

**SOFIA UNIVERSITY ST. KLIMENT OHRIDSKI**



**Faculty of Slavic Studies**

**Department of General Indo-European and Balkan Linguistics**

## **Artistic Texts in Literature Textbooks for Kosovo Schools**

### **ABSTRACT**

of a dissertation for the award of the scientific and educational degree

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**Ph.D. Candidate:** Safete Shala

**Supervisor:** Assoc. Prof. Dr. Russana Hristova Beyleri

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Assoc. Prof. Dr. Mariyana Stamova, Institute for Balkan Studies, BAS  
Assoc. Prof. Dr. Fotini Christakoudy, Sofia University St. Kliment Ohridski

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Assoc. Prof. Dr. Ekaterina Tarpomanova

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## PREFACE

Despite the constant interest in learning more about the representative values of literature in school textbooks in Kosovo at the pre-university level, it was not easy to decide to treat this topic as a dissertation for two reasons: On the one hand, post-war Kosovo saw frequent changes of curricula and lesson plans, on the other hand, there were also authors and new editions of these texts who approached such a complicated evaluation initiative with all due seriousness. As much there is a concrete overview of which fragments were chosen, by which authors, to what period they belong, how much foreign literature was represented in these texts, to what extent and where the essential values of these literary pieces presented in them. Based on the texts, as well as other aspects belonging to this field, I have not had the opportunity to reach the appropriate level until now after my engagement in this project of this dissertation work.

Now, tasked with dealing with this subject, I will devote myself to this content with the necessary dimension and depth to analyze the literary representations of these texts piece by piece from the first grade to the 12th grade and adapt accordingly to check on the appropriate criteria. Of course, such a work will not remain without challenges, especially given the breadth and multidimensionality of the approach, because one must break down the artistic values of a text, considering the time it represents and the author himself, and the content, in particular. Getting the key message across to the reader, in our case students of different grades and ages, was not as easy as it first seemed.

In particular, it was not easy to compare the content of the texts of local authors, i.e. Albanian and foreign, with all the unifying values in specific segments since there are objective factors, primarily one of a social and historical nature, that imply substantial differences, although there generally connecting elements, meeting points, such as core values, human messages and the perspective of human knowledge and experience as universal human value.

# CHAPTER I

## INTRODUCTION

### 1.1. Principle of thesis selection

Despite the many evaluations that have been made, either by competent institutional levels or by different authors, about the contents of school textbooks in Kosovo, there has not been any in-depth research with a comprehensive approach to this issue in its entirety focused on the artistic values of the literary pieces represented in the pre-university level textbooks. Therefore, this paper will contribute modestly in clarifying these aspects in a new light and according to contemporary research, analysis and treatment methodologies for pedagogical theory, methodical and literary, in the spirit of adequate scientific competence.

Based on the empirical experience, based on the concrete contents of the literary fragments included in the school textbooks in Kosovo, as well as trying to demonstrate a theoretical and analytical perspective in the development of this topic, it has not been easy to analyze the artistic values of some of these literary texts, and especially bringing to light the central motives that led the author of a specific text to select a literary fragment or a particular author concerning another author or literary content. This paper will also highlight the representation of foreign literature in these texts, with the objective dimensions and the authors represented, making a comparative assessment on different levels, both in terms of content and other values representative in the context of the textbook function.

Acquaintance with the values of literature by students directly affects their human and intellectual formation, especially in acquiring the culture of reading and writing as prerequisites for achieving students' professional and general formation in their path vital. Therefore, the determination on this topic, despite its broad scope, has the proper justification because with the way of interpretation, with the approach of laying, with the analysis made as well as with the analytical aspect of the theoretical issues, at least some of the objectives of the subject, as a contribution to pedagogical theory in general.

## **1.2. Goals and tasks of the thesis**

The nature of this paper does not allow the reduction of a single objective. Therefore, two main objectives have emerged, along with others of other importance. Thus, the primary objective remains the clarification and separation of the literary fragments included in each textbook of the respective grades, the authors of Albanian and foreign literature, then to extract statistical data on the percentage of representation of Albanian literature concerning world literature, giving analyze the values and motives of their selection to be represented in a specific textbook.

Another research thread follows the issues related to the approach of the contents of foreign literature compared to those of Albanian authors. This aspect of interpretation will bring to light the distinct and shared values, on different levels, of the literary contents, giving the corresponding evaluations and judgments for them. Addressing this topic is intended to clarify the issues related to the structure of the contents of each active school text in all Grades and, through a comprehensive review, to reveal the content values of these texts as didactic instruments in the learning process.

Efforts will be made to ensure that the paper has a stable theoretical basis, different views about a defining line of interpretation, and unique terminology and that the conclusions drawn are as concrete, argued and scientific as possible.

## **1.3. Methodology and structure of the paper**

The paper represents an attempt to identify, systematize and analyze the literary parts represented in pre-university school textbooks in Kosovo, grouping them according to artistic values based on messages, meeting points and shared human values as well as on the level of other analyses.

