

ALBANIAN LITERATURE IN HIGH-SCHOOL BOOKS, IN KOSOVO 2000 - 2010

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Abstract

Albanian literature textbooks have a very important role in the planning and evaluating of teaching and learning. Literature textbooks for secondary senior education for students from classes X - XIII are of great importance for the development of the subject of literature. The object of the textbook literature compiled based on the Curriculum of Education of the Republic of Kosovo and the plans and programs for Albanian Language and Literature approved by the Ministry of Education, Science and Technology of the Republic of Kosovo. From the research goals of this theme, ranging from the intrinsic related to obtaining knowledge of the literary periods of national and world literature, are systematically learning of other knowledge from the theory of literature, culture the writing, the culture of speaking, and the aesthetic experience of a literary text. A total of 658 respondents were included in this survey in seven regions of Kosovo, twelve questions for teachers and also twelve questions for the pupils. While the percentage of responses to questions for discussion is seen the different opinions of the gymnasium. textbooks, because it shows high disagreement with state teacher of literature texts, claiming that many things have changed in the selection of literary representation in textbooks. So at work I used the method of theoretical analysis, descriptive and the comparative method, then inductive-deductive and the statistical method. By comprehensively analyzed from multiple competent entities of different perspectives and, even by professors and high school students, however, it is deemed to consider the possibility that these texts changed their design criteria to undergo advanced professional, scientific and technical research.

Keywords: Literature, Research, Gymnasium Textbook.

Introduction

Albanian literature textbooks have a very important role in the planning and evaluation of teaching and learning. Literature textbooks for secondary education for students of classes X - XIII are of great importance for the development of the subject of literature. The object of the textbook literature compiled is based on the Curriculum of Education of the Republic of Kosovo and the plans and programs for Albanian Language and Literature approved by the Ministry of Education, Science and Technology of the Republic of Kosovo. Planning and development of the literature curriculum in learning and evaluation are particularly important for the successful implementation of the learning process. Planning literature is considered successful when the inclusion of the literary contents, topics and units of targeted programming. The success of the work relies on proper planning of the subject of literature. The subject of literature should have a more comprehensive discussion programs and textbooks for secondary education. Selection should be made with sustainable planning and evaluation. Education reform should also include access to innovation and modern interpretation on the literature and must be new trend in the culture of expression. Contents of literary programs have created a new environment in the cultural values of literature, although the subject literature has plenty of room for review, selection and interpretation of it.

1. The object of study

The objects of this study are textbooks of high school literature for the period 2000 to 2010, with particular emphasis on those that are currently in use. This has its justification because since 2004, they have been reprinted and texts that are being used at present, so that the approach of the earliest ones or those that are in use later, since 2007, can identify changes, both positive approach to interpretation, the inclusion of periods or even literary writers selected to represent worthily a literary period or a particular literary gender.

2. Involvement in methodological problem

2.1. The purpose of the research

From the research goals of this theme, ranging from the intrinsic related to obtaining knowledge of the literary periods of national and world literature, are systematically learning of other knowledge from the theory of literature, culture the writing, the culture of speaking, the aesthetic experience of a literary text that enriches students' emotional world, which creates spiritual pleasure in reading it, which is also the basic element that distinguishes works of literature from other fields of art. Artistic impressions that students gain in reading literary influence in their intellectual sensibilities. Emotional state of mind that created the literary reading has the highest weight, which serves as the impetus for new readings, thus realizing the main function of literature, the aesthetic, instilling a sense of beauty.

3. Research Methods

This study did attempt to implement modern scientific methodologies based on the study of literature. We tried to apply these methodologies as faithfully as could be by carrying out in an objective and more advanced approach and serve as an overall scope of this study. Of course, I do not pretend that I have achieved the goal completely, but for good measure I believe that I have come to realize the objectives of the study on the basis of the most appropriate methods, which have had an impact on the achievement of certain ends. So at work I used the method of theoretical analysis, descriptive and comparative method, then inductive-deductive and the statistical method. Each of these methods has been used of research and extent, I think that it gives the desired result, so it is implied that not all methods are used in all chapters equally.

3.1. Survey research questions

Research questions of this study include:

1. Selected literary texts in the books of literature or that arouse your interest for reading and interpretation.
2. What is the general condition, quality of literature textbooks in Kosovo gymnasiums?

4. Involvement in literature Text Books

4.1. Survey

Before you ask a series of questions about literature textbooks, contents and their involvement in the school curriculum, I think it is appropriate to present, however briefly a history textbooks in Albanian. No doubt that the history textbooks in Albanian language is directly linked and dependent on the fate of the people, such as general historical, social, political, cultural, educational processes, which are the heel of economic development, in a word, it appears closely related to our national life through the centuries.

4.1. Literature and schools

Based on the plans and programs of Albanian literature in our schools, but also those of Albania, Macedonia and Montenegro, "there is a unified terminology, which will be preceded by a common unifying attitude about literary contents, especially about the terminology how we call our national literature: Literature in Albanian or Albanian literature." We say this because in various literary texts used again we find literature in Albanian, Albanian literature of time; however that is why it is implicit.

