



RESEARCH ARTICLE

The Content and Evaluation of Literature School Texts in Secondary Education in Kosovo

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ARTICLE INFO	ABSTRACT
Received: Dec 24, 2024 Accepted: Feb 4, 2025	<p>The main objective of this study is to highlight the fundamental importance of literature textbooks, especially in upper secondary education (high schools), due to the sensitive age of students in their education and overall development. In preparing this study, I have used various methods, including combined ones, which enable the achievement of the goals set out in this paper. Thus, the methods employed include theoretical analysis, descriptive and comparative methods, as well as inductive, deductive, and statistical methods. The population of this research consists of teachers and students from upper secondary schools in seven regions of Kosovo. The selected sample includes 150 students and 25 teachers from several municipalities in Kosovo. To carry out the research, questionnaires were used for both students and teachers from upper secondary schools. Given the innovations and changes in textbooks in general, and literature textbooks in particular, in the field of knowledge, as well as the ongoing changes in the education system in Kosovo and our schools, the formulation of policies, strategies, PSAK, the new curriculum, and the offering of various training for contemporary teaching methods, it is essential to review school textbooks. Additionally, after the development of new plans and programs, school textbooks should be drafted and evaluated. The results of this study impact the revision and modification of school textbooks, reducing the shortcomings of current textbooks, and increasing the inclusion of different literary periods and more Albanian writers from various historical periods.</p>
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INTRODUCTION

Knowing that school textbooks, particularly literary works as a linguistic and poetic entity, should be open and referable to the reader, they are always subject to evaluation and judgment, based on various aspects of their structure, not only the meaning. Strategic Priority 5: Teaching and Learning - 5.2. School textbooks and other educational materials are developed for all classes and subjects. (MEST, 2016). Since the nature of the topic of this study is such, I will focus only on the origins and tradition of drafting and publishing literature textbooks for educational purposes, from the past to the present, keeping in mind the role these texts have in shaping students' intellectual development, as well as their essential function in providing necessary literary information. This is an important link in the general education system. Even today, there are discussions about the primary role of literature textbooks (alongside those of the Albanian language, such as grammars), with various opinions, assessments, and judgments about the place these textbooks deserve. However, one thing cannot be contested: the role of these textbooks is undoubtedly undeniable, and they are a crucial source for acquiring literary, educational, and generally cultural knowledge. They serve as an essential link in expanding knowledge in other areas of the general education system in the country. Considering that the literary text, besides introducing knowledge of the origins and tradition of Albanian literature at the national level, also holds other practical and methodological values, it develops students' interest in deepening literary knowledge, fosters independent work skills,

enhances judgment and critical evaluation skills, and consequently promotes systematic thinking for abstract judgments. Given these values of the literary text, it is still designed according to contemporary methodological requirements and creative content that captures students' attention to the literary knowledge it includes, serving as a foundation for further exploration at higher educational levels.

On the other hand, literature as a subject is included in all categories of our schools, from first grade to the highest level, with appropriate literary content deemed suitable for the students' age and necessary for the demands of the time. The quality of this content is, of course, open to discussion, considering the fact that drafting a literary text and not just a literary one is a difficult task that requires deep literary and creative knowledge, along with technical elements that are no less important for the final product of the book. Firstly, the literary text must present correct concepts of literature, and in this regard, along with other components, it is indispensable. Therefore, the objectives of a literature textbook for school needs, among other things, are:

- Developing the ability to experience beauty;
- Discovering aesthetic, ethical, linguistic, and stylistic values;
- Developing the culture of expression;
- Developing mental activities and work skills, etc.

Hence, this issue remains relevant in contemporary studies. As a result of the continuous development of science, educational policies, and the reform of the education system, especially in the theory of teaching and pedagogy, old methods of organization can no longer be applied in their entirety in modern schools but need to be reformed to meet the demands of the time. Another aspect that must receive due attention in the future is the format and technical aspects of the text, considering elements such as font type, font size in titles and subtitles, as well as illustrations, their size, alongside the selection and presentation of specific learning units. While these elements may seem secondary, they undoubtedly have a significant impact on the more acceptable use of the text by students and on motivating them to engage with the text for longer periods.