The realization of this work has imposed the interweaving of several methods which aim to achieve the work's objectives, such as induction, deduction, analysis, synthesis, concretization, generalization, and specification. In addition to the application of analytical and interpretative methodologies, no less was used the comparative literary approach as it contributes to the completion of the analysis, in addition to its deepening, expansion and completion, as well as fundamentally helps in the overall quality of the work and in reaching conclusions about the shared values of world literature.

Always starting from the initial premise, the paper is conceived in four chapters, in addition to the conclusions and recommendations.

Chapter I will include the theoretical-methodical introduction, where the reasons for defining this topic as a dissertation will be addressed, as well as the methodological paths and objectives of the work.

In chapter II, the pedagogical research about the issues of literature, in general, will be addressed, as well as an overview of the literature plans in all Grades, and school curricula, based on which the literary texts of the Albanian school in Kosovo, at the pre-university level.

In chapter III, the complete identification of the literary pieces represented in the reading books in all Grades of the Albanian school in Kosovo will be made from Grade I to the twelfth (XII), in which case the complete list of authors, works, and fragments of these works included in these texts will be drawn up. Following the paper, these texts will be analyzed from different perspectives.

In chapter IV, shared values in school textbooks and comparative literary parts of Albanian literature and other literature represented in Kosovo school textbooks will be dealt with.

However, in the conclusions, general evaluations from the analysis of the literary pieces represented in each grade of the Albanian school in Kosovo will be given, as well as recommendations as personal judgments about these issues.

## CHAPTER TWO

### **Pedagogical research about literature textbooks**

In this part, I have tried to underline the essential role of literature in the education of young people and not only in the formation of a person and in equipping the individual with many values, such as creativity and other skills. It is known that the drafting of a textbook is as much a result of the author's creation and professional competence as it is an expression of curricular guidelines, which orient towards certain contents and topics. Thus, the essential importance of curriculum documents is revealed, implying the high professional competence of their drafters.

The textbook is one of the sources of learning and teaching, therefore, taking into account the great possibilities that texts have in general and literary ones in particular. Attention has always been paid to the representation of different literary periods or authors with weight, emphasizing the plan of adequate representation.

In addition to the literary contents of local authors, foreign literature is also included in the reading texts of all grades, respectively authors and certain literary contents, whether in prose or poetry, which, at least, are believed to represent the most achieved values of authors and certain literary periods in other peoples. Even the aspect of the thematic comprehensiveness of literary texts can be noted and discussed, even though great and positive changes have been made.

From the theoretical and psychological point of view, the question arises: how to motivate students to engage independently in reading activities? This is because, without an effective motivation, without the will of the student, created by the desire to know life, the world, and phenomena in deeper and wider dimensions, reading would remain only superficial and pushed by the necessity of the moment. In the act of reading, the student must, first of all, be the recipient of deciphering the contents, messages and values that the text conveys, whether in prose or poetry. In this regard, teachers have an irreplaceable role because they have the "magic wand" of determining influence on students in the motivation to read. Students should not only be made good readers but also conscious readers by practically and powerfully demonstrating this absolute truth: how poor a person's life would be, how little and negligible his knowledge of the world would be without reading as an activity of awareness and knowledge. In this context, students are also influenced by



what the teacher offers them with his interactive performance in the text-teacher-student relationship, especially this reflects on the interpretation of literary content. So, when we are dealing with school, the teacher and the text are placed at the center of every activity. The initiator of any work is the teacher, who must encourage the student to read actively without the burden of feeling controlled, limited or overly supervised.

One of the challenges of successful teaching is the level of communication among teachers. An expressive language, with a level and at the level of the standard, not only in the interpretation of literary units but also in formal communication, makes the teacher competent, weighty and attractive in the process of learning from students and motivates their creative abilities. In this area, the teacher, as a lesson planner, must know exactly what direction the lesson will take, where the students will focus, which part of the content is more attractive and stimulating for the students, where they can expect their questions and, as a result, foresee the possibility of a spontaneous development of a part of the lesson, always dominating the aspect of lesson planning, with concrete results. So, in this context, the teacher must know exactly what makes the lesson more attractive, first of all, starting from the communicative level, as the “key” to any success, because no matter how well the questions may be aimed, there were lameness in communication, that is, without a linguistically level and convincing answer from the competence, the attractiveness, motivation of learning and the very character of the success of the lesson are affected. This affects the defects of increasing students’ language competence, leaving gaps in their linguistic and communicative formation.

