultivate feelings of attachment, pride, and responsibility towards their homeland and country.

2.4. Measures to educate homeland love for 3rd grade students through teaching to read and understand literary texts

2.4.1. Exploitation of artistic content and images in text to evoke love of homeland, country

In teaching 3rd grade literary text, the exploitation of artistic content and images to educate love of homeland, country for students is an effective approach. Through rich visual and emotional details, teachers help students feel the beauty of nature, people and national traditions, thereby forming attachment and pride for the country. The goal of this measure is not only to understand the

content of the text but also to develop the ability to perceive literature and cultivate aesthetic emotions. When realizing the specific beauty through the language of art, students will gradually form an attitude of love, appreciation of the homeland, and at the same time more aware of the responsibility to protect and build the country.

During the teaching process, teachers need to guide students to explore typical details. For example, through the poem "*On Ba Be Lake*," students perceive the peaceful and poetic beauty of nature through evocative imagery. Similarly, "*The Huong river*" depicts the river with subtly changing colors, contributing to highlighting the diverse beauty of Vietnam's landscape. In addition, "*Ca Mau floating market*" helps students recognize the distinctive cultural features of the region through the vibrant life on the waterways. Historical texts such as "*The legend of Co Loa citadel*" foster national pride and a sense of patriotism.

In poetry, love for one's homeland is expressed in many ways: "*Hanoi streets*" evokes pride in the ancient city; "*By the stone window*" shows a connection to life in the mountainous region; "*Missing Viet Bac*" combines the beauty of nature with revolutionary traditions. In the theme of protecting the homeland, texts such as "*The navy soldier," "The Trung sisters," "The air battle," and "Staying in the base*" contain many images rich in educational meaning, contributing to fostering love for the homeland and country in students.

Thus, by guiding students to explore the evocative imagery in reading texts, teachers can help students recognize various expressions of love for their homeland: national pride, courage in fighting foreign invaders, awareness of protecting territorial sovereignty, and a willingness to sacrifice for the country. The emotionally rich images and stories in these texts not only help students understand the reading material but also contribute to the formation of patriotism, gratitude towards their ancestors, and a sense of responsibility in building and protecting their homeland in the future.

2.4.2. Organizing activities that connect and experience the text content with local reality

In teaching literary texts on the theme of "Homeland" (topics such as "*Beautiful scenery of the country," "Beloved countryside," "Urban life," "Brothers and sisters," and "Defending the homeland*"), organizing activities that connect and experience helps third-grade students realize that homeland and country are not distant concepts but rather familiar landscapes, people, and memories in their daily lives. Through activities that connect with local reality, students have the opportunity to express their emotions, share experiences, and form a sense of attachment to the place where they live.

The purpose of this approach is to help students recognize the connection between the text's content and their own real-life experiences. When reminded and shared about the beautiful scenery, people, or memories of their local area, students will understand that the beautiful images in the reading are similar to things they encounter daily. Through this, love for their homeland and pride in their country will be formed naturally and sustainably.

The implementation can be flexible after students complete the reading comprehension activity. First, the teacher can encourage students to talk about the beautiful scenery or people where they live. For example, after studying the lesson "*On Ba Be Lake*," the teacher can ask: "*Are there any beautiful places in your local area similar to Ba Be Lake*?" or "*Have you ever visited any places in your hometown that you found particularly enjoyable*?" Students can talk about familiar places such as lakes, fields, hills, or parks near their homes. This activity helps students realize that each locality has its own beautiful sights to be proud of.

In addition to verbal exchange activities, teachers can also organize creative experience activities for students to express affection for their homeland. For example, children may share a memorable memory with a landmark in their home country, such as a family trip or class tour. In addition, teachers can assign students to collect pictures of Vietnam's sights and introduce them before class. These activities both generate academic interest and help students expand their understanding of the country. To enhance the ability to express emotions, teachers may encourage students to present their feelings about home orally or write a short paragraph. For example, after completing the above activities, the student may say or write a few sentences on topics such as "*What is beautiful about my country*?" or "*What I love most about my country*." This is an opportunity for students to express their thoughts and feelings in a natural way.

2.4.3. Using images, visual aids, and technology to enhance aesthetic feelings

Elementary school students primarily perceive the world through visual symbols; their thinking is still concrete, rich in imagery, and easily influenced by vivid images and sounds. Meanwhile, many Vietnamese texts in grade 3 reflect diverse geographical and cultural spaces that not all students have the opportunity to experience. Therefore, if they only read and understand the language, they will find it difficult to fully appreciate the content. Adding images, videos, and technology helps to concretize the content and increase the effectiveness of their learning. Practical teaching experience shows that when teachers appropriately use visual aids and technology, the effectiveness of student learning is significantly enhanced. For example, when teaching the poem "On Ba Be Lake," if you combine it with showing images or flycam videos of the vast, calm lake reflecting the clouds and mountains (you can refer to tại https://vi.wikipedia.org/wiki/Hồ_Ba_Bể or videos searched with the keyword "Ba Be Lake" on YouTube such as https://văn bản văn học.youtube.com/watch?v=_CRChAk2VUk), students will easily understand why the author has the feeling of "*the boat gliding on the clouds*." The visual images not only support understanding but also evoke feelings of wonder and delight at the magical beauty of nature. Similarly, with the text "*The Huong river*," showing images of the river at different times – a clear morning, a vibrant summer with blooming flamboyant trees, or a shimmering moonlit night – will help students easily understand why the author feels "the boat is gliding on the clouds."

