



Review Article

Building and Using Exercises to Develop the Teaching Reading Comprehension Multimodal Texts Competence for Philology Pedagogical Students

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Abstract: Currently, multimodal texts are increasingly wide, requiring readers to have the competence to read. Besides, developing the teaching reading comprehension multimodal texts competence is also required as an inevitable need. From the undeniable role of competence development-oriented exercises as well as the need to develop the teaching reading comprehension texts competence of students in general, the teaching reading comprehension multimodal texts competence of Philology pedagogical students in particular, we propose to building and using exercises to develop the teaching reading comprehension multimodal texts competence for Philology pedagogical students. This article aims to provide some theoretical bases on exercises, competence development-oriented exercises, the process of building and using exercises and applying exercises to develop the teaching reading comprehension multimodal texts competence for Philology pedagogical students.

Keywords: Multimodal text, exercise, teaching competence, Philology pedagogical student.

1. Introduction

1.1. Multimodal Text

Multimodal text is considered an inevitable text trend of the 21st century, receiving the attention of researchers from many different aspects. The authors studying this issue can be mentioned as Serafini, Kress, Duncum, Stockl, Bearne... They focus on research on multimodal texts in some aspects: the concept of multimodal text, factors that form multimodal

texts, establishments of multimodal texts, the role of multimodal texts, features of some communication modes in multimodal texts. Researchers have made efforts with the concept of multimodal text as well as the constituent elements of multimodal texts as communication modes in different ways, confirming the appearance of multimodal texts is an inevitable trend in the new century, meeting the new needs of people. There is no avoiding the multimodal nature of dominant and emerging cultural sites (Duncum, 2004) [1]. It is said that the “world told” has become the “world shown” as multimodal text is an inevitable trend of

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society, whether sooner or later, multimodal texts also dominate many important areas in society (Kress, 2010) [2]. As the formats used in the creation of multimodal ensembles evolve from print-based to digital environments, the semiotic resources available to authors, illustrators, and designers expand exponentially. Sounds effects, hyperlinks, video clips, fonts, and many other digitally-based semiotic resources are readily available to communicate intentions and offer meaning potentials. The author has shown specific examples of appearance with a very high density of multimodal texts during the public text reception process. This new world is a multimodal world. Language is one mode; images, actions, sounds, and physical manipulation are other modes. Furthermore, words do not primarily get meaning from other words. The meaning of a word is not its definition. A definition only sets a rough range of the possibilities for a meaning a word has. In actual use, words are related to images, actions, and experiences that give them meaning (Serafini, 2014) [3].

From the conceptions of communication modes, features of communication modes in multimodal texts can identify common concepts in multimodal texts as follows: *Multimodal text (in correlation with monomodal text) is a text created by two or more communication modes (including languages, images, audios, videos, links, operations, interactions,...), these communication modes are linked tight, demonstrating certain interaction, influence and connection, can be combined with the support of digital, forming a unified text, expression of complete meaning, meeting the certain communicate purpose.* Multimodal text can be divided into sub-categories in many ways based on different criteria. We offer some classification criteria as follows: the environment exists of the text, the outstanding multimodal communication mode, communication purposes, the number of multimodal communication channels, field,...

1.2. The Teaching Reading Comprehension Texts Competence

The teaching reading comprehension texts competence is using effectively factors such as knowledge, background experience related to multimodal texts, teaching reading comprehension multimodal texts; teaching reading comprehension multimodal texts skills; other personal attributes such as the will, beliefs, needs, excitement,... of the teacher to develop a teaching plan; organize teaching according to plans; check the assessment of students' reading comprehension competence; building and using teaching documents; self-assessment, research, scientific research on teaching reading comprehension multimodal texts, thereby meeting the output standards of the university training program.