An important objective of the literature curriculum in schools is that students achieve independence in creative writing through reading. The teacher must truly understand the student’s ambition to enter into the creative act, and not only the courage, but the real drive, the creative libido that motivates him in the process of writing independent creative works. The teacher’s role in this process is essential, orienting the student in selecting texts that belong to the universe of his interests, then shaping independence in work and initiatives towards reading and writing. Another functional component of this goal is students’ acquisition of language culture. Suppose during reading the student starts from “knowledge”, from the familiarity of a phenomenon or event that he reads in the process of writing. In that case, he must achieve an acceptable level of language, the elementary skills of the writing technique, because every life experience, reading, or the entire

body of knowledge is “melted” on paper or on the screen only through writing. Writing is a concrete “materialization” of certain knowledge expressed through language. Thus, language culture is the material, the external form of literary knowledge and the external manifestation of “internal” knowledge. At the school level, the educational mission of literature gains indisputable “citizenship” because the very age of the students and the stages of their intellectual and human formation increase the weight of literature in providing information on two levels:

-at the level of specific and general knowledge about the phenomena of life as well

- in the field of human formation, which means social education, with its components, such as self-control, emotional stability, adequate communication, courtesy, kindness, humanity, solidarity and other accompanying values.

So, in addition to the central ideas that it elaborates artistically, the literary text conveys explicit or implicit orders and messages that have to do with education, with the human being as a spiritual and practical category, with the most sensitive side of human life, such as convictions, guiding concepts and views in human life. Therefore, it remains for the teacher, with his interpretive approach, to make the texts’ messages as attractive and acceptable as possible to the students on a multidimensional level, especially on a human level, arousing in him the love for man and humanity in general. This gains weight, especially in contemporary times, when children and young people in various environments face unpleasant situations and are confronted with many negative messages and with the rudest views, where violence, aggressiveness and other non-affirmative actions dominate.

## CHAPTER THREE

### **Artistic texts of Albanian literature in school textbooks**

In the third chapter of this paper, the literary units that are represented in Albanian literature texts from the first grade (I) to the twelfth (XII) are presented, with the titles of the texts and their authors. However, to complete this paper, the analysis approach focuses on the contents of the literary units, dividing them into poetry and prose, then according to national and foreign authors. Total texts included from first to ninth grade are:

One hundred eighty-two literary texts in prose and 122 creations in poetry, and 47 famous creations of various genres, with some proverbs and riddles.

While from the tenth (X) to the twelfth (XII) grades are included:

Thirty prose literary texts by Albanian authors, 28 literary texts by foreign authors, as well as 72 different poems by Albanian authors and 19 poems by foreign authors.

So, as far as this statistical survey shows, at the primary education level, prose texts dominate, from which it is implied that most are by Albanian authors, but a more balanced ratio is observed compared to the inclusion of poems (122 poems about 182 texts in prose), until at the level of higher education, from the 10th to the 12th grade, this ratio is different, with foreign authors being represented in almost equal proportions: 30 authors Albanians with 28 foreign authors in literary texts, while in poems this proportion changes a little.

The first grade has the Primer as the basic text, which includes 29 literary texts and nine poems, as well as a fairy tale, where it is noted that the authors have selected texts that suit the age and psycho-physical abilities of the students, illustrating them with photographs, in such a way that the students have the easiest understanding of the text.

There are two texts for the second grade by the same authors: “Albanian language 2 A”, published by Dukagjini, Prishtina, 2020, which includes four prose literary creations by Albanian authors, some of which are without authors and adapted, as well as seven creations by foreign authors, then

the text includes 20 poems by Albanian authors, some of which have no authors, and also includes only one fable by Aesop.

The second text: “Albanian language 2 B”, published by Dukagjini, Prishtina, 2020, includes 17 literary creations in prose by Albanian authors, some of which have no authors, as well as 11 literary creations by foreign authors, then includes 17 poems by Albanian authors, some of which are creations taken by students, as well as three lullabies and a lullaby without an author. So, it turns out that this text has a different representation: while text A included a total of 11 literary creations by Albanian and foreign authors, this text includes 28 literary units in prose, i.e. more than double the first, until the representation of the units in the poem, an approximate ratio has been preserved: in the first 20, in the second 17 poems.

A remark that can be made here is the representation of an author with more than one literary unit. For example, Drenusha Hoxha Zajmi in the first book is represented by three poems. In contrast, in the second book, she is represented by four literary creations, and no matter how valuable they are, it is unnecessary to do so.

The literary text “Reading 3” has 184 pages, published by Libri Shkollor, Prishtina, 2020, and contains 27 prose texts by local authors, two texts by foreign authors, four theatrical pieces or stage games and 19 poems. In this text, there is an unbalanced representation between Albanian and foreign authors because only two foreign authors are represented in their texts. Therefore, compared to 27 texts by local authors, there is inadequate representation. However, no remarks can be made about the quality of representation. Generally, the text has an acceptable presentation and has performed its function during these school years satisfactorily.

The literary text “Reading 4” has 248 pages, published by Libri Shkollor, Prishtina, 2020. First, it includes 20 literary works in prose by Albanian authors, some of which are adapted and without authors, as well as nine literary units by foreign authors, then it includes and 28 poems by Albanian authors and three by foreign authors, of which one is a Spanish folk poem, as well as eight folk creations, as well as foreign fairy tales and some riddles. Finally, the text starts with a poem by Vehbi Kikaj and ends with a poem by the same author. From the total number of poems, according to their content, we divided them into four groups:

- poems dedicated to nature; poetry with social motives, poems with patriotic motifs and those with historical motifs.

