

**DIDACTIC-METHODOLOGICAL ELEMENTS OF HIGH SCHOOL
HISTORY TEXTBOOKS**

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A school textbook is defined in scientific literature in different ways and many roles in an institutionalized process of upbringing and education are attributed to it. If they were all systematized we could say that a textbook represents: a) a source of information, b) help in structuring and organizing learning, c) a guide through the learning and teaching process. Given that in scientific research, especially dealing with history textbooks, advantage was mostly given to the content of the textbook considering its role as an information source, in this paper we will, without denying the importance of its content, observe it only as a didactic-methodological teaching tool whose primary role is to organize, structuralize and direct the processes of not only learning, but also teaching. We base the emphasis on the importance of the didactic-methodological dimension of the textbook on the fact that it determines the way of efficient reception, understanding, memorizing, communication, motivation and self-study in the same way that it influences logic, organization and structuring the process of teaching. Our goal is to determine textbook elements or instruments and didactic-methodological criteria of their arrangement on the basis of scientific literature that deals with the issues of teaching and textbook problems, in order to discover a desirable didactic-methodological conception of history textbooks. Given that there is no scientific theory that deals exclusively with textbooks and neither is there a generally accepted criterion on which a textbook analysis can be carried out, we consider that with this paper we will partially contribute to the establishment of theoretical postulates of that which could be called the science of the textbook.

Key words: textbook; didactic-methodological conception; didactic-methodological instruments; didactic-methodological criteria

Introduction

The textbook is said to be as old as school. The first schools were found in Mesopotamia, and with them the first known form of that which could be called some kind of school textbook, written in Sumerian.¹ The textbook has appeared in written form, as a book intended for teaching and studying in the second half of the 18th century.² By the end of the 19th century it has become the main instrument of massive education³ and has remained such even today when it is being printed in large numbers and it comes in front of an enormous number of students, which is one of the reasons why it is considered and often defined by mass media such as, for example,

¹ HUMMEL, C.: *School Textbooks and Lifelong Education: An Analysis of Schoolbooks from Three Countries*. Hamburg 1989, p. 13.

² MIJATOVIĆ, A.: *Treća generacija udžbenika (od Gutenberga do udžbenika s multimedijским sklopovima za realnu i virtualnu školu)*. In: Halačev, S. (ed.): *Udžbenik i virtualno okruženje*. Zagreb 2004, p. 12.

³ SELANDER, S.: *Towards a Theory of Pedagogic Text Analysis*. *Scandinavian Journal of Educational Research*, 1990, No. 2, p. 145.

newspapers and magazines.⁴ The textbook represents a very complex phenomenon that presents scientific, technical, legal and cultural creation, indicates political and social aspirations as well as educational achievements and aspirations of individual states. The general public is always interested in textbook issues; people with different interests and attitudes such as scientists, publishing and state institutions as well as teachers, students and parents. The reasons for their interest are various and can be found in the fact that people spend most of their life educating themselves,⁵ as well as the fact that the content of textbooks presents a sort of national consensus in terms of knowledge and value that are considered to be important for future generations.⁶ The interest for the textbook may just be related to the money it gains, seeing that the biggest percentage of global budget is intended for school equipment.⁷

In scientific literature the textbook is defined differently. The definitions start with it being considered “an irreplaceable companion to organized education and the oldest source of knowledge in the process of education”,⁸ “a teaching tool”,⁹ “one source of information about subjects for teachers and students”,¹⁰ “the most important instrument of teaching and learning”,¹¹ “a printed and structuralized part of the tools designed for using in the processes of learning and growth”,¹² “the most used media for teaching”¹³ and ends with it being defined as “a help with structuring the processes of teaching and learning”.¹⁴ Despite that these isolated definitions point out the many roles and the importance of the textbook in the process of upbringing and education, it has its critics that consider that the emphasis on its importance and the necessity in the process of teaching and learning could be linked to the traditional way of teaching, which focuses solely on the teacher, cognitive assignments and learning by heart.¹⁵ Others believe that the textbook is an unreliable educational instrument because its content is too much reductionist, oversimplified and schematized, and the rules of the didactic-methodological textbook editing are too rigid, i.e. unadjusted to different educational institutions and situations.¹⁶ Despite this criticism that is more or less objective and could be discussed in some