The issue of developing the teaching reading comprehension texts competence is mentioned in many studies. To successfully implement teaching reading comprehension activities, people who teach need to have the teaching reading comprehension multimodal texts competence. Some studies initially care about teachers' teaching reading comprehension texts competence, affirming this is the necessary competence of teachers in the new century, meaningful in developing students' reading competence. Teachers need to develop teaching reading comprehension texts competence from being well equipped with relevant methods and techniques to guide students to develop their reading skills and eventually lead students to come to critical thinking and a lifetime learner" (Caspi & Wright, 1998) [4]. The same perspective with Caspi, de Leon-Abao (2014) [5] also shows the influence of teachers' teaching reading comprehension texts competence in developing student reading and critical thinking competence as follows: "Teachers' teaching competence plays a very important role in developing students' competence to understand and think. Because reading is important for success in both study and non-academic, the

reading guide must be implemented appropriately for students to be led to operating effectively in society". Doležalová (2015) [6] emphasizes teachers' teaching competence in developing a reading comprehension competence is one of the important factors in shaping the output quality of education. In *The Contribution of Teacher's Competence, Teacher's Feedback, and Classroom Management toward the Student's Reading Achievement*, Badroh (2018) [7] emphasizes teachers' teaching reading comprehension texts competence shows an important role in creating the results of students' reading skills.

1.3. Exercises in Developing Competence

Exercise is one of the forms to develop competence for learners. One of the first studies to consider exercise as a form of skill development for learners appeared in the early 20th century. John Dewey (1859 -1952) said that teachers need to create a learning environment for students with problems this is the call to build and use exercises during teaching. Italian educator Maria Montessori (1870 - 1952) asserts that learners will learn the best through performing specific tasks that come with learning. The author designed daily exercises in life while encouraging the self-hearts and sense of responsibility of learners during practice. The role of exercises is considered as a condition for the learning results of the learners. The author emphasizes the learning results of the learners will not reach the highest level if they cannot do exercises right in learning. Jean Piaget (1896 - 1980) also identifies the role of exercises in forming knowledge. The author emphasizes: "Children do not learn how to test simply learn how teachers manipulate tests or by doing exercises held first. Children learn by searching and confusion, by active and independent work. It is necessary to organize children to discover the problem and solve the problem in the learning process so that children can dominate new knowledge" (cited as Nguyen, 2018) [8]. Other authors as K. Nguyen, B. H. Tran, V. T. Vu, V. H. Tran,

C. T. Nguyen, M. H. Pham, T. N. Ha, V. H. Dang, D. T. Thai,... all confirmed the important role of exercises, emphasizing this is an indispensable factor in the teaching process.

The authors emphasized the exercise only became the active object of a subject if and only if it raised himself in the person who needs to solve it. The exercise is the subject of learning activities, bringing attractive characteristics of the subject of learning activity, stimulating the curiosity of learners and their needs to settle (Nguyen, 1989) [9]. Phan (2005) [10] affirmed that "the learners themselves must perform activities to strengthen their learning contents. These activities have always played a guide to the teacher's lead. Performing activities that are learners are addressing exercises in many different forms depending on the intentions of the teachers and contents requirements of the field of learning". In theoretical teaching, to maximize the effect of exercises during teaching, teachers must use and understand them according to the systematic and operating theory. The exercise can only be "exercises" when it becomes the subject's active object or someone needs to choose it as an object, desire to solve it, then there is a solver. Therefore, exercises and learners have a close relationship forming a complete, uniform system, and close contact with each other (Nguyen, 2020) [11].

Competence development activities through exercise systems are an effective way in professional training activities. There are many studies on these issues. Some authors such as Pham Khac Chuong, Nguyen Ngoc Bao, Dinh Quang Bao, Thai Duy Tuyen have launched the initial facilities of building situations in teaching. These authors have discussed the initial facilities in designing and using exercises through raising requests, principles, and processes to design exercises and use exercises (Nguyen, 2018) [8].

Thus, it can be seen that the exercise plays an important role in the teaching process, proceeding to implement teaching targets. Exercises are both contents and are important

teaching facilities for teachers to step by step to guide students to create knowledge for themselves. This is an effective tool for teachers to develop learners' competence. In this study, we offered the concept of the competence development-oriented exercises, proposing the process of building and using competence development-oriented exercises to develop the teaching reading comprehension multimodal texts competence for Philology pedagogical students.

2. Conception of Competence Development-Oriented Exercises

Exercises are an indispensable tool in the teaching process, depending on the purpose of the teacher that the exercise may be present in most stages of the teaching process, from the introduction, formation of new knowledge, practice to consolidate, applying knowledge and skills of learners. Exercises is a form of learning tasks set by teachers for learners, based on known information, under the guidance of teachers, learners must be self-hearing, actively find a way to solve, complete learning mission; at the same time, learners can build similar learning tasks to resolve, through which to form and develop their competence (Nguyen, 2018) [8]. Thus, the exercise can be compiled before classrooms to serve predefined purposes but may also be the task arising in the teaching process.