The literary text “Reading 5” has 236 pages, published by Libri Shkollor, Prishtina, 2020, and includes 25 poems by Albanian and four by foreign authors. A total of 26 literary texts are included, of which 16 are by Albanian authors, four others are adapted texts, and six are by foreign authors. It has a structure of three chapters. In the first one, the Magic of the Word, a total of 26 poems by Albanian and three by foreign authors are included. The Magic of Confession chapter contains 20 different prose texts by Albanian and 6 by foreign authors. In addition, the text also has six folk songs, some proverbs and riddles, of course, in addition to non-literary texts, which are not the object of observation.

The literary text for the sixth grade, “Literary reading VI”, school publications Albas, Tirana, 2005, is composed of 197 pages. The subject is structured in four parts, called Rubrics. Thus, the text includes 16 works in prose by Albanian authors, nine works by foreign authors, then includes 13 poems by Albanian authors and one poem by a foreign author, as well as two folk works.

There are two literature texts for the seventh grade. In the first text, “Albanian language 7”, published by Dukagjini, 2019, 115 pages, four prose creations by Albanian authors, a text fragment and a poem fragment by Shakespeare, as well as a fragment of an Epic Kreshnik (Frontier Warrior) song, are included.

In the other book, “Albanian language 7”, Workbook, published by Dukagjini, 2019, 107 pages, more literary texts are included, all those of the first text, expanding their analysis, so a total of 11 literary pieces by authors are included Albanians, one by a foreign author, seven creations in poetry as well as the same Kreshnik song. In both texts, a much smaller representation of literary units can be observed, compared to non-literary ones and with theoretical explanations about literature and different grammatical units. Moreover, these texts differ radically in terms of representational and technical structure from the texts of other grades because they were created according to new curricular standards and requirements. In terms of its function, it is a complementary text, with content different from the previous texts and technically with many spaces for explanations by the

students themselves, as a special way of interpreting literary units, but of course also non-literary ones and grammatical units.

The literary text for the eighth grade: “Literary reading 8”, published by Libri oshtol, Prishtina, 2019, has 186 pages, includes 18 literary works in prose by Albanian authors, nine by foreign authors, while it includes 16 poems by Albanian authors and three poems by foreign authors, as well as two folk songs, in addition to non-literary texts.

The reading text for the ninth grade “Literary reading 9“, Libri oshtlik publishing house, Prishtina, 2017, has 184 pages, includes six prose literary creations by Albanian authors, six by foreign authors, then includes 16 poems by Albanian authors and two poems by foreign authors, as well as eight folk creations in verses and 3 in prose, of which one fairy tale, one fairy tale and one legend.

The literary text for the tenth grade “Literature 10” (digitalized), ALBAS School Publications, 2019, begins with old foreign literature, which includes a total of 24 literary units, some of which have two or more fragments, to the literature of 18 literary units are included in Old Albanian, while two Kreshnik songs, two ballads and a fairy tale are included from folk creativity, a total of 5 literary units.

The literary text for the eleventh grade “Literature 11”, has 234 pages, Alba’s editions, Prishtina, 2020, it includes some parts from different poems to extract some stylistic figures from them, then followed with two prose and 21 poems by authors Albanians, while foreign authors inGradeude eight prose and five poems.

The literary text for the twelfth grade “Literature 12”, Alba’s publications, Prishtina, 2021, has a total of 306 pages, includes 25 literary prose and 36 poems by Albanian authors, as well as seven prose and two poems by foreign authors. In addition, of course, for almost every author, different verses of poems have been selected, which have served the analysis of the literary activity of the respective authors.

The text begins with the criteria for its design, where the structure and content are also given, to continue with modern world literature and its historical context. In contrast, the rest of the text

continues with modern Albanian literature, its historical and social context, and literary forms, ideas, contents, etc.

## CHAPTER IV

### Comparative analysis of the literary works in the school textbooks

In chapter IV, the common values of the literary units in the textbooks are dealt with. An overview is made of the contents of the literary units of foreign authors, comparing the contents among them according to certain indicators, and then a comparative overview is made. The contents of literary texts of all categories according to common and distinctive criteria. On this occasion, an analysis was made of some works of Bulgarian authors in order to draw out the commonalities and differences between this literature according to the certain periods of time they represent.

The head started with the presentation of some data according to the criteria of representation, such as authors from Albania - authors from Kosovo - foreign authors and old texts - new texts.

Thus, in the book of Grade. II, "Albanian language 2A", five authors from Albania are included, two of whom are represented by two literary creations each; 6 authors from Kosovo are included, of which one author is represented by five literary units and another by three literary units; 6 foreign authors were represented, two of them with two literary creations each, as well as six literary creations in prose and another 6 in poetry without an author.

In the book of Grade. II "Albanian language 2B" 9 authors from Albania are represented, one of them is represented with two literary pieces; 6 authors from Kosovo were represented, one of them was represented with four literary creations, while three literary creations in poetry by student authors were also included; eight foreign authors were represented, one of them was represented with three literary creations, and nine literary creations without an author were represented.