THEORETICAL CONTEXT

The new Albanian school sets itself profound tasks, no longer just teaching writing and reading, but also acquiring deeper, if not fundamental, knowledge about Albanian literature, alongside other fields of knowledge, its origins, its new directions, and its perspectives. According to Rexhepi (2002), the history of textbooks in the Albanian language is closely linked to the fate of the people and influenced by various historical, social, political, cultural, and educational processes (Rexhepi, 2002). Along with the history of Albanian literature, even newer works with new themes became the main direction in the creation of new literary texts for education. Thus, the challenges of the time were confronted, and within a short period, alongside primers, textbooks were created that could be said to meet basic professional, methodological, and scientific criteria.

General Standards for School Texts:

Compliance with the Curriculum and with textbooks from preceding and subsequent grades in the same subject

Presentation, appearance, clarity

Illustrations

Quality, relevance (essentials), and scientific accuracy

Suitability for the age of students

Didactic processing and preparation

Questions and tasks

Linguistic aspects

Connections with social, historical, and political realities

Connections with educational aspects related to maturity/independence, democracy, and peace education

Gender equality reflection

Intercurricular content

Teacher guides and their usability

Work materials (exercises, etc.) related to the school text

Practical testing of the textbook

Native language (the language in which teaching is given in the relevant part of the country) (MEST, 2011)

"The dynamics of the creation and publication of teaching materials for the needs of the Albanian school at all levels continued, and now a tradition had been established, along with a stock of books that could not even be imagined to be interrupted or completely blocked, so this field marks only progress and professional advancement in the development of Albanian textbooks in all professions in Kosovo." (Curriculum Framework, 2011).

In modern times, creating a school textbook must necessarily adhere to general criteria and standards that ensure compliance with institutional and state principles. Thus, the creation of a textbook should closely align with the principles and overall goals of the Kosovo School Curriculum, fit the subject and grade level for which it is designed, and be compatible with the structure of textbooks in the same subject across levels, taking into account other requirements such as correct terminology, the unique methodology of teaching, continuity across educational levels, and the treatment of increasingly complex aspects throughout the curriculum. Additionally, a textbook must adhere to technical standards such as presentation, appearance, clarity, and illustrations.

Recently, it can be said that school textbooks in Kosovo are meeting these standards and present suitable materials that allow for their efficient use. In the literature textbooks, we find the terms "Albanian literature" and "literature in Albanian" used interchangeably, even though it is somewhat unclear why this distinction is made. However, the content of our school textbooks has made an effort to include the entire corpus of Albanian literature, starting from the earliest writings and authors, and continuing through literary works from various periods up to the present day (Qosja, 2008).

"Although there has been a lack of methodological experience, the process of creating and publishing textbooks in our schools has been a continuously growing process. They have helped in the constant improvement of the educational, cultural, technical, and scientific level of students. Teaching literature through textbooks gives students the opportunity to enter the world of literature, which influences their personal formation. It makes literary and theoretical concepts clear (Rexhepi, 2002). When it comes to the linguistic-stylistic formulation of teaching content in the textbook, whether in artistic texts, prose, poetry, or other types of texts with artistic qualities, the author uses expressive linguistic-stylistic tools in the artistic description and explanation of objectives, phenomena, or processes. These elements are primarily used to evoke emotional and intellectual responses to the teaching content.

"Thus, the textbook is a book intended for mass use in teaching and beyond. It, therefore, draws the attention of a wider audience: teachers, lecturers, psychologists, students, parents, etc. Historically, the textbook is a pedagogical value, traditionally verified from the perspective of its function and didactic value. Oral skills must materialize in the achievement of necessary writing skills, and given that the graphic presentation is more specific, it requires additional efforts and precision in

mastering orthographic issues and the general level of writing culture (Gjika, 2010). Communication skills, beyond the subject of the Albanian language, should also be developed through other subjects.

This curriculum details the teaching content of the Albanian literature textbook, as well as the teaching hours dedicated to its implementation during the school year. These curricula, when created by the relevant sectors of the Ministry of Education, should be based on the "Law on the Publication of School Texts, Teaching Materials, School Reading, and Pedagogical Documentation (MEST, 2007).

In terms of form, the changes in school texts and their adaptation within a global framework are of vital importance and require necessary changes in Kosovo, especially in upper secondary education - high schools. The role and importance of textbooks in the educational process should undergo significant changes. For decades, textbooks have been primarily used for transmitting knowledge and exercises on various topics, which have generated emotional responses from readers, especially literary critics regarding argumentative, descriptive, narrative, as well as poetic and dramatic texts.