⁴ KLEPPE, M.: *Photographs in Dutch History Textbooks: Quantity, Type and Educational Use*. In: Heinze, C. – Matthes, E. (ed.): *Das Bild im Schulbuch*. Bad Heilbrunn 2010, p. 262; LÄSSIG, S.: *Textbooks and Beyond: Educational Media in Context(s)*. Educational Media, Memory and Society, 2009, No. 1, p. 1–17.

⁵ MIJATOVIĆ, A.: *Treća generacija udžbenika (od Gutenberga do udžbenika s multimedijskim sklopovima za realnu i virtualnu školu)*. In: Halačev, S. (ed.): *Udžbenik i virtualno okruženje*. Zagreb 2004, p. 18.

⁶ THOLEY, M.: *A Quality of Textbooks: A Basic for Education with European Dimension*. S. 1. 1994, p. 4.

⁷ RICHAUDEAU, F.: *The design and Production of Textbooks*. Hampshire 1980, p. 1.

⁸ MALIĆ, J.: *Koncepcija suvremenog udžbenika*. Zagreb 1986, p. 7.

⁹ WESTBURY, I.: *Textbooks, Textbooks Publishers and Quality of Schooling*. In: Elliott, D. L. – Woodward, A. (ed.): *Textbooks and Schooling in the United States (89th Yearbook of the National Society for the Study of Education, Part I)*. Chicago 1990, p. 1; PRANJIĆ, M.: *Didaktika*. Zagreb 2005, p. 319.

¹⁰ American Textbook Council: *History textbooks: A standard and guide*. New York 1994–1995, p. 9.

¹¹ HUMMEL, C.: *School Textbooks and Lifelong Education: An Analysis of Schoolbooks from Three Countries*. Hamburg 1989, foreword; JOHNSEN, E. B.: *Textbooks in the Kaleidoscope: A Critical Survey of Literature and Research on Educational Text*. Oslo 1993, p. 28.

¹² RICHAUDEAU, F.: *The Design and Production of Textbooks*. Hampshire 1980, p. 28.

¹³ FATTINGER, E.: *Austrian History Curricula and Textbooks: Intercultural Discontinuities*. In: Morgan, C. (ed.): *Inter- and Intracultural Differences in European History Textbooks*. Bern 2005, p. 228.

¹⁴ SEWALL, G. T.: *History Textbooks at the New century: A Report of the American Textbook Council*. New York 2000, p. 4.

¹⁵ MALIĆ, J.: *Međuzavisnost nastave i koncepcije udžbenika*. In: Pivac, J. (ed.): *Nastava u suvremenoj školi: zbornik radova u povodu 75. godišnjice života prof. dr. Pere Šimleše*. Zagreb 1987, p. 226; SCHNACK, K.: *Educational Texts in the Light of General Didactics*. In: Skyum-Nelsen, P. (ed.): *Text and Quality: Studies of Educational Texts*. Oslo 1995, p. 24.

¹⁶ DAMIANO, E.: *Textbooks and Innovations in School*. In: Bombardelli, O. (ed.): *The European Dimension in Schoolbooks for Political Education and History*. International conference held in Trent 1993. Trento 1995, p. 65.

other paper, we believe that there is a good reason why the textbook has remained the primary and multifunctional teaching tool¹⁷ in the institutionalized process of upbringing and education; primarily because it is a source of information or a totality of knowledge that is generally recognized and statutory for individual levels of education in a particular subject, as well as the basis for structuring, organizing and directing the process of learning and teaching.