The competence development-oriented exercises are built to replace exercises examining knowledge content. The competence development-oriented exercises in general, the teaching reading comprehension texts competence development-oriented exercises in particular, have the following characteristics:

- The exercise is built following the actual context: Teaching in the context is an educational approach being focused in many developed countries due to its great meaning. This view is understood to be using the context to carry out educational and teaching activities to help achieve the goals of scientific knowledge, skills and attitude to learners. Thereby formulating and developing in learners

the necessary competence and personality (Nguyen, 2020) [11]. The context of teaching at the university has some differences compared to the context of teaching at the high school. The exercises to develop teaching reading comprehension texts competence need to increase the content of the actual context of teaching in high schools to help students perform teaching reading comprehension texts activities effectively and oriented when applied to the specific teaching environment. On the other hand, the exercise should be built according to the system (might exploit a lesson or a teaching topic...) to contribute to helping students to implement quality learning products associated with academic situations, specific learning themes in reality.

- Exercises that require students to mobilize synthesizing knowledge, skills, attitudes and other personal attributes to perform teaching reading comprehension texts activities effectively. This feature associated with the competence of learners is formed and expressed through the operation, the results of the operation.

- Exercises ensure differentiation and strength with students. Because competence is a "dynamic" factor, changes in different conditions, circumstances, situations, so the competence development-oriented exercises need to pay attention to the characteristics of each student to promote strengths, limit the weaknesses of learners in the process of competence development.

3. Building the Exercises to Develop Teaching Reading Comprehension Texts Competence for Philology Pedagogical Students

3.1. Classify the Exercises to Develop Teaching Reading Comprehension Texts Competence

Depending on the classification criteria, lecturers can build a system of many types of exercises to develop teaching reading comprehension texts competence. To meet the requirements of formation and development of

the teaching reading comprehension multimodal texts competence for Philology pedagogical students, we divide the system according to the criteria for teaching reading comprehension texts activities of students. In each group of this exercise, it is divided into 4

forms of corresponding exercises classified according to the learner's cognitive levels as remembering exercises, understanding exercises, creating and applying exercises, amending and evaluating exercises. The following diagram illustrates that classification:

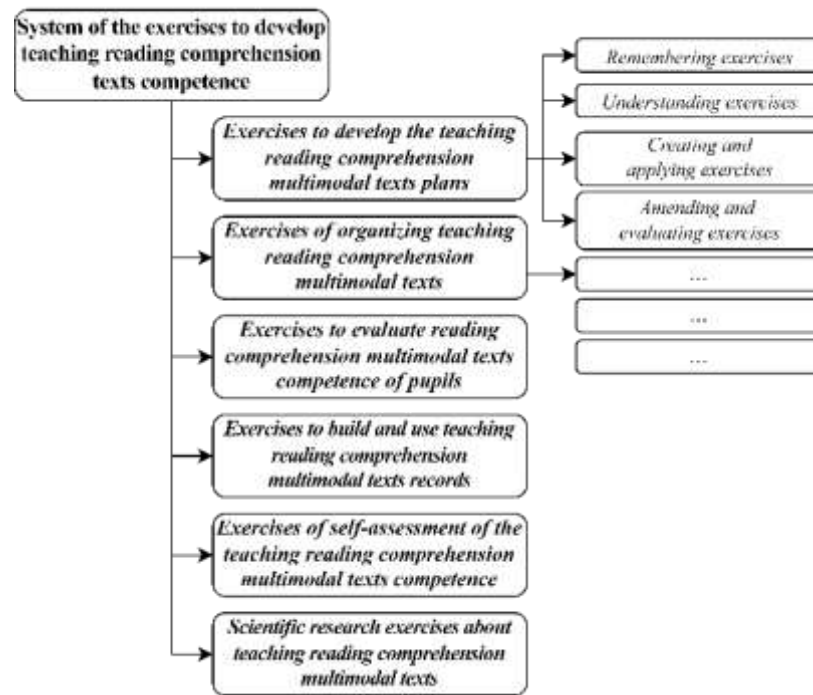


Figure 1. System of the exercises to develop teaching reading comprehension texts competence.