School textbooks, in general, and literary ones, in particular, have fulfilled their communicative function of distributing cultural and social values. Currently, the primary functions of school textbooks must respond to new demands: developing independent activity skills in students, proposing different learning methods, and integrating the knowledge students acquire.

In response to the question "...what would be the most appropriate method for studying contemporary literature or interpreting a specific work?" Floresha Dado responded: "The focus, during evaluation, on the differential aspect, through which a work can be identified as literary art, would constitute the

fundamental principle of interpretation. Other principles are related to the variants of understanding the essence of literature, as well as a precise understanding of the status of literary study. Evaluation, which is made by the author himself, of the concept to improve the quality of the manuscript (self-review, e.g., with the help of a developed evaluation system). External evaluation (by subject specialists or future users) to test the scientific value of the manuscript, ensuring the text is understood in terms of perception and increasing its quality. This evaluation can be carried out by technical or scientific collaborators at the request of the author or the publisher.

However, in our literature, we find statements that not all authors always fully adhere to these institutional requirements, excluding certain units or avoiding other content, which we believe happens for objective reasons or subjective preferences of specific authors, and not for other unjustifiable non-literary or non-institutional purposes. The workshop, held in collaboration with the Council of Europe, aimed to help teachers adapt textbooks and teaching methods for returnee children, addressing their unique educational challenges and promoting inclusivity (KEC, 2015).

Undoubtedly, the history of school textbooks in the Albanian language is directly connected to and dependent on the fate of the people, the broader historical, social, political, cultural, and educational processes. It closely follows economic development and, in short, is deeply intertwined with our national life throughout the centuries (Rexhepi, 2002). A successful lesson cannot be imagined without a quality literary text and a solid interpretation of the teaching unit. This is because the textbook, in addition to its other content and informational values, also serves as a connection between the teacher and the student, as well as between the school and general knowledge—while also encouraging deeper understanding of the subject matter (Dhurata, 2010). In this context, the key to discipline in the classroom, for creating a work atmosphere and a warm climate for successful work, is the professional authority of the teacher, as noted in educational texts (Garo, 2008). This type of evaluation takes place at the end of the school year or during the graduation exams for high school seniors. "The purpose is to assess the level of student achievements at the end of the academic year, allowing for the identification of any gaps that can be addressed and improved in the future" (Musaj, 2003). However, in our literature, we also find observations that not always and not completely do authors conform to these institutional requirements, leaving out certain units and avoiding other contents, which we must believe occur due to objective reasons or even the subjective

preferences of certain authors, and not for other unjustifiable extraliterary or extrainstitutional purposes (Fetiu, 2008). The speaking skills should also be reflected through the achievement of necessary writing skills, and considering that graphic presentation is more specific, it requires additional and more precise efforts in mastering spelling rules and the overall level of writing culture. Communication skills, in addition to the subject of the Albanian language, should also be developed through other subjects (Devetaku-Gojani, 2009). The current problems that need to be addressed are diverse and highly complex. For this scientific work, scientific institutions and established researchers, who have proven their valuable contributions to the study of literature, are rightfully engaged, but so is the new generation" (Shema, 2008). Literature is a human activity that unifies like no other in the mind and heart of a person, reason and emotion. In other words, literature represents what can be called the fulfillment of the human world. Through it, the mind is enriched, but the human spirit is also ennobled (Matoshi, 2008).

The reflection of contemporary Albanian literature in the curricula, programs, and textbooks of high schools presents a critical issue for teaching, as it involves: first, a literature divided (or composed) of two very different periods, the period of ideologized literature under the dictatorship, characterized by a single literary direction (1944-1990), and the post-dictatorship period, which features a literature marked by literary pluralism and the primacy of aesthetic criteria; and second, its second period is a literature in development, still uncrystallized (Kodra, 2008). In response to the question, "What would be the most suitable method for studying contemporary literature, or for interpreting a specific work?", Floresha Dado provided the following answer: "The focus, during the evaluation, on the differential aspect, through which a work can be specified as literary art, would constitute the fundamental principle of interpretation. Other principles are related to the variants of understanding the essence of literature, as well as the accurate conception of the status of literary study" (Dado, 2000).