In the grade III book are represented: 14 authors from Albania, 13 authors from Kosovo, of which three authors are represented by two literary units, three foreign authors, one is represented by two units, as well as 18 literary units without an author.

The grade IV book includes 22 authors from Albania and 19 from Kosovo, of which two authors are represented by two works each, 10 foreign authors, and two literary units without an author.

In the book of Grade. 23 authors from Albania are included, one author is represented with two texts, 13 authors from Kosovo, one author is represented with two texts, 10 foreign authors, while there are no texts without an author.



In the book of Grade. VI included 18 authors from Albania, 2 authors were represented by 2 units, 11 authors from Kosovo and 16 world authors, and no texts without an author.

In the first book for Grade. VII included two authors from Albania, one author from Kosovo, one foreign author and there are no texts without an author, while in the second book 4 authors from Albania are included, Kadare is represented by three literary pieces, there are 7 Kosovar authors and only a foreign author, while there are 13 literary pieces, some shorter fragments, on which the analysis of grammatical units is based.

In the book for Grade. VIII included: 18 authors from Albania, 10 from Kosovo and 12 foreign authors, while there are no texts without an author.

In the book of Grade. IX included 14 authors from Albania, 2 authors from Kosovo and 6 foreign authors. There are no texts without an author. Barleti's prose, however early, is rendered in literary language. Homer's prose is also early but presented in understandable language. Bogdan's prose is also from the old period, and Buzuku's too.

In the book of Grade. X nine authors from Albania (together with Albanian authors), none from Kosovo, 11 foreign authors and 8 units without an author, where 8 literary units are represented in poetry, including two fragments of poetry from "The Epic of Gilgamesh".

The book of Grade. 11 is represented by 3 Albanian authors and seven authors from Albania, none from Kosovo, and 11 foreign authors, while there are no texts without an author.

Until the book of Grade, twelve include 12 authors from Albania and 3 Arbëresh authors, ten authors from Kosovo and 2 from Macedonia are included, then 9 foreign authors, and there are no texts without an author. The literary units included are given in the language of the authors, and any older texts in non-literary languages are not included.

Following the paper, the general thematic contents of the literary units in the texts according to the grades were treated, where it turned out that the central themes, those that represent the essential human values, whether universal or national, dominate in all the texts. Similar themes can be easily identified at the beginning of literary texts, for example, in the second-grade book, poems dealing with the first day of school, the bell, school banks, the school itself as a nursery of knowledge, etc. No less important are the topics of the school environment, such as the garden, flowers, the school orchestra, etc. Next, there are topics that deal with the homeland, faith, honor, endurance, the word given, the promise kept, despite the danger, boasting, acceptance of guilt, etc. Then the value of

freedom, war and sacrifice for freedom occupy a worthy place in the literary contents of school textbooks. Next, human love, the smile as a sign of respect between people and the smile of life as a sign of human well-being, followed by the beauty of the person, face, eyes, etc., are topics that are extensively covered in this text. Then topics with a spiritual motive, such as parental love, support, patience, the various wishes of children, are also touched upon. Bicycles, toys, computers, red color, traffic rules, nature, rain, sun, snow, scarecrow, butterfly, rabbit, wolf, bear, etc., then chocolate, the unrestrained desires of children and the care that must be shown in this case are among the dominant themes.

Roughly similar topics are also covered in the third-grade text in poetry:

- freedom, knowledge, education, humanity, solidarity, honesty; mother, children's behaviors; care for nature, birds, animals, animals.

Until the prose, the following themes are distinguished: the need for human help, courtesy, patience, love and respect for the elderly, intelligence, etc.

The fourth-grade text contains the following topics: the first day of school, the bird in the cage, the seasons of the year, the anthem of the flag, the lake, Skanderbeg, Isa Boletini, Mother Teresa, poverty, school life, love for the country, language, human character, laziness, human decency, love for the homeland, etc.

In the fifth-grade text, the following are highlighted:

- in poems: human disagreements and unique decisions, their consequences;
- in prose: maintaining the friendship, "make new friends, but don't forget the old ones", obedience, honest work, love for mother, etc.

In the text of the sixth grade, in addition to the usual topics (human values, bravery and wisdom, bragging, the topic of curving, the care that must be shown on the beach, the willingness to sacrifice to help others, etc. are also covered.

The seventh-grade text also deals with social topics, such as the individual, character, immigration, state violence, human pain, communist dictatorship, modern mindset, and respect.

Historical themes, such as the figure of Bajram Curri, are treated, then mythological themes, such as the resurrection, etc.

In the eighth-grade text, social themes dominate: such as freedom, national and linguistic identity, state violence and oppression, blood feud, love, human hope, endurance, poverty;

-historical themes: Skenderbeu, King Genc, Bajram Curri, the Nizams, the declaration of independence;

-resurrection, self-sacrifice, religious themes;

While the ninth-grade text deals with the historical themes of Skanderbeg's time, the heroics of Albanian warriors (Fishta), the theme of returning and keeping faith in the Iliad and the Odyssey, a philosophical theme such as beauty, the creation of the world, themes religious, social themes of the time of the National Renaissance, the theme of self-sacrifice, patriotic, mythological themes, etc.