4.2.1. The importance of the textbook

By giving the huge impact of textbooks in the formation of students, and in particular that of literature, then the social responsibility of professional writers of literary texts is great. So the writers of literature must adhere to strict criteria of literary representation in its entirety, especially considering the representation of values achieved national literature. This is because the messages conveyed in the value of sound and sustainable management of students taking the best information possible about the creativity of the people, in our case, the Albanian people. Therefore units represented should be representative and selected because of their impact on the overall formation of youth and change their consciousness is large and sometimes decisive way.

5. Analysis and research results

The research included 10 gymnasiums in different regions of Kosovo, a total of 658 respondents (participants), of which 458 students and 200 teachers. The research was conducted at Schools such as: "Sami Frashëri" and, "Xhevdet Doda" in Pristina, "Zejnel Hajdini" in Gjilan, "Hivzi Sylejmani" in Fushë Kosova, "Alexander Xhuvani" in Podujeva Gymnasium, "Bedri Pejani" in Peja, "Luigi Gurakuqi" in Klina, "Skenderbeu" in Drenas, "Xhon Buzuku" in Prizren "Abdul Frashëri" in Malisheva. Taken into account the views and suggestions of students and teachers about textbooks, are they functional? What would you change in textbooks? and Should literature be an authentic text of the literary school?, How satisfying are the actual texts of literature?, Is making the right choice of topics in literature in high school textbooks, the students get literary culture?, etc. From all opinions and thoughts we shall see the following. This survey was conducted in two categories: one is drawn in questions for teachers, based on their professional profile, so their answers were given special attention. In this survey they were given 12 questions, for which we have expected competent response to issues raised.

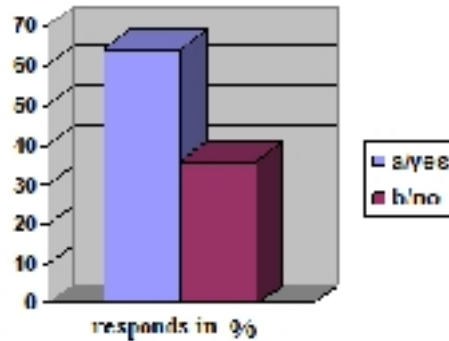
5. 1. Data on student questionnaires

Even in developed questionnaires for students, from more focused questions are only a few of them, the ones that have tried to have greater weight to relevant topics. We may say that the results are generally expected to show a healthy learning process, with few exceptions, that in the future remain to be addressed to change the situation.

1. How do you rate during your use of the literature and a book, is it appropriate for your age?

While the question of the 200 responses or 64% of them responded positively, the other 36% of them responded negatively. This indicates a positive state of teaching in schools.

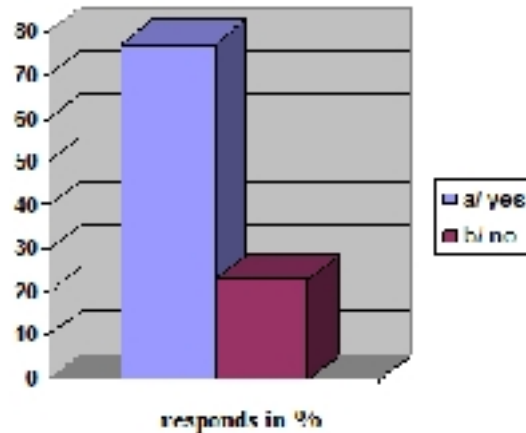
question	How do you rate during your use of the literature and a book is it appropriate for your age?	percentage %	students
rs	a/Yes	64	
	b/No	36	
	Number of students in this survey		200



2. Selected literary texts in the books of literature do they arouse your interest for reading and interpretation?

In this question 77% of the responses were positive, I have confirmed that literary texts arouse sufficient interest in reading and interpretation, which appears to be a satisfactory level, but also negative responses are to be reviewed at competent.

Questions	Selected literary texts in the books of literature do they arouse your interest for reading and interpretation?	percentage %	students
s	a/ yes	77	
	b/ no	23	
	Number of students in this survey		200



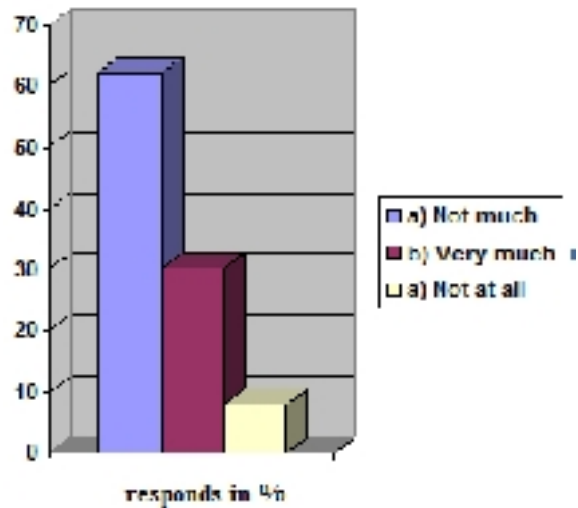
6. Questionnaires for teachers

This survey was conducted in two categories: one is drawn in question for teachers, based on their professional profile, so their answers were given a special attention. In this survey there were given 12 questions, of which we have expected a competent response to issues raised. So the question how teachers are satisfied with the quality of high school literary texts from three possible alternatives answers they have been surprisingly equal (see: Table No. 2). Also in question: Is the selection appropriate or not in learning contents in textbooks, suddenly more than double of them responded that it was not (see attached table), which proves that teachers are not satisfied with the inclusion of literary contents on these texts. While the questions in texts are loaded with terms of literary expression that are not understood by students, teachers surprisingly most are of the opinion that they are (see attached table).