At the first classification level, the system of exercises to develop teaching reading comprehension texts competence include:

- Exercises to develop the teaching reading comprehension multimodal texts plans: In addition to the cognitive of the importance of the teaching plan, identifying the basic conditions when developing a teaching plan, students need to develop a teaching reading comprehension multimodal texts plan following the identified process. The product of these exercises form can be the diagram showing the design process, the analytical table or the teaching reading comprehension multimodal texts plans.
- Exercises of teaching reading comprehension multimodal texts: This group of

- exercises has two basic forms of awareness test questions about basic knowledge in teaching reading comprehension multimodal texts (methods, measures, techniques, forms of teaching activities, appropriate and advanced teaching facilities in the process of teaching) and role-playing exercises that require students to conduct one or part of teaching reading comprehension texts activities in the classroom.
- Exercises to evaluate reading comprehension multimodal texts competence of pupils: This exercise group requires students to identify the role, characteristics and requirements of assessment activities, evaluation processes, build assessment tools and conduct reading comprehension competence assessment of pupils activities effectively and objectively.

- Exercises to build and use teaching reading comprehension multimodal texts records: This exercise group requires students to get acquainted with different types of teaching records, determine the role of teaching records, build and use teaching reading comprehension multimodal texts records under a teacher must be done through hypothetical situations.

- Exercises of self-assessment of the teaching reading comprehension multimodal texts competence: This exercise group requires students to compare indicators and demonstrations to self-assessing the teaching reading comprehension multimodal texts competence of their own is on the developmental competence line since known to plan the self-developed teaching reading comprehension multimodal texts competence for themselves.

- Scientific research exercises about teaching reading comprehension multimodal texts: This group of exercises requires students to apply knowledge and skills to teaching reading comprehension multimodal texts into scientific research activities. Students need to identify the role of scientific research activities, the scientific research process and conduct scientific research about teaching reading comprehension multimodal texts. In addition to the exercises that require a long-term scientific research activity, lecturers can build exercises to develop scientific research skills about teaching reading comprehension multimodal texts for students.

At the second classification level, the system of exercises to develop teaching reading comprehension texts competence include:

- Remembering exercises: The goal of this exercise is to check the memory of learners about observable information that includes data, definitions, characteristics,... Remembering exercises in the system of exercises to develop teaching reading comprehension texts competence often requires students to activate knowledge and skills on teaching reading comprehension texts activities.

- Understanding exercises: The goal of this exercise is to check the ability to connect the knowledgeable information, data to explain, comment, discuss information and data more specifically. Understanding exercises in the system of exercises to develop teaching reading comprehension texts competence assessing the competence to analyze the problem related to teaching reading comprehension texts competence activities of students.

- Creating and applying exercises: The objectives of these exercises are to help learners to develop the ability to solve new issues based on known problem solving or applying knowledge and skills known in situations in reality. Creating and applying exercises in the system of exercises to develop teaching reading comprehension texts competence can direct students to the construction, creating specific contents in teaching reading comprehension texts activities.

- Revising and evaluating exercises: This type of exercise requires learners to give opinions and reviews based on the standards set. In the system of exercises to develop teaching reading comprehension texts competence, these exercises may require students to detect and edit errors in the process of teaching reading comprehension texts activities.

3.2. Process of Building Exercises to Develop Teaching Reading Comprehension Texts Competence

When building exercises to develop teaching reading comprehension texts competence, lecturers need to pay attention to the purpose of using exercises, selected exercises and how to use exercises in teaching practices. Depending on the specific case, the lecturer can conduct the process of building different exercises. The process of building exercises to develop teaching reading comprehension texts competence may include the following steps:

Step 1: Selecting unit of the teaching reading comprehension multimodal texts competence need to develop for students

Lecturers need to identify the unit of the teaching reading comprehension multimodal texts competence that need to be developed for students and characteristics of that teaching competence unit shown in the standard assessment of the teaching reading comprehension multimodal texts competence, determine the goal of building exercises to develop teaching reading comprehension texts competence.