In the text of the tenth grade, the following themes are distinguished: mythological, such as the search for the medicine of immortality, resurrection, the given the word,

-historical themes: the Trojan War, bravery and loyalty (Penelope),

-the theme of endurance, love for the country, then betrayal, etc.

In the text of the eleventh grade, the following themes are distinguished: universal themes, such as the description of nature. Social themes are mainly exile, honor and loyalty, singing of the homeland, the homeland's beauty, human pain, etc.

The twelfth-grade text generally contains social themes, such as human character, exploitation, honesty, poverty, the intellectual worldview of life, philosophy of life and death (in Poradeci), moral codes, blood feud, human sin, then hospitality, dictatorship, prison, homesickness, etc.

A separate paragraph in the paper is dedicated to the content values represented in the prose, now mainly drawing parallels between the topics addressed by Albanian authors from Kosovo and Albania and those addressed by foreign authors. Here, too, there are points of meeting and differences between the contents treated, even though the universal themes are common, universal. Even the content values represented in the poem have been extensively examined in the paper and it cannot be convincingly concluded that the poem imposes the concentration of any special thematic content, so from the observation of these contents I have not found anything specific that would distinguish the poem in this aspect. But the treatment in its own artistic way of certain contents.

While according to the criterion of old texts - new texts, according to the detailed observation, some characteristics have emerged. In general, it can be said that in the literary texts of the pre-university level, the old literature, be it Albanian or world, is represented with a smaller number of literary units, except the ninth-grade book, where a larger number are reflected. A large number

of authors and literary units from old literature, as well as the tenth grade, which includes a larger number of units from old Albanian and world literature.

The dominant themes of old literature represented in these textbooks are two: among Albanian authors, it is the theme of the time of Skënderbeu, the Albanian national hero from the late Middle Ages, and religious themes based on the concepts of time, while from foreign authors the theme of the Trojan War and its aftermath dominates, as well as various religious themes. Of course, there are other topics, such as nature, earthly and divine life, betrayal as a means to reach power, loyalty, etc., but they are treated to a lesser extent. The eleventh-grade literature book does not include literary units from older literature or the twelfth-grade literature text.

However, it can be concluded that the representation of the time period of the new Albanian literature has been satisfactory, as well as the division of this literature into the relevant periods and literary currents of the time. World literature may not be represented in its real proportions. However, an objective and comprehensive overview is given for students to understand its contents.

Special importance is given to the common values of literary creations in literature textbooks, where no fundamentally different characteristics are observed between the contents of the units in prose or poetry: both deal with the same, as much as different, topics. For example, a feeling of love expressed in a lyrical poem can be expressed artistically just as powerfully and convincingly, so it can be concluded that there are no strong dividing lines in the treatment of different content topics in literature as they are treated in the paper.

A special look in the paper is given to some works of the Bulgarian canon, such as: “Anthology of Bulgarian poetry” by Botimet Dudaj, Tirana, 2001; “A little Bulgarian Ointment” by Chudomir, humorous stories, Tirana, 2006; “Wild stories”, by Nikola Hajtov, Tirana, 2004; “Poem” by Hristo Botev, Tirana, 1956; “Under the Yoke”, by Ivan Vazov, Tirana, 1958; and “Selected Poems”, by Nikolla Vapcarov, Tirana, 1952.

In the following, a comparative analysis of these works has been made according to the topics covered, starting from “Anthology of Bulgarian poetry”, in which we find artistically treated universal themes, such as freedom and human sacrifice for it, the homeland (in Rachev Slavajeko and Iliana Daskalova), as a human masterpiece, “in the only place where we feel like masters”, as

Daskalova says, then human justice, humanity, mother's personality, sincerity, etc. are treated, as we will see below.

Bulgarian poetry remained realistic and earthy, of civic pathos, inspired by the marked events of Bulgarian history, the suffering of the people, and everyday life with its joys and worries. They are characterized by spontaneity, simplicity and strength of poetic expression, optimism, and inexhaustible faith in man in a better future for humanity.

At the start of this anthology, early Bulgarian creators are included, from the era called the "Golden Age", such as Constantine from Preslav (9th century), with the poem "Alphabetical Prayer", then the poet Patriarch Eftim of Tërnova (Patriarku Eftim) is included. of the century XIV, then Dhimitër Kantakuzeni, of the c. XV is thought to be of Greek origin, Slavized, which consists of a fragment from the prose "Prayer to the Virgin", and the last of this constellation is Grigori Camblak, c. XV, to continue with later makers. In total, more than 100 Bulgarian creators are included in this anthology, making the volume very voluminous.