Based on the Albanian literature curricula in our schools, as well as those in Albania, North Macedonia, and Montenegro, "there is no unified terminology that would provide a common unifying position regarding literary content, especially regarding the terminology of how we should refer to our national literature: Albanian literature or Albanian literature. We say this because in various literature texts, we find both 'Albanian literature' and 'Albanian literature,' although it is understandable why this variation occurs.

As for the Curriculum, the focus of the educational system, school leaders, teachers, and students should be on achieving learning competencies, which are:

Communication and expression competence (MEST, 2011)

Thinking competence

Learning competence

Life, work, and environmental competence

Personal competence

Civic competence.

The main goal of this study is to highlight the essential importance of school textbooks in literature, especially in upper secondary education - high school, due to the sensitive age of students in their educational and overall formation.

Research Questions

The experimental control of the chapters at this stage, which can be conducted parallel to the clarification of the main direction of the school literature texts, is quite important, as it will determine the further course of the work. It is precisely at this moment that objective answers will be provided to the following questions:

1. Does the literature text meet the specified requirements?
2. Are the innovations in the literature texts understandable for the students?
3. Is there a balance between the information provided and the development of expressive skills in students?
4. Does the school textbook fulfill the objectives of the subject, the theme, and the educational activities?

METHODOLOGY

Research Model

The research model is a mixed-methods approach, combining both quantitative and qualitative research methods. The study is both descriptive and evaluative in nature. The population of this research consists of teachers and students from upper secondary schools in several regions of Kosovo. The selected sample includes 150 students and 25 teachers from various municipalities in Kosovo. Questionnaires were used as the primary data collection tool for both students and teachers in upper secondary schools (high schools).

Instruments and Methods

For this research, we have utilized all possible theoretical sources, primarily from external authors, but also from local scholars who address issues related to the implementation of standards for the creation and evaluation of this research. Additionally, in line with the objectives and goals set forth, we have used an evaluation of school textbooks as a primary source of information.

Survey Method

Through this method, data was collected based on the opinions of both teachers and students regarding the literature textbooks used in secondary schools.

Statistical Method

For the analysis of research results, we employed standard statistical procedures. The data obtained were presented in percentages and tables. Data processing was done using the SPSS software package (Statistical Package for the Social Sciences).

Research Instruments

The primary instruments for the research were the questionnaires for teachers and students in upper secondary schools (high schools).

Data Collection Procedure

A preliminary notice was made in schools to inform all participants about the time period and schedule for the research. This ensured that all participants were aware of the date and time for data collection. Once the date and time were set, we made sure to be present throughout the entire data collection process. This included supervising the completion of questionnaires by the participants, ensuring that the data gathered was accurate, complete, and as reliable as possible. This involvement was essential in guaranteeing the quality of the collected data and ensuring that the research process was conducted according to the required standards.

Data Analysis Procedure

Quantitative data were analyzed using statistical methods, specifically through the SPSS software program, and were presented in tabular form. For the qualitative data, which were collected from open-ended questions in the questionnaires, the analysis involved identifying the main themes and providing a description of them.

This approach allows for the classification, interpretation, and grouping of the identified issues into thematic categories that are related to the research questions. From this analysis, conclusions and recommendations were drawn on how to proceed in the future.

RESEARCH RESULTS

In the overall achievements of students, school textbooks undoubtedly have a special importance, even a primary one. Therefore, we have tried to explore how functional these textbooks are, how much they ease students' work in achieving better and higher-quality results, and how satisfied both students and teachers are with them their contents, technical aspects, and how well they meet general requirements according to contemporary standards for the development of a textbook. We aimed to uncover this through a survey conducted with students and teachers from different high schools across the country.

The research included 10 high schools in various regions of Kosovo, with a total of 300 respondents (participants), including 200 students and 100 teachers. The survey was conducted at the "Sami Frashëri" high school in Pristina, "Xhevdet Doda" high school, "Zenel Hajdini" high school in Gjilan, "Hivzi Sylejmani" high school in Fushë-Kosovo, "Aleksander Xhuvani" high school in Podujevë, "Bedri Pejani" high school in Pejë, "Luigi Gurakuqi" high school in Klinë, "Gjergj Kastrioti Skënderbeu" high school in Drenas, "Gjon Buzuku" high school in Prizren, and "Abdyl Frashëri" high school in Malishevë. All opinions and suggestions from students and teachers regarding school textbooks were taken into account, such as how functional they are, what changes they would make to literature textbooks, and what qualities a good school literature textbook should have. The research also explored how satisfied they are with the current literature textbooks, whether the selection of literature topics in high school textbooks is appropriate, and how much students gain in literary culture, etc. All their opinions will be presented below.

