



Júlia Hollóy¹

University of Pécs, Education and Society
Doctoral School of Education,
Pécs, Hungary

What is the Use of Literature Textbooks? – The Opinions and Experiences of Practicing Hungarian Language Teachers about the Currently Available Literature Textbooks

Mire jók az irodalomtankönyvek?

Čemu služe udžbenici književnosti?

Abstract

The textbook is the primary medium for the curriculum and, due to its frequent use in class, is a fundamental element of the teaching-learning process, while in most cases it is supplemented by other teaching aids. This is also true for literature textbooks; however, the question arises as to whether the textbooks officially available in Hungary meet the demands of the 21st century.

The effectiveness of textbooks can best be assessed by asking their users, as teachers and students are the ones who handle them daily and view them as reference materials, aids, or task banks. In my research, I aim to gauge the opinions and experiences of Hungarian language teachers regarding the available literature textbooks through a questionnaire. First, I will ask respondents about the options offered in the textbook list, focusing not only on their satisfaction but also on their suggestions for expanding the list. Then, I will assess what role they attribute to the teaching tools, their criteria

¹ reti.olgi@gmail.com

for selection, and how decisions are made regarding the adopted textbook in their schools. Following this, the questions will explore the details of textbook usage, and then address the structure and organization of the books, the quantity of tasks, and overall usability.

The results of the research indicate a high level of dissatisfaction with the literature textbooks officially available in Hungary, whether concerning the tasks, the structure of the textbooks, or their practical applicability. The findings could potentially inform the development of a textbook list that takes into account the needs of the primary users of these textbooks.

Keywords: literature education, literature textbook, questionnaire, practicing teachers

The literature textbooks available today aim to fulfill a wide range of purposes as teaching tools. These objectives vary when it comes to students: supplementing and organizing the curriculum; assisting with (independent) learning; providing access to texts (text collections); and focusing on skill development. For teachers, the emphasis may be on preparing students for the maturity exam, teachability, and the clarity of supplementary materials, tasks, and text collections. However, it is in the interest of both groups that the textbook be transparent, well-structured, and organized, while also keeping in mind the requirements of modernity and the digital age. If this is not achieved, the teaching tool only partially meets the aforementioned goals and demands passive learning behavior from students: this is often why textbooks are viewed negatively (Issit, 2004).

The question arises whether textbooks are truly an indispensable tool for 21st-century literature education, and whether the available literature books meet today's professional methodological requirements. As György Fenyő D. points out (2022), this issue is not new; the trend of teaching literature without textbooks emerged in the 1960s and 70s, mainly due to the ideological nature of the teaching materials at that time. Perhaps the solution here is a middle ground: using textbooks tailored to the needs of the teacher and the student group, while considering the topic and objectives of the lesson. Additionally, it is worth highlighting the practical aspect of teaching materials, as they are accessible to students at any time. By rereading texts and reviewing illustrations, students can repeat and catch up with the group. From the teacher's perspective, using textbooks during lessons saves time, which can then be redirected to students needing more focused attention (Moate, 2021). Textbooks legitimize the curriculum, but they should remain supportive tools that assist in teaching, understanding, and reading literature, rather than transforming literature classes into courses on literary science. "A good pedagogical situation occurs when the teacher [considering the above – H.J.] decides for themselves which textbooks to select from an actual offering" (Fenyő D. 2022: 882), as schools and student groups with varying needs learn literature within an educational system, which requires a rich selection of textbooks.

The changes to the core curriculum in 2020 also affected the curriculum for the subjects of Hungarian language and literature in several ways (e.g., modifications to required authors). This alteration provided educational authorities the opportunity to rethink existing textbooks and update the current textbook list. As a result, certain textbooks were removed, such as Csilla Pethőné Nagy's *Irodalom 9* and *10 I-II*; earlier textbooks were made available in revised forms, such as Színes *irodalom 9*, the “B version,” which features a new cover based on the work of Károly Mohácsy. Additionally, a new textbook was included in the list: the Catholic literature textbook². Although there are many advantages to the freedom of textbook selection, including maintaining professional standards, the possibility of tailored instruction for groups or individuals, and varied methodological strategies (Mithans and Grmek, 2020), the textbook list in Hungary today does not include all options. Instead, it allows for a maximum of three choices per grade level (Textbook List, 2021). This limited flexibility in textbook selection, combined with the prescriptive nature of the National Core Curriculum in many cases, points towards a centralized approach to literature education, which is unlikely to meet the diverse needs of various student groups and their teachers.

In addition to the previously discussed aspects, it is important to consider that a good textbook follows the functional shift that literature education is undergoing: the subject no longer solely serves as a cultural mediator or a provider of literary history, but instead forms the basis for communication and competency-based teaching focused on reading comprehension (Füzfa, 2011). This is linked to the transmission of digital culture, which adds nuance to the pedagogical function of a textbook (Fischer, n.d.), alongside features that promote learning direction and problem-solving thinking. In the case of literature, these features are complemented by the development of self-awareness and self-evaluative skills (Füzfa, 2021).

Research Data

The aim of the research conducted through the questionnaire is to create an overview of the textbook selection options and habits of Hungarian language teachers, their perceptions of the quality and usability of available textbooks, and the other tools they use in their work, whether for lessons or lesson preparation. The questionnaire includes both open and closed questions, depending on the current topic's needs. The compiled set of questions was shared digitally in several social media groups that gather Hungarian teachers, as well as among my colleagues and their networks, resulting in a total of eighty responses. The questions can be grouped into several categories: those assessing the options provided by the textbook list and related opinions; those discussing habits related to textbook selection; those focusing on the tasks within textbooks and their fulfilment; and those targeting usability.