Step 2: Selecting and building the appropriate exercise type

Through the identified exercise classification system, lecturers need to choose the appropriate exercise form to build for students. The appropriateness of the exercise form is considered from the effectiveness, the diversity in meeting many students with different levels of awareness, conditions of higher education institutions,... One component unit of the teaching reading comprehension multimodal texts competence can be built into different forms of exercises.

Step 3: Building answers, guidelines and criteria for assessing exercises

The building answers, guidelines and criteria for assessing exercises should be deployed in a scientific, specific way, detailed, brief, easy to understand, through the description of the levels of students via a rubric. Through rubric, students can also consider and assess the results of their exercises.

Step 4: Checking the exercise and planning to use exercises

Lecturers need to conduct a review, check the exercises in all aspects like content, difficulty, techniques used as well as determine the time, means, support tools to proceed with the use of those exercises.

3.3. Conduct Building Exercises to Develop Teaching Reading Multimodal Texts Competence

The building exercises to develop teaching reading multimodal texts competence be conducted as a construction process. We offer an example for each form of exercise in the classification system to develop teaching reading comprehension texts competence as follows:

Table 1. Exercises to develop the teaching reading comprehension multimodal texts plans

Form	Examples
Remembering	List the basic structure and content of each part of a teaching reading comprehension multimodal texts plans.
Understanding	There is a teaching plan for <i>The unique folk festival of Cham people in Ninh Thuan</i> , Dao Binh Trinh (Literature 10, volume 1, <i>Kite</i> textbook, pp.100-104). How is the lesson implemented according to the content structure? Analyze and comment on the teaching activities that were built in this plan (lecturer gives the teaching plan for students).
Creating and applying	Build 2 worksheets to support students to learn <i>The unique folk festival of Cham people in Ninh Thuan</i> , Dao Binh Trinh (Literature 10, volume 1, <i>Kite</i> textbook, pp.100-104). Note: Build both the content and answers of these worksheets. Point the advantages of the worksheets that you have built.
Revising and evaluating	When developing a teaching plan to teach <i>The thousands of islands</i> - Nguyen Truong Quy is proposed for 11 th grade students, a student built the teaching target as follows: Lesson goals: 1. Professional competencies: Literary competence (Reading comprehension literary texts) - Analyze and evaluate the aesthetic value of several factors in the text like words and images. - Analyzing and evaluating the emotions, key inspiration that writers expressed through the text. Detecting moral and cultural values from the text. - Summary of content of Halong Bay in the text.

	<p>- Comments and reviews about Halong Bay are mentioned in the text.</p> <p>- Forming affections, emotions about the beauty of the place mentioned in the text.</p> <p>2. General competencies: Cooperative competence; problems solving and creativity competence, language competence, communication and cooperation competence, autonomy and self-study competence.</p> <p>3. Characteristics: Patriotic (there is an ideal ambition, patriotism and love in the beautiful landscape of his homeland); Responsibilities (sense of obligations and responsibilities for their homeland,...); Compassion (sympathy, respect,...).</p> <p>How do you assess the lesson goals in the teaching plan as above? If revised to make this teaching plan better, how will you change it?</p>
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Table 2. Exercises of teaching reading comprehension multimodal texts

Form	Examples
Remembering	What basic requirements do teachers need to ensure when teaching reading comprehension multimodal texts?
Understanding	It is said that: "While teaching reading comprehension multimodal texts, the most important requirement is to combine many active teaching methods with the support of information technology". How do you think about the point of view? Lift your opinion with some specific examples.
Creating and applying	Lecturers divide classes into 2 types of groups and specific requirements as follows: <ul style="list-style-type: none"> - Teaching group: Role-playing high school teachers to conduct teaching units according to the teaching planning of <i>The unique folk festival of Cham people in Ninh Thuan</i>, Dao Binh Trinh (<i>Literature 10</i>, volume 1, <i>Kite</i> textbook, pp.100-104) has built. - Observation group: Observe the lecture of the teaching group, record the teaching process and make appropriate responses.
Revising and evaluating	Watch the teaching video (the teaching activities for analysis <i>Hung Temple Festival</i> , The Phuong, <i>Literature 10</i> , volume 1, <i>Kite</i> textbook, pp.98-99). Discuss: <ul style="list-style-type: none"> - What are the teaching activities in violation of the principle of teaching reading comprehension multimodal texts? - According to you, how do you handle the teaching situation given? Listen to different processing methods of other students and offer reviews.