The transmission and transformation role of the textbook

All of today's textbooks, like history textbooks, except having to meet the statutory regulations that determine the content and the didactic-methodological arrangement, tend to be attractive to students with their look, or more precisely with a good and attractive cover, an interesting pictorial and graphic design and the use of colour.¹⁸ Seeing that it is very difficult to meet all the demands and standards that are directly or indirectly imposed upon them, textbooks are more and more susceptible to different scientific and expert analysis¹⁹ and critic. The same are on one hand focused on the content of the textbook that is defined as, for example, uninteresting,²⁰ factually incorrect and too hard in relation to the level of education.²¹ On the other hand, it is sometimes criticized for its dysfunctional design, too big or too small number of pictures, the inadequacy of its content, and finally, its price. Despite the above-mentioned, it is still hard to find constructive, scientifically based suggestions about assembling better textbooks²² because a universal theory of textbooks, as well as reliable methods and instruments for its analysis,²³ does not exist.

In order to lay the groundwork for that which could be called a desirable didactic-methodological conception of a history textbook, we primarily must isolate and distinguish two primary roles of the textbook:

- 1) transmission;
- 2) transformational.²⁴

The transmission role of the textbook is linked to the transmission of information or facts prescribed by the State with the school program, and are mostly presented in the textbook itself

¹⁷ KLEPPE, M.: *Photographs in Dutch History Textbooks: Quantity, Type and Educational Use*. In: Heinze, C. – Matthes, E. (edd.): *Das Bild im Schulbuch*. Bad Heilbrunn 2010, p. 262; LÄSSIG, S.: *Textbooks and Beyond: Educational Media in Context(s). Educational Media, Memory and Society*, 2009, No. 1, p. 1–17.

¹⁸ BAUSTEIN, V.: *Medien des Geschichtsunterrichts*. In: Gies, H. (ed.): *Geschichtsunterricht. Ein Handbuch zur Unterrichtsplanung*. Stuttgart 2004, p. 237.

¹⁹ REPOUSSI, M. – TUTIAUX-GUILLON, N.: *New Trend's in History Textbook Research: Issues and Methodologies toward a School Historiography*. *Journal of Educational Media, Memory and Society*, 2010, No.1, p. 157. Available also on: <http://users.auth.gr/~marrep/PSEPOUSI/ENG/PUBLICATIONS/new%20trends%20in%20history%20textbooks%20research.pdf> [cit. 2011-10-19].

²⁰ MIKK, J.: *Textbook: Research and Writing*. Frankfurt am Main 2000, p. 24.

²¹ VECCIA, S. H.: *Uncovering our History: Teaching with Primary Sources*. Chicago 2004, p. 107.

²² LÄÄNEMETS, U.: *How to evaluate the quality of language textbooks and ascertain their suitability for practical learning*. In: Mikk, J. (ed.): *Problems of Textbook Effectivity*. Tartu 1991, p. 28; SEWALL, G. T.: *History Textbooks at the New century: A Report of the American Textbook Council*. New York 2000, p. 5.

²³ SLATER, J.: *Methodologies of Textbook Analysis. Report on an Educational research Workshop of History and Social Studies*. In: Dickinson, A. – Gordon, P. – Lee, P. – Slater, J. (edd.): *International Yearbook of History Education*. London 1996, p. 180; WOODWARD, A. – SCHOOL, N. H.: *Introduction*. In: Binkley, M. – Britton, B. K. – Woodward, A. (edd.): *Learning from Textbook: Theory and Practice*. Hillsdale 1993, p. VII–X; WEINBRENNER, P.: *Methodologies of Textbook Analysis Used to Date*. In: Bourdillon, H. (ed.): *History and Social Studies-Methodologies of Textbook Analysis: Report of the Educational Research Workshop Held in Braunschweig*. Amsterdam 1992, p. 22.

²⁴ SCHNACK, K.: *Educational Texts in the Light of General Didactics*. In: Skyum-Nelsen, P. (ed.): *Text and Quality: Studies of Educational Texts*. Oslo 1995, p. 25; MALIĆ, J.: *Koncepcija suvremenog udžbenika*. Zagreb 1986, p. 25.

in the form of basic text.²⁵ On the other hand, the transformational role of the textbook implies its full didactic-methodological dimension. Its purpose is to arrange, i.e. structure, organize and adapt the prescribed information with the aim of achieving its educational role.²⁶