Then an analysis was made of the work "A little Bulgarian Ountment" by Chudomir, pseudonym, real name: Dimiter Hristo Çorbaxhiev (1890-1967). He is considered one of the most prominent writers of modern Bulgarian literature. This work begins with the sketch "Scribbles in the hospital", where the last days of the poet's life are described, giving some emblematic thoughts, who understood the world in an admirable depth, expressing disappointment in many of its developments in different social contexts. In a word, his approach to life in general, and to literature in particular, is special because his perspective on life aspects is different. Therefore, it always remains readable and current.

The following is an analysis of the work "Wild Tales", by Nikolla Hajtov, among the most prominent writers of modern Bulgarian literature. They are stories with different contents, where social themes are observed, such as from the corrupt administration, where the right and reasonable attitude is not appreciated. However, the corrupt are also punished, as is said in the story "Pure Conscience", where the guard of the forest, they only punish him because he denounces the thefts. In the same way, we find numerous themes that meet with those of Albanian authors, such as in the story "Goat's Horn", which deals with the suicide of a brave girl to avoid falling into the hands of her attackers, Turkish soldiers, with two poems in literature Albanian, by Ismail Kadare: one "Princess Argjiro is thrown from the tower", in the literature text for the third grade (III) and the other poem "Fell as a star but did not die away", represented in the literature book for the grade

and the sixth (VI), in which the theme of self-sacrifice is dealt with, falling from the high walls of the castle just to avoid falling into the hands of Turkish soldiers.

Even Hristo Botev, "Poems", Tirana (1848-1876) was a genius figure of Bulgarian poetry and culture. He lived at the time when Bulgaria was under the Turkish yoke. He worked for the liberation of his country, joined the revolutionary movement, and was a leader until his death. He is a poet with a clear mission: the freedom of the people, which is why his work remains deeply popular. His poem "Farewell", is dedicated to the flight of 1869, a difficult year of captivity, in which many young Bulgarians were forced to leave their homeland to escape the violence of the invaders and the severe economic conditions, which there are thematic meeting points with some creations in poetry and prose with the theme of forced and painful migration in Albanian literature, both by Filip Shiroka and specifically with the poem "Don't come back without sun, Yusuf", by Gani Xhafolli, included in the literature text for the third grade (III), p. 75, as well as with the poem "I don't turn my back on my mother", by the author Avdush Canaj, pg. 214, in the fourth grade (IV).

Even from the analysis of the work "Under the Yoke" by Ivan Vazov, it appears that the author wrote in a difficult era for the Bulgarian people, it was the Turkish captivity. Even though he was the son of a merchant, he wanted to serve the national ideal, providing a well-formed personality and a patriotic attitude. Inspired by a Bulgarian uprising in 1876, he wrote the novel "Under the Yoke" to contribute to his people. The novel presents a complete overview of Bulgarian society at that time: a part of the merchants and the rich, as well as the aristocrats, were in the service of the Turkish power, while other popular layers helped the uprising and the liberation movement.

From the analysis of the work "Selected Poems" by Nikola Vapcarov, we understand that the author lived in difficult times, is a revolutionary poet, helped the movement of the time, was a communist, came from a Macedonian family, was from Bansko, aimed at freedom, work, truth and the man was worried... The topics that this author deals with in the concrete work are the freedom and dignity of the homeland, its dire situation under the Turkish occupation, as well as the emigration of young people who could not find any path for the progress of modern life, so who was forced to flee the country. But the man of the time, with his patriotic and humane values, is the artistic interest of the poet. Thus, the book begins with the cycle "Songs for Man". In the first poem, "Faith", the author expresses faith in man, in a new man of the time who sees the future, in a righteous man...

Following the paper, the special values of these literary contents are treated, alongside the common ones, where the themes of national nature dominate, such as homeland, freedom and language, but immediately after them come the universal human themes, such as man, kindness, humanity, as well as the values of human characters, such as sincerity, kindness, courtesy, correctness and solidarity. The descriptive themes of nature, the seasons of the year, the beauty of the homeland, then the school environment and the psychic world of children follow, to follow those of birds and different animals, which are so dear to children of this age. No definite conclusion can be reached that there is a difference in the thematic content of the literary units of local and foreign authors because the homeland and its liberation, hatred towards the invaders, but also towards various criminals are universally the same.

The particularity of these contents is, perhaps, to some extent investigated in the treatment of the struggle for power in different historical periods, which differ from country to country, from nation to nation. Thus, in world literature, the power struggle has a different nature, and the approach to the artistic approach is perhaps different precisely for social and historical reasons. Even the theme of exile has other substantive colours in Albanian literature, but also in that of other Balkan peoples, and especially in Bulgarian literature, where there are many points of contact in approach and treatment from that of other European peoples.

On the other hand, if the issue can be raised at the level of the quality of representation, I do not have any definite judgment on this level, but the possibility of objectively doing a review of the selection in the future is not excluded.