Table 3. Exercises to evaluate reading comprehension multimodal texts competence of pupils

Form	Examples
Remembering	Identify the process of developing the test in evaluating the reading comprehension multimodal texts competence of pupils. Drawing diagrams showing that process.
Understanding	Present your knowledge about the evaluation criteria of the test in evaluating the reading comprehension multimodal texts competence of pupils.
Creating and applying	From the matrix of the test in evaluating the reading comprehension multimodal texts <i>Hung Temple Festival</i> , The Phuong (<i>Literature 10</i> , volume 1, <i>Kite</i> textbook, pp. 98-99), build a test that meets the matrix.
Revising and evaluating	For the matrix of a test in evaluating the reading comprehension multimodal texts and two tests are built from this matrix. Shows the strong and weak points of each test. Since then withdrawn the better test and make suggestions to edit the remaining one.

Table 4. Exercises to build and use teaching reading comprehension multimodal texts records

Form	Examples
Remembering	Suppose you are the leader of the Social Science group of a high school. You need to inform other teachers about building and using teaching reading comprehension multimodal texts records. What content will you do?
Understanding	Presenting a part of your teaching reading comprehension multimodal texts records for lecturers and other students to know. Point the advantages in teaching reading comprehension multimodal texts records of yours.
Creating and applying	Observe a lesson of teaching reading comprehension multimodal texts. Use an observation teaching notebook to make the following requirements: <ul style="list-style-type: none"> - Record the teaching process of lessons. - Identify active teaching methods used during the lesson and record them in the observation teaching notebook. - Point out the teaching facilities used and the impact of these teaching facilities on the lesson effect. - Identify the meaning of the observation teaching notebooks for teachers.
Revising and evaluating	Observe, listen to other students presenting content in their teaching reading comprehension multimodal texts records. Give comments, feedback about the teaching reading comprehension multimodal texts records of them.

Table 5. Exercises of self-assessment of the teaching reading comprehension multimodal texts competence

Form	Examples
Remembering	Identify evaluation criteria, indicators and evidence when making self-assessment of the teaching reading comprehension multimodal texts competence
Understanding	Among the criteria of self-assessment of the teaching reading comprehension multimodal texts competence, which criteria play the most important role? Why? Present the specific content of that criteria.
Creating and applying	In the process of training to develop the teaching reading comprehension multimodal texts competence, collect specific indicators and demonstrations to assess the teaching reading comprehension multimodal texts competence of yourself (through the use of teaching records, video teaching data,...).
Revising and evaluating	Revising your training development the teaching reading comprehension multimodal texts competence plan after receiving the lecturer's suggestions.

Table 6. Scientific research exercises about teaching reading comprehension multimodal texts

Form	Examples
Remembering	Identify the process of implementing scientific research exercises about teaching reading comprehension multimodal texts. Drawing diagrams showing that process.
Understanding	What requirements do scientific research topics on teaching reading comprehension multimodal texts need to ensure? Among these requirements, what request play the most important role? Why?
Creating and applying	Find documents in the literature review for the topic "Teaching reading comprehension multimodal texts in The General Education Curriculum in Literature" according to the following suggestions: aspect names in research, documents, documents' origin, the basic content of documents and evaluation of documents.
Revising and evaluating	A student is naming its topic as follows: Developing problem-solving competence for Philology pedagogical students in the teaching reading comprehension informational multimodal texts. Is it reasonable to name that to the topic? Why?

4. Using Competence Development-Oriented Exercises to Develop the Teaching Reading Comprehension Multimodal Texts Competence for Philology Pedagogical Students Heading

4.1. Process of using Competence Development-Oriented Exercises to Develop the Teaching Reading Comprehension Multimodal Texts Competence

The process of using the exercises can be flexible according to the purpose of using exercises and positions of exercises used in teaching progress,... The operation of the system of competence development-oriented exercises can be carried out according to the following steps:

Step 1: Introducing teaching targets

Lecturer clearly defines teaching targets and purposes when implementing this exercise system as well as the part of teaching reading comprehension multimodal texts competence need to develop.

Step 2: Assigning exercises to students

Exercises are assigned to students in different forms (individuals, groups) depending on the target and the context of teaching.