Given that the content of the textbook is observed and defined as an intellectual, cultural and valuable structure of a particular society, the fact that its transmission role is considered primary in relation to its transformational role, does not come as a surprise. This is also confirmed by research related to textbooks, especially history textbooks, that is mostly dedicated to the analysis of their content (specifically information and possible messages), while putting their didactic-methodological dimension²⁷ in the background. This comes as a surprise, especially because the importance of the didactic-methodological role of the textbook is emphasised almost every time we speak or write about textbooks.²⁸

In order for us to determine what exactly a didactic-methodological conception of the textbook presents and how it should be, we must, primarily, determine its didactic-methodological instruments, and then also its didactic-methodological criteria. To do that, we will consult scientific literature that refers to:

- 1) recent findings related to teaching and learning;
- 2) the aims and assignments of didactics, i.e. methodology;
- 3) the content of the textbook with the emphasis on a functional and attractive layout, the use of illustrations, or visual instruments, the readability of the pages etc.²⁹

The didactic-methodological instruments of the textbook

We could define the didactic-methodological instruments as the totality of written and pictorial elements of the textbook which role is to, among other things, motivating, developing desirable skills and values, encouraging independent and team facing certain themes, training for lifelong learning. Although the above mentioned instruments should be viewed in the context of

²⁵ BAIN, R. B.: *Into the Breach: Using Research and Theory to Shape History Instructions*. In: Stearns, P. N. – Seixas, P. – Wineburg, S. (edd.): *Knowing, Teaching and Learning History: National and International Perspectives*. New York 2000, p. 333.

²⁶ PINGEL, F.: *UNESCO Guidebook on Textbook Research and Textbook Revision*. Paris – Braunschweig 2010, p. 31.

²⁷ American Textbook Council: *History textbooks: A standard and guide*. New York 1994–1995, p. 22; PINGEL, F.: *UNESCO Guidebook on Textbook Research and Textbook Revision*. Paris – Braunschweig 2010, p. 12; LOEWEN, J. W.: *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York 2007; MORRIS, S.: *American History Revised: 200 Startling Facts That Never Made It into the Textbook*. New York 2010; RAWLING E. M. – Daugherty, R. A. (edd.): *Geography into the Twenty-first Century*. Chichester 1999; BRUGEILLES, C. – CROMER, S.: *Promoting Gender Equality through Textbooks: A Methodological Guide*. Paris 2009.

²⁸ BEŽEN, A.: *Didaktika i metodika*. In: Bežen, A. – Jelavić, F. – Kujundžić, N. – Pletenac, V. (edd.): *Osnove didaktike* Zagreb 1993, p. 176; FRANKOVIĆ, D. – PREGRAD, Z. – ŠIMLEŠA, P.: *Enciklopedijski rječnik pedagogije*. Zagreb 1963, p. 1060; HORSLEY, M.: *Emerging Institutions and Pressing Paradoxes*. In: Horsley, M. (ed.): *The Future of Textbooks? International Colloquium on School Publishing: Research about Emerging Trends*. Sydney 2001, p. 49; REPOUSSI, M. – TUTIAUX-GUILLON, N.: *New Trend's in History Textbook Research: Issues and Methodologies toward a School Historiography*. *Journal of Educational Media, Memory and Society*, 2010, No. 1, p. 156. Available also on: http://users.auth.gr/~marrep/PS_REPOUSI/ENG/PUBLICATIONS/new%20trends%20in%20history%20textbooks%20research.pdf [cit. 2011-10-19]; JOHNSEN, E. B.: *Textbooks in the Kaleidoscope: A Critical Survey of Literature and Research on Educational Text*. Oslo 1993; POLJAK, V.: *Didaktičko oblikovanje udžbenika i priručnika*. Zagreb 1980; MALIĆ, J.: *Konceptija suvremenog udžbenika*. Zagreb 1986; BAUSTEIN, V.: *Medien des Geschichtsunterrichts*. In: Gies, H. (ed.): *Geschichtsunterricht. Ein Handbuch zur Unterrichtsplanung*. Stuttgart 2004, p. 238.