Questionnaire for Teachers

This survey was conducted with two categories: one contains questions for teachers, based on their professional profiles, so their responses were given special attention. In this survey, 12 questions were posed, and we expected competent answers to the issues addressed. For example, in the question about how satisfied teachers are with the quality of high school literature textbooks, among the three possible alternatives, surprisingly, the responses were very balanced (see Table 2). Similarly, in the question about whether the appropriate selection of educational content has been made in the respective textbooks, unexpectedly, more than double the number of responses indicated "no" (see the corresponding table). This suggests that teachers are not satisfied with the inclusion of literary content in these textbooks. On the question about whether the textbooks are overloaded with literary terms and expressions that students do not understand, the majority of teachers surprisingly expressed the opinion that they are not (see the corresponding table).

Based on all the responses, we can conclude that the teachers showed professionalism in our collaboration, but their answers to some of the questions were very diverse, heterogeneous, and even contradictory. Nevertheless, through conversations with them, almost every teacher, while expressing admiration and confirming the value of the literary textbooks, also conveyed the central message: the need for positive changes in the possible development of new textbooks for Albanian and world literature. In this regard, some teachers expressed the urgent need to change the educational content and develop new literary textbooks, possibly by other authors, as the same themes seem to dominate in several textbooks, being written by the same authors. Thus, in conducting the survey, we first gathered the opinions of teachers by asking specific questions, and the first question posed was:

Question 1: How functional is the literature curriculum in high schools and in the school textbooks?

In the responses to the first question, which are shown in the table below and in the graphic presentation, 62% of the respondents believe that the literature curriculum in high schools and the school textbooks are somewhat functional, while 30% said they are functional, and only 8% think

that this curriculum is not functional at all. These responses are surprising, even somewhat contradictory, because direct conversations with teachers did not reveal such a perception. In fact, they seem to approve of the school programs, offering positive judgments despite acknowledging the shortcomings and weaknesses within them.

Question		Answer in %
	Is the literature curriculum functional in high schools and in the school textbooks?	
Answer	a) less	62
	b) Very much	30
	a) Not at all	8
	Number of respondents (teachers)	100%

The second question posed to the teachers in this survey was:

Question 2: Are you satisfied with the literature textbooks you are working with?

Surprisingly, the percentage of answers to this question were almost equal, which, however, indicates that something is not quite right. Even in conversations outside of the survey, teachers gave divided responses, but I had the impression that most of them were in favor of changing these textbooks, although they also had some positive opinions about them. Nevertheless, many expressed disagreement with the current textbooks, stating that this issue should be addressed in the future by the competent authorities, taking into account the teachers' feedback. Thus, the results of the responses were almost equal, with some believing the textbooks were very good, others partially good, and others rating them as average.

Question		Answer in %
	Are you satisfied with the literature textbooks you are working with?	
Answer	a) Partially.	33
	b) Average.	34
	c) Completely.	33
	Number of respondents (teachers).	100%

Another question in the survey was: How much do the textbooks adhere to the curriculum and syllabus set by the Ministry of Education and Sports (MEST, 2007). The responses were generally in favor of the fact that the textbooks do not fully adhere to the curriculum, which is not a very reasonable answer. However, there were also opinions suggesting that the school textbooks are entirely aligned with the curriculum and institutional plans and programs.

Question 3: How much do the literature textbooks adhere to the plan (the number of hours for the program content) and the literature curriculum (program content)?

The responses were relatively expected and reflect the real situation, taking into account the subjective perspectives of the teachers on this issue. However, while the dominant view is that these textbooks only partially align with the plan set by the competent body, there were responses affirming a complete alignment of this adaptation. Even though, in free discussions, it seemed that a different belief prevailed or, at least, was expressed.

The table below shows the results in percentages.

Question	The literary texts adhere to the plan (the number of hours per program content) and the literature program (program contents).	Answer in %
Answer	a) Completely	44
	b) Partially	56
	The number of respondents (teachers)	100%

Questionnaire Data for Students

Even in the questionnaires designed for students, out of the numerous questions posed, we focused only on a few of them—those that we judged to be of greater significance for the respective topic. We can judge that the results are generally expected, reflecting a healthy state in the teaching process, with few exceptions, which will need to be addressed in the future to improve the situation.