  

(https://vi.wikipedia.org/wiki/Sông_Hương); videos about the Huong river in Hue such as:

- Huong river:
  https://văn bản văn học.youtube.com/watch?v=oeDY89eqQn4
- The beauty of the Huong river - A Mark of Time: https://văn bản văn học.youtube.com/watch?v=PMDWehst028

In addition, using images of people and labor or combat activities helps enhance the emotional depth for students. When teaching the lesson "The Seafarer," teachers can project images or videos of soldiers performing duties in maritime and island areas (search with the keyword "Vietnamese navy"). Examples:

- The youth of the spratly islands:
  https://văn bản văn học.youtube.com/watch?v=cnezC_NNaMg
- Upholding the Belief of the Seafarer:
  https://văn bản văn học.youtube.com/watch?v=PmkEwcbc4uM
- Vietnamese Navy Defending Paracel and Spratly Islands Sovereignty:
  https://văn bản văn học.youtube.com/watch?v=WhwTDwjov1g

Images of stormy seas, distant islands, and resilient soldiers will help students better understand the hardships and indomitable spirit expressed in the poem, "*Though sun, rain, and storms / The soldiers remain steadfast*." From there, feelings of love, gratitude, and pride for those who protect the homeland will be naturally awakened.

  

Similarly, with the poem "*By the stone window*," the image of the highland village (keyword "highland Hmong village") will help students better understand the simple yet vibrant life of the ethnic people, thereby fostering appreciation for diverse cultural values.

  

2.4.4. Organizing role-playing activities (dramatization) and encouraging students to express their love for their homeland through learning products.

Dramatic reenactment is a form of organizing students to recreate textual situations through dialogue, actions, and gestures, combined with simple theatrical elements. Compared to individual role-playing, dramatic reenactment requires group coordination, helping to fully recreate the context, plot, and climax. This form is particularly suitable for dramatic texts such as "Staying in the base" and "The air battle," which have distinct characters and strong emotions. Through role-playing, students not only understand the content but also deeply feel patriotism, courage, and the will to sacrifice. Activities such as role-playing and acting out typical situations help students "live" in the characters' circumstances, thereby developing aesthetic emotions and literary appreciation skills sustainably.





Illustrative drawing for reading is a form of visual learning, in line with the cognitive characteristics of elementary school students – the age of thinking attached to specific images and emotions. Transforming language content into images not only helps students remember more deeply but also creates an opportunity for them to express personal feelings in a natural way. In essence, painting is not the copying of text content but the process of selection, imagination and expression. When performing the assignment, the student must re-read, recall and identify the most impressive details. "Choosing what to draw" reflects the level of understanding and perception of the text. For example, with a sailor, you paint a soldier in the middle of the sea sailing with the flag of the Fatherland, and you paint a strong wind and a strong spirit. The different choices show students' admiration and admiration for the soldier.





Similarly, when studying *"The air battle"*, students can recreate images of fighter planes, flight paths or dramatic moments. Through it, you not only remember the content but also reproduce the air of combat, from which you feel more clearly the meaning of victory and patriotism.



With lyrical texts like "*Staying in the base," "Missing Viet Bac," or "Hanoi streets*," drawing activities become even more effective as students can express the space, scenery, and feelings of attachment to their homeland. More importantly, drawing is a means of expressing emotions. The colors, composition, and details reflect each student's unique perspective, helping teachers identify their level of aesthetic appreciation and emotional connection.

Thus, illustrative drawing is an integrated activity combining cognition, imagination, and emotion, contributing to reinforcing the text's content while nurturing love for the homeland and country in a concrete, vivid, and age-appropriate way.

Besides drawing, creating learning products in the form of posters showcasing beautiful landscapes or landmarks of Vietnam can be organized as group work, thereby promoting students' active participation and collaborative abilities. The teacher divides the class into small groups, assigning each group the task of choosing a landmark related to the texts they have studied, such as Ba Be Lake, the Huong river, Hanoi streets, or a local scenic spot. Based on this, students collect images from various sources (books, newspapers, the internet, or drawings), select representative information, and write concise and clear captions about the landmark's outstanding features (location, landscape, value). The final product is presented as a poster and introduced to the class.





The activity is a comprehensive educational endeavor. First, students reinforce and expand their understanding of scenic landmarks through independently searching for, processing, and systematizing information. Beyond simply reproducing knowledge, they must select representative details and express themselves concisely, thereby developing their language and thinking skills. Simultaneously, the group work format fosters collaboration, effective task assignment (finding images, writing content, designing, presenting), and enhances communication abilities.

Importantly, the activity contributes to cultivating aesthetic appreciation and love for their homeland. By directly selecting images, writing introductions, and presenting their work, students have the opportunity to express their personal feelings about the beauty of Vietnam's nature and people. For example, after lessons about islands, war zones, or city streets, students can choose appropriate images and write comments expressing their pride and gratitude towards the people and places associated with the nation's history. Therefore, each poster is not only a learning product but also a culmination of students' awareness and emotions.

3. CONCLUSION

Teaching students in grade 3 about love for their homeland and country through literary texts is a process that integrates cognition, emotion, and action. Leveraging the strengths of literary imagery rich in humanistic values helps students recognize the diverse beauty of the nation, from simple natural landscapes to glorious historical traditions. Research results show that when teachers flexibly combine classroom instruction with experiential activities, local practical connections, and the use of visual aids, the effectiveness of quality education improves significantly. Creative learning products such as paintings and posters not only reflect aesthetic appreciation but also serve as outlets for students to express pride and personal responsibility. In summary, this approach not only meets the requirements of modern education programs but also nurtures enduring core spiritual values, laying a solid foundation for students to become useful citizens of the country.

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