²⁹ REINTS, A. J. C.: *A Framework for Assessing the Quality of Learning Materials*. In: Selander, S. – Tholey, M. – Lorentzen, S. (edd.): *New Educational Media and Textbooks*. Vol. II. Stockholm 2002, p. 145–146.

the whole textbook, from the first pages that mostly present the total list of textbook units to the last pages that show a list of literature, we will base the determination of the didactic-methodological instruments on the textbook unit.

Didactic-methodological instruments can be:

- 1) didactic-methodological steps of the basic text of the textbook unit;
- 2) teaching methods and forms which are realized in the textbook unit;³⁰
- 3) additional notes which are found in the textbook unit, and are addressed to the student with the aim of systematization or stating the important, considering the content and aims prescribed;
- 4) questions and tasks which can be found in the basic text of the textbook and supporting material found in the textbook;
- 5) the visual sources of knowledge, i.e. additional written and visual material found in the textbook.

Although some scientists think that, referring to the fact that there is little empirical proof of it, the way of organizing and structuring the content and the supporting written and visual material in the textbook is linked to the process of learning,³¹ we have a different opinion. We are of the opinion that the lack of textbook instruments and the inadequacy of its didactic-methodological criteria increases the probability of the lack of understanding and learning by heart, given that the above mentioned can influence, among other things, the coherence and the continuity of the content,³² achieving potential roles of the supporting material, encourage student for the processes of analysis, synthesis, selection and evaluation,³³ increase the interest and motivation of students, enable them to notice basic ideas easier and faster, distinguish the important parts from the less important ones, and generally organize, direct and lead the process of not only learning but also teaching.

Didactic-methodological criteria of the textbook instruments

The basic purpose and role of the didactic-methodological criteria is to bring closer the scientific scheme related to the theory of teaching to the practical needs of the processes of teaching and learning. Specifically, the role of the didactic-methodological criteria is to arrange textbook instruments in order for them to fulfil their purpose and role in the processes of teaching and learning. That being said, we will, without going into specifics of all the instruments, single out what we consider the basic criteria of its didactic-methodological arrangement:

- 1) According to the classical teaching scheme, the didactic-methodological structuring of the textbook unit can be reduced to three basic steps:
 - a) introduction;
 - b) processing;
 - c) evaluation.³⁴

³⁰ CLEMENT, J. A.: *Manual for Analyzing and Selecting Textbooks*. Champaign 1942, p. 11.

³¹ VECCIA, S. H.: *Uncovering our History: Teaching with Primary Sources*. Chicago 2004, p. 7.

³² EGAN, K.: *The Shape of the Science Text: A Function of Stories*. In: De Castell, S. – Luke, A. – Luke, C. (edd.): *Language, Authority and Criticism: Readings on the School Textbook*. London 1989, p. 104.

³³ HAYDN, J. – ARTHUR, T. – HUNT, M.: *Learning to Teach History in the Secondary School: A Companion to School Experience*. London – New York 2001, p. 33.

³⁴ MIKK, J.: *Textbook: Research and Writing*. Frankfurt am Main 2000, p. 180; BAUSTEIN, V.: *Medien des Geschichtsunterrichts*. In: Gies, H. (ed.): *Geschichtsunterricht. Ein Handbuch zur Unterrichtsplanung*. Stuttgart 2004, p. 238.

The didactic-methodological role of the introduction of the textbook unit is motivation, goal setting, emphasising the most important concepts, as well as determining or evocating previous student knowledge.³⁵ The introduction in a textbook can be presented in different ways, in form of a text, a question or/and a picture, depending on the goals, the content the level of education, the author.

As a didactic-methodological criterion for the processing of the curriculum content in the textbook, we could include the importance of the division of the teaching materials into several smaller parts which, with their titles and content, follow and shape the main theme of the textbook unit, shown by the title. The didactic-methodological value of the above mentioned is reflected in the facilitation of the content analysis, i.e. the detection of its most important segments. Apart from this, one important criterion for the processing is the need to highlight unknown or new terms³⁶ and special explanations or comment³⁷ with special colours, bold text or underlining. This indicates what is important in the text.