However, with these surveys dedicated to students, we have tried to extract information related to students' success, as well as the importance of other aspects of school activities, alongside those related to their evaluation of school texts, especially literature texts.

It can be observed that the students demonstrated a satisfactory level of culture in their responses, so I believe they also deserve the appropriate approach to derive the proper analyzes for the issues being addressed.

Question 1: What is the overall success in the previous class?

From the results of the answers to this question, it appears that more than 70% of students had excellent success in the previous year, which, in reality, should reflect a solid literary culture as a prerequisite for higher achievements in secondary education. However, it is also an assessment from the teachers, given during informal conversations, that not all students with excellent success can justify it, as they have not inherited the necessary knowledge from previous classes and, as a result, are not adequately prepared for the advancement of literary knowledge in the current class.

Nevertheless, it remains a priority for both teachers and the education system to ensure the deepening and expansion of literary knowledge in this school cycle.

Question		Answer in %	Student
	What is the overall success in the preparatory class?		
Answer	a)Excellent.	70	
	b)Very good.	27	
	c)Good	2	
	d) enough	1	
	The number of respondents		200

In seeking the students' opinions on the suitability of the literature text for their level, as expected, nearly twice as many students provided positive responses, approving the text as appropriate and good for their level. However, the percentage of those rejecting the text is concerning, although these responses should not be considered entirely conclusive, as in informal conversations with the students, almost all of them expressed approval, considering the texts to be good and appropriate

Question 2: How do you evaluate the use of the literature book, and is it suitable for your age?

Out of 200 responses, 64% expressed a positive opinion, while 36% expressed a negative opinion. This indicates a generally positive situation in the teaching process and the suitability of literary texts in schools. However, it also reveals disagreements and objections of various kinds regarding school texts, with calls for their modification.

Question		Answer in %	Student
	How do you evaluate the use of the literature book, and is it suitable for your age?		
Answer	a)Yes	64	
	b)No	36	
	The number of respondents (students)		200

Similar results, even deeper in confirming the validity and suitability of the literary text in schools, have emerged in response to the question of how much they stimulate students' interest in reading literary texts at school. While in informal conversations with students there were also disagreements, and they denied the fact that literary texts motivate enough for reading, relying on the nature of the educational content, especially in old literature, which they did not approve of much, preferring new

literary content, nevertheless, the responses from the survey indicate that all express satisfaction and provide sufficient motivation to read and to make the proper interpretation of literary texts.

Question 3: Do the selected literary texts in these literature books spark your interest in reading and interpreting?"

77% of the responses were positive, confirming that the literary texts sufficiently spark their interest in reading and interpretation, which indicates a satisfactory level. However, the negative responses should be considered at competent levels so that when creating new texts, this request from students for greater inclusion of contemporary literary works is taken into account.

Question	Will the selected literary texts in these literature books spark your interest in reading and interpreting?	Answer in %	Student
Answer	a)Yes	77	
	b)No	23	
	The number of respondents (students)		200

CONCLUSION

During the discussion of this topic, we will encounter both objective and subjective issues, as it is not easy to judge texts that have a long-standing tradition of use in our school system. However, I will conduct a comprehensive analysis from different perspectives and from various competent subjects, including professors and students of high schools in Kosovo, where it is considered and will be taken into account the possibility of these texts being changed, and their development being subject to more advanced professional, scientific, and technical criteria. The data gathered from the research are expected to influence the review and modification of school texts, reducing the flaws they have, and increasing the inclusion of literary periods that offer innovations for students, in line with contemporary trends.

Based on the conclusions emphasized above, I consider that I have the right to present the following recommendations:

- Literary texts for pre-university education should be developed according to strictly professional criteria, thus eliminating the need for frequent changes, as this creates confusion and distraction for teachers.
- Each author should be represented with only one literary unit within a text, and possibly with another unit in the text of a different grade, depending on the content, but no more than one unit within the same text, as emphasized earlier.
- The literary unit of any author does not necessarily need to be presented in its entirety (as is the case with the short story "Student at home" by Migjeni, pages 115-122, in the text for grade XII), but only a selected fragment of it, as monotony is created during reading, and it causes overload for teachers during class.
- Literary texts should not be overloaded with large volumes of literary units, but should represent more units, authors, and themes from different literary periods, both at the national and global levels.

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