1. How functional are the curriculum of literature in gymnasium textbooks?

Answers to the first question are the following table and graphical representation. It means that 62% of respondents think that the literature curriculum in gymnasiums and in textbooks is less functional, while 30% said that it is functional and only 8% think that this program is not functional.

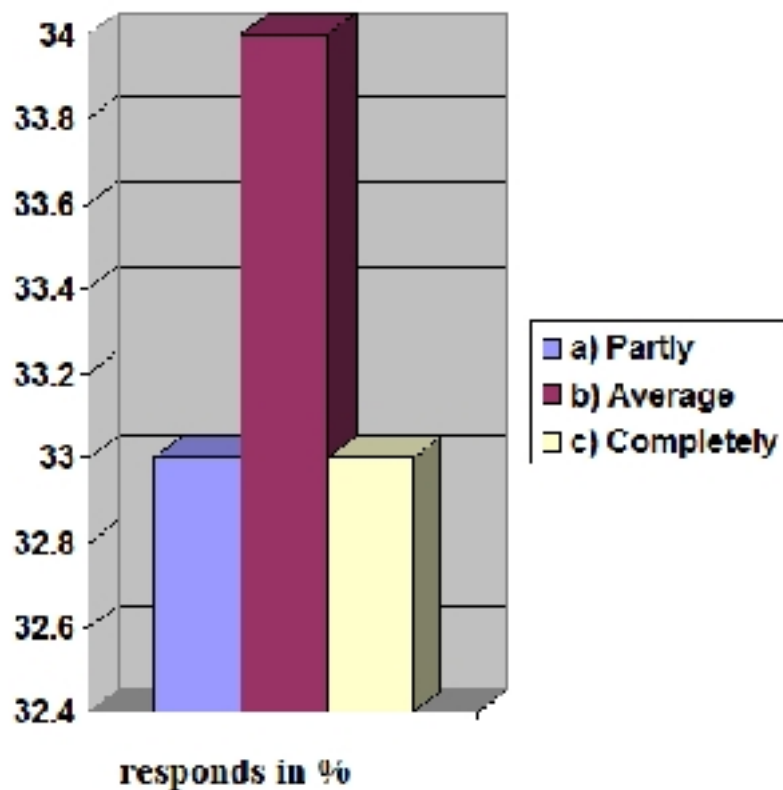
Questions	How are functional are the curriculum of literature in gymnasium textbooks?	percentage%
rs	a) Not much	62
	b) Very much	30
	a) Not at all	8
	Number of students in this survey	100%



2. Are you satisfied with the textbooks of literature, you work with?

Surprisingly percentages of responses to this question are as equal as yet shown that something is wrong, because there are many disagreement with the current text, which must be addressed in the future by competent organs.

Questions		percentage %
rs	a) Partly	33
	b) Average	34
	c) Completely	33
	Number of students in this survey	100%



Conclusion

During the elaboration of this theme have also been encountered problems of objective and subjective nature, because it was not easy to judge, the texts that have a tradition of use in our school system. However, by analyzing comprehensively, from different perspectives and from multiple competent entities, even by professors and high school students, however, it is deemed to consider the possibility that these texts and their design changed to undergo advanced criteria professions existing literature textbooks for all levels of high school, despite the fact that they have an acceptable level of professional, scientific and technical tradition of use, because their writers mostly have in mind to comply with the requirements of the curriculum, they also follow

the defects of numerous concessions;

- Alleged omissions, such as the exclusion of some Albanian writers of different periods can be eliminated in the future. This is because the objective, because it is understandable that not everyone can be included as a writer of all time periods, so that the selection criteria imposed as necessary, in order not to appear voluminous text.

- Even this criterion is easily feasible in the design of new textbooks; compilers have enough to reduce in teaching units for foreign authors and do attempt to include units from popular literature, i.e. other genres in this area, such as anecdotes.

- Use of a sometimes difficult language, the expressions in question, the foreign words, the terms of unnecessary scientific and construct syntactic structures not in compliance with the standard of professional care less eagles could be eliminated in future texts literary. It would be necessary in addition to literary editors; texts pass through the hands of editors of selected language.

- Number of hours learning the language and literature is necessary to add. This is because the fund's of current hours, taking into account holidays and other objective circumstances in school, then the large number of existing educational topics is impossible their realization, so that more hours for at least one hour more indispensable as an imperative comes before the competent institutions of education in Kosovo.

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