The final didactic-methodological step of the textbook unit is the evaluation. It is mostly in the form of questions and tasks whose primary role shouldn't only be to systematize and verify the information learned from the text, but also the desirable and generally accepted skills and values.

- 2) The most important didactic-methodological criterion, having in mind the teaching forms, is the establishment of their balance in the textbook.³⁸ In other words, considering different teaching situations and different characteristics and styles of learning, the most important school subjects from the textbook, working in groups and individual work with students should be supported, as well as frontal teaching. The same is true when it comes to teaching methods in the textbook. It is impossible to say which teaching methods would be best and most efficient when it comes to the processes of teaching and learning, because of the large number of teaching factors. That is why it is important that different teaching methods are represented in a textbook.
- 3) We consider additional notes in the textbook to be that part of the didactic-methodological instrument of the textbook unit that is mostly presented in written form, and whose purpose is to systematize, emphasize, stress, and supplement the basic text. That being said, we could include in the additional notes the summary, highlighted key concepts, isolated technical terms, unknown words, interesting things, different author notes such as "look", "remember", "repeat" etc. As a common didactic-methodological criterion we could single out the necessity of being separated from the basic text and particularly highlighted with a different font, colour and/or frame³⁹ in order for the students to detect and differentiate them easily.
- 4) The main didactic-methodological roles and criteria of questions and tasks in the textbook unit are:
 - a) suppressing the process of passive reading, mechanical learning and verbal production;
 - b) engaging students in an active approach to the text as well as other pictorial and/or written material in the textbook, by encouraging them to, for example, analyze, compare, synthesize, logically conclude, mark, and take their own stance;⁴⁰

³⁵ MIKK, J.: *Textbook: Research and Writing*. Frankfurt am Main 2000, p. 180–182.

³⁶ RICHAUDEAU, F.: *The Design and Production of Textbooks*. Hampshire 1980, p. 38.

³⁷ CHOPPIN, A.: *Aspects of Design*. In: Bourdillon, H. (ed.): *History and Social Studies-Methodologies of Textbook Analysis*. Amsterdam 1992, p. 89.

³⁸ MEYER, H.: *Didaktika razredne kvake*. Zagreb 2002, p. 182.

³⁹ MEYER, H.: *Didaktika razredne kvake*. Zagreb 2002, p. 182.

⁴⁰ VRBETIĆ, M.: *Nastava povijesti u teoriji i praksi*. Zagreb 1968, p. 159.

c) encouraging the process of lifelong study in a way that it raises curiosity, feelings, and imagination with students, encourages students to use different sources of information, develop different skills and to apply what they learned.⁴¹

The presented suggests that the primary role in textbooks should belong to those types of questions and tasks which encourage higher thought processes like analysis, synthesis, evolution, creation, etc., and not those the encourage exclusively memorizing and reproducing the content learned.

5) The pictorial material of the textbook includes all types of displays, such as pictures, caricatures, photographs, comics, drawings, maps, as well as graphic displays, such as diagrams, schemes, tables, charts, etc. They have the role of replenishment, replacement, or opposing⁴² the basic text of the textbook, presenting different views on the same problem, process, or event, arousing interest and motivation in students, encouraging the abilities of critical analysis, etc.⁴³ Pictorial materials can be presented in the textbook as simple displays that might even seem unimportant or oversimplified at first, in comparison with those that can be characterized as works of art.⁴⁴

Additional written materials in the textbook include parts of recent professional and scientific literature, important written releases of different institutions (from those political to those cultural), parts of prose and poetry, clips from newspapers, etc. Their content can be related to a specific theme in the textbook in order to complement, clarify, or bring it closer to the student. They can also offer different views, perspectives, and dilemmas, in relation to those portrayed by the basic text. They can further on transmit the spirit of a certain time; arouse different emotions, and/or values. Even though written materials are not at first sight attractive, interesting and dynamic as the pictorial ones, they have a significant didactic-methodological role in the textbook if they are determined on the basis of valid didactic-methodological criteria. In that sense, they can help students during analysis or comparison of events, processes, phenomena, during independent conclusions, as well as initiate the connecting of specific events, phenomena, processes, persons with everyday lives.⁴⁵