## CONCLUSIONS AND RECOMMENDATIONS

From all the engagement in this work, I have drawn the following conclusions:

- the representation of literary units in prose and poetry in pre-university literature texts in Kosovo is balanced, to some extent, with a slight dominance of prose, especially in the texts of grades II-IX;
- the representation of Albanian and foreign authors also has an acceptable proportion because the dominance of local authors is implicit and legal;
- an exception is observed in the literature text for the third grade (3), where 27 local authors and only 3 foreign authors are included;
- the inclusion of folk creations in these texts differs: at the level of grades II-IX, an adequate representation is found, while at the level X-XII this representation is not adequate;
- in the second grade (II) and in the seventh grade (VII), two literature texts are used: I do not see any didactic, pedagogic, curricular or methodical advantage from this use of two texts.
- there is an unnecessary representation of more literary units by the same author: in the second grade (II), for example, in book A, the author Drenusha Hoxha Zajmi is represented by three (3) poems, while in book B she is represented by four (4) literary works. I consider this an incorrect selection.

And based on the conclusions highlighted above, I consider that I have the right to present the following recommendations:

- the literature texts for the pre-university education level should be drafted according to strictly professional criteria, and therefore there should be no need for frequent changes because this seems to create confusion and distraction for teachers;
- an author would have to be represented with only one literary unit within a text, and eventually with another unit in a text of another grade, depending on the content, but not with more units within the same text, as noted above;
- the literary unit of any author is not necessary to be presented as a whole, i.e., complete (as is the case with the story “Student at home”, by Migjeni, pp. 115-122, in the text of grade XII), but only



a selected fragment of it, because monotony is created during reading and overload for teachers during the lesson;

- not to load literature texts with a volume of literary units, but to represent them with more units, authors and themes from different literary periods of the national and world level.

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## SCIENTIFIC CONTRIBUTION OF THE DOCTORAL THESIS

1. This dissertation work, with an analytical and interpretive approach, has aimed to fulfil some scientific contributions, which still need to be addressed in the studies or research so far for literature textbooks at the pre-university level in Kosovo.

2. A concrete contribution of the paper is the comprehensive approach to interpreting literary units in the literary texts of all school levels. This point of view is unique in pedagogy because such a comprehensive analysis of the contents of literature textbooks is unique in the research so far in this field. In this analytical approach to the teaching texts from the literary side, the coherence and cohesion of these contents and the connections between them in terms of the contents and the respective authors have been taken into account. There have been such partial approaches in studies of different characters, but considering the subject within a textbook, of any level, until the approach of this dissertation paper has been, among others, the comprehensive comparison of literary contents at the level of different interpretation.

3. The comparative approach of the contents of different literary units is distinct and has yet to be treated. This interpretation approach has found application:

-among the literary contents represented in texts of different grades in prose by Albanian authors and

-among the literary contents represented in texts of different grades in poetry by Albanian authors.

Having the objective of researching the content aspects of the literary units represented in the textbooks means specifying two aspects of interpretation: content values and the representative criterion.

4. Essential specifications are made in terms of the content values of the literary units represented in the textbooks, making comparisons in the meeting points and similarities between their content values as a unique aspect of the view, however unexamined in the research literature so far about the contents of literature textbooks in Kosovo.

Until the representative criterion, many aspects of the approach have been taken into account, such as the time criterion, which means different periods of representation; then the authorial criterion,

which means local authors and foreign authors, as well as the criterion of the type of literature: prose and poetry. For each of these research aspects, concrete data have been provided, both from the theoretical and statistical sides of representation.

5. A special aspect of the research has been the approach of the contents of literary units between Albanian and foreign authors, extracting concrete facts between similarities and differences in content, where specifications have emerged:

- among the literary contents represented in texts of different grades in prose by foreign authors and

-among the literary contents represented in different texts in poetry by foreign authors.

All these content specifications are given in separate points of the relevant chapters of the paper. The value of a complete presentation of anthological school knowledge in literature is also practical for joint bilateral or multilateral projects in the field of children's theatre, educational theatre and other collaborations that require a common literary platform.

6. A very special approach to the interpretation of the contents of the literary units of Albanian authors, has been their comparison with the contents of some of the authors of the Bulgarian canon, bringing to light the points of convergence and the most pronounced differences between them. In this context, the contents of these works of Bulgarian authors have been interpreted, highlighting common themes at the national level, both in Albanian and Bulgarian authors, such as freedom, human integrity, moral values and universal justice, etc. as they are presented more specifically in the paper. This provides a quick, albeit somewhat superficial, reference for comparative literary studies between specific Albanian and Bulgarian authors and their works. It is a step forward to bringing together the school systems in our region.

7. By means of this dissertation work, the Bulgarian scientific public and all other interested parties are introduced for the first time to the literature program in the schools of Kosovo, which is in the process of unification for all Albanian-speaking territories. Of course, within this contribution, a lot of specific information about school curricula in the field of literature has also been given, bearing in mind the representative approach by foreign authors and certain literary content as a way of integrating literature in order to spread it across generations. New global knowledge that has universal values valid for every people and for every generation has been promoted.

8. The present thesis aims at aligning general knowledge with literature curricula at the pre-university school level. Therefore, I consider that in this aspect, it has achieved the intended objectives and contributes a little to the further development and advancement of literature curricula in the education system in Kosovo.

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