Step 3: Guiding students to perform exercises

The lecturer instructs students how to perform exercises including forms, time and requirements then provide criteria for assessing exercises so students can consider their exercises themselves as well as determine tactics to do exercises effectively.

During students to do exercises, lecturers observe, cover classes as well as pay attention to each student's object to support, make timely feedback.

Step 4: Reviewing exercises and evaluating student performance

The lecturer provides answers, conducting difficult problems. From the criteria for evaluating the performance of the student's exercises, the lecturer assesses the level of students according to specific criteria.

Step 5: Concluding

The lecturer provides necessary conclusions about the content that has just been

implemented, guiding students to study at home, making suggestions for students to continue to exploit from the exercises made.

4.2. Conduct Using Competence Development-Oriented Exercises to Develop the Teaching Reading Comprehension Multimodal Texts Competence

Depending on the context of teaching (student characteristics, school facilities,...), the lecturer can flexibly use the exercises to develop the teaching reading comprehension multimodal texts competence with different ways and times. Lecturer using competence development-oriented exercises to develop the teaching reading comprehension multimodal texts competence for Philology pedagogical students with the application of active teaching methods (work in groups, problem-solving teaching, working in corners, contract work, project-based learning, micro-teaching,...); active teaching techniques (puzzle techniques, mindmap techniques, KWL techniques, technical listening and positive feedback,...); active teaching facilities (worksheets, pictures, videos, diagrams, tables,...). The process of using exercises to be flexible to serve teaching targets so lecturers can combine exercises that require different levels of awareness for flexible use during the teaching process. For example, in the example in the formation of knowledge on the structure to develop a teaching reading comprehension multimodal texts plans as above, lecturers combine remembering and understanding requirements to students simultaneously. Combining different ways of asking to require students to handle a knowledge unit not only helps students consider more thoroughly issues but also contributes to strengthening and improving components of the teaching reading comprehension multimodal texts competence.

Exercises to develop teaching reading comprehension texts competence can be used in many different stages in the teaching process. We illustrate the exercise used in the form knowledge stage.

Exercises to develop the teaching reading comprehension multimodal texts competence used in this stage have a role in providing students with knowledge systems and new skills on a unit of content to teach reading documents texts. The use of exercises to form knowledge for students with different requirements and levels can be used in two directions, depending on the two routes of student reception: i) Exercises to use steps to suggest steps, leading students to find new knowledge; and ii) Exercises used to provide problems with brainstorming force students to solve, thereby also forming knowledge for themselves.

To form a new knowledge of the structure of the teaching reading comprehension multimodal texts plans, use in teaching Building the Literature teaching plan (module for students in the 3rd year, Hanoi National University of Education) Lecturer uses the following exercise:

Exercise: List the basic structure and content of each part of a teaching reading comprehension multimodal texts plans. Analyze and comment on the teaching activities that were built in the teaching plan for *The Old Quarter - a fictional reality*, Nguyen Manh Tuan (lecturer gives the teaching plan for students).

This exercise is used when a student has a basic understanding of the structure of teaching plans, from which to apply for the structure of the teaching reading comprehension multimodal texts plans in general as well as specific analysis into the teaching reading comprehension multimodal texts plans *The Old Quarter - a fictional reality*, Nguyen Manh Tuan. Thus, this exercise is a combination form of remembering and understanding exercises, helping students form new knowledge for the structure of the teaching reading comprehension multimodal texts plans.

5. Conclusions

In the process of developing the teaching reading comprehension multimodal texts competence for Philology pedagogical students,

competence development-oriented exercises play an important role as a means for students to gradually perform learning tasks, on that basis to improve their teaching competence. Through training with exercises, students have the opportunity to practice different teaching skills in different stages of teaching processes from the preparation, deployment of the teaching process to the evaluation of teaching. To successfully implement this measure, not only do the lecturers need to boldly offer new and appropriate content in the teaching process to develop the teaching reading comprehension multimodal texts competence for Philology pedagogical students and use exercises in many ways for each student but also students need to be active in making exercises and creativity in the problem-solving, focus on developing teaching skills they are weak to gradually perfecting the teaching reading comprehension multimodal texts competence of their own, meeting the output standard of the university curriculum.

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