In order to achieve all the potential roles in the process of education, pictorial and written materials in the textbook should meet these didactic-methodological criteria:

- 1) contain elements and displays that are motivating, interesting and exciting;
- 2) present realistically a certain event, i.e. transmit an important message in an educative way, without any uncertainties;⁴⁶
- 3) be numbered from the beginning to the end of the textbook, and a list of pictorial and written materials with pages should be found at the end, in order for students to find their location easily;⁴⁷

⁴¹ HUMMEL, C.: *School Textbooks and Lifelong Education: An Analysis of Schoolbooks from Three Countries*. Hamburg 1989, p. 23–24; SEGUIN, R.: *The Elaboration of School Textbooks: Methodological Guide*. Paris 1989, p. 27.

⁴² VAN LEEUWEN, T. – KRESS, G.: *Critical Layout Analysis*. Internationale Schulbuchforschung. Zeitschrift des Georg-Eckert-Instituts, 1995, No. 1, p. 25–43.

⁴³ BAQUÉS, M.-C.: *History Textbooks in France*. In: Nicholls, J. (ed.): *School History Textbooks across Cultures: International Debates and Perspectives*. Providence 2006, p. 107; HUYETTE, F.: *The Eyes Have it*. Internationale Schulbuchforschung. Zeitschrift des Georg-Eckert-Instituts, 1995, No. 1, p. 98–99.

⁴⁴ BERGMANN, K. – SCHNEIDER, G.: *Das Bild*. In: Pandel, H.-J. – Schneider, G. (edd.): *Handbuch Medien im Geschichtsunterricht*. Schwalbach am Taunus 1999, p. 222.

⁴⁵ SEGUIN, R.: *The Elaboration of School Textbooks: Methodological Guide*. Paris 1989, p. 25.

⁴⁶ SEGUIN, R.: *The Elaboration of School Textbooks: Methodological Guide*. Paris 1989, p. 39.

⁴⁷ SEGUIN, R.: *The Elaboration of School Textbooks: Methodological Guide*. Paris 1989, p. 49.

- 4) be selected as to have in mind what demotivating effect will the pictorial materials have on the student if they are complex, inadequately sized and unclearly presented, as well as those written materials that are too extensive;
- 5) be structured in a way that they have a title, whose role is to highlight the main idea, the name and surname of the author, the source of the content⁴⁸ and a brief explanation or an additional note by the author of the textbook. The written textbook materials, need to, except the above mentioned, contain the year and place of publication, the publisher and the number of pages of the original work from which they were taken;
- 6) be edited in a way that they are different from the basic text, having a different font, colour, framing, etc.;⁴⁹
- 7) be followed by different working methods. Having in mind how the pictorial materials are, no matter the kind, a display of just one moment and perspective, because of which the ways of working with it should above all be critical observation, comparison and/or interpretation. Given that the scientific literature points out that the written materials can stimulate students to develop certain skills, specifically the skill of selection, interrogation and interpretation skills, and writing skills,⁵⁰ it is important that that they are encouraged by different types of work;
- 8) be complemented with different questions and tasks whose role is to encourage lower and higher thinking processes, the development of desirable skills, as well as to affect the formation of attitudes and values of students.⁵¹

Based on the above mentioned, concerning the didactic-methodological instruments and criteria, we could conclude that a history textbook is desirably conceived didactic-methodologically if the totality of its instruments is arranged according to clear didactic-methodological criteria, i.e. in a way that it helps the processes of teaching and learning, and it is headed towards the realization of the aims of education.

Conclusion

A part of that which we have, in this paper, called didactic-methodological instruments and specified under didactic-methodological criteria, will be determined and categorized as visual-graphic or technical standards of the textbook, or just consider it a part of its design, by some legal regulations related to textbooks, as well as scientists that deal with textbook issues. Our opinion, having in mind the purpose and role of textbook elements or instruments and the criteria of their arrangement, which is reduced to the achievement of quality in the education process based on scientific schemes of the theory of teaching, is that it is not enough to talk just about the design, i.e. the technical and visual-graphic requirements, but we can and have to consider the didactic-methodological dimension of the textbook an important part. We also think that, on the basis of all we have said concerning the didactic-methodological instruments and criticisms, it would not be wrong to talk about a universal didactic-methodological conception of the

⁴⁸ HUYETTE, F.: *The Eyes Have it*. Internationale Schulbuchforschung. Zeitschrift des Georg-Eckert-Instituts, 1995, No. 1, p. 100.

⁴⁹ KARGE, H.: *Regional Workshop on "Developing New History Textbooks" Belgrade, Serbia, 4–5 November 2003, and National Seminar on "Textbooks and Teaching Materials: the Development and Use in the Classroom" Belgrade, Serbia, 6–7 November 2003: Report*. Florence 2003, p. 18.

⁴⁹ CAJANI, L.: *Italian History Textbooks*. In: Nicholls, J. (ed.): *School History Textbooks across Cultures: International Debates and Perspectives*. Providence 2006, p. 33.

⁵⁰ MIKK, J.: *Textbook: Research and Writing*. Frankfurt am Main 2000, p. 275–278.

textbook in the future; a conception that would exist independently from the content of some subjects, especially because of its role of organizing, structuring, directing the processes of teaching and learning in accordance with contemporary settings of the theory of teaching and the universal goals of education.

Everything that we have presented in this paper is just a part of a complex didactic-methodological textbook issue, and many more things could be established, systematized, written and proven about it, but we consider that what we have shown in a certain way indicates the direction that should be taken considering the didactic-methodological conception of the textbook.

Summary

Didakticko-metodické prvky učebnic dějepisu pro střední školy

Navzdory skutečnosti, že definice školních učebnic a jejich funkcí se v různé vědecké literatuře liší, vycházejí všechny ze společného základu. V prvé řadě kladou důraz na učebnice jako na zdroj informací, aniž by věnovaly potřebnou pozornost roli učebnice při strukturování a organizování vyučovacího a učebního procesu. Tato skutečnost je nejzřejmější v učebnicích dějepisu, v jejichž případě většina badatelů v potaz vliv učebnic ani na vyučovací, ani na učební proces.

Tento článek se zabýval učebnicemi jako didakticko-metodickým učebním nástrojem a soustředil se na jeho roli při organizování, strukturování a řízení jak vyučovacího, tak učebního procesu. Naším záměrem v tomto článku nebylo zlehčovat ani bagatelizovat základní roli učebnice jako zdroje informací, avšak kladli jsme si za cíl pouze objasnit dimenzi učebnic. Věříme, že učebnice mají maximální důležitost, avšak tomu, aby se sladil jejich význam a vliv s ohledem na vyučovací a učební procesy, dosud nebyla věnována dostatečná pozornost. Podle našeho názoru didakticko-metodická dimenze učebnic určuje a usnadňuje procesy přijímání poznatků, pochopení, zapamatování si, motivování a samostudia, protože má rovněž vliv na porozumění, logiku, strukturování, organizaci a stanovování jak krátkodobých, tak dlouhodobých cílů ve vyučovacím procesu. Naším úkolem bylo určit složky učebnice a přiřadit je k jejich odpovídajícím didakticko-metodickým kritériím, aby bylo možno si jasně uvědomit a demonstrovat, jak učebnice zmíněné procesy ovlivňují. Na základě této teorie jsme definovali optimální didakticko-metodickou koncepci, a to konkrétně v učebnicích zabývajících se historií.

Vzhledem k tomu, že neexistuje žádná současná literatura, která by se na námi stanovené cíle zaměřovala, zakládá se náš výzkum pouze na výsledcích v současnosti dostupné literatury, která se zabývá učebnicemi; z toho důvodu neexistují žádná jednoznačná akceptovaná kritéria, na kterých bychom mohli založit didakticko-metodickou analýzu učebnice, což nás vede k názoru, že tento článek napomůže k identifikaci těchto kritérií, a doufáme, že vytvoříme teoretický podklad; jinými slovy, tento článek může být prvním kamenem stavby, která se později může stát základem didakticko-metodické nauky o učebnicích.