² Gozsda Anikó, dr. K. Sebestyén Nóra, Németh Tamás, dr. Osztrólczyk Sarolta, dr. Pelczér Katalin, Soós dr. Veres Rózsa, dr. Vasas Géza: *Irodalom 9*. Szent István Társulat, Budapest, 2021.

The gender distribution of the questionnaire respondents is as follows: eight men (10%) and 72 women (90%). The majority of respondents are aged 51–65 years (46%), followed by the 41–50 age group (34%), then 31–40 years (17%), and finally, two educators aged 23–30 responded to the questions. Regarding teaching experience, 74% of respondents have been in the profession for more than 15 years (59 individuals), 15% have worked as Hungarian language teachers for 4–10 years (12 individuals), 5% are beginners with up to three years of teaching experience (4 individuals), and 6% have been teaching for 11–14 years (5 individuals). Respondents could choose from three types of schools: 48 indicated high schools (60%), 17 indicated both primary schools and high schools (21%), and 15 indicated vocational high schools (19%).

Although the sample is not representative, it is noteworthy to highlight the large number of female participants compared to males, reflecting the gender ratios in the teaching profession. According to a 2021 study (Varga, 2022), 80% of all full-time educators are women. Similarly, the age distribution of respondents is revealing, as most participants come from the over-50 age group, with a negligible number of young, beginner respondents. This mirrors the age distribution of teachers in the country, where nearly half were over 50 in 2020, and the proportion of teachers under 30 and those aged 30–39 significantly decreased between 2010 and 2019 (Varga, 2022).

Textbook List and Selection

First, we will examine the responses related to the textbook list, which will provide insight into the current available textbook options and how literature teachers choose their textbooks, whether they are satisfied with the available teaching materials, and if these materials meet their expectations.

Ninety-one percent of respondents choose their literature textbooks from the textbook list; however, more than half supplement their chosen book with another volume or additional resources. Only seven individuals stated that they do not select from the list, with one person not using a textbook at all, while the others work with durable textbooks accumulated from previous years' orders in the library. When asked if they are satisfied with the options provided by the textbook list, 83% responded negatively, 5% positively, and nine individuals indicated that there is at least one grade level where they are satisfied with the available options. Following this, respondents could list which textbooks they would like to see added to the list. Only 11 individuals (13%) responded that no additional publications are necessary, while all other responses mentioned one or more desired textbooks. Notably, the textbooks from Mozaik Publishing appeared in 39 responses, while the textbook series by Csilla Pethőné Nagy was mentioned in 35 responses.

Using the following open-ended question, I aimed to assess respondents' opinions on the role of the textbook. I categorized the responses into larger themes, with five main response elements occurring most frequently (Figure 1).

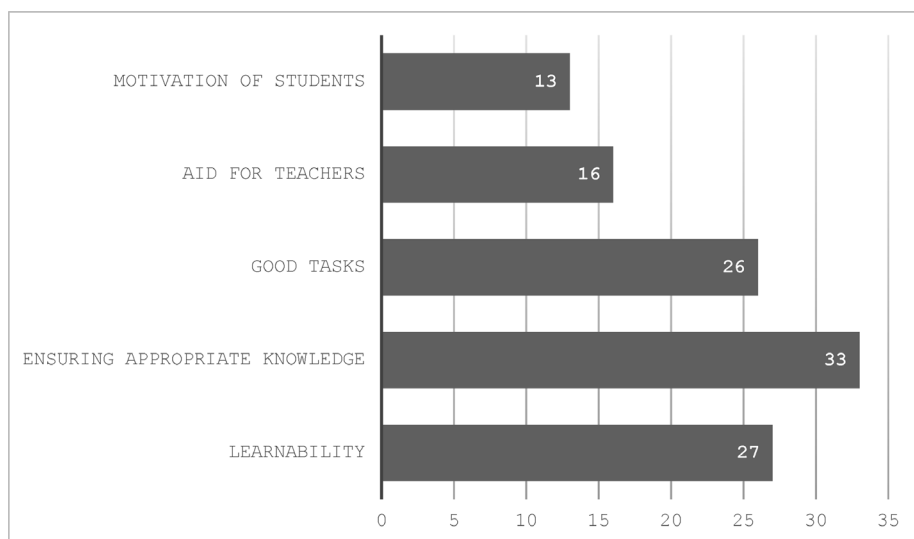


Figure 1. What is the role of textbooks?

As shown in the figure, the most frequently mentioned aspect is ensuring appropriate knowledge, which does not mean the same thing for everyone. However, it certainly refers to a body of information and texts that align with the age group, help navigate the world, and reflect the current state of literary studies. This allows the teacher the opportunity to select materials tailored to the needs of the group. Following this is the criterion of learnability, mentioned by 27 respondents, which, like the first aspect, consists of several layers. A textbook is considered learnable—that is, comprehensible and suitable for independent processing by a student—if it meets the following expectations from Eőry Vilma’s (2019) list: (1) it is economical, meaning it contains everything necessary without unnecessary embellishments; (2) it has a clear structure and is easily interpretable, making it suitable for independent study; (3) it aligns with the student’s cognitive and knowledge levels and interests; and finally, (4) its language is understandable and interpretable for the student. The third most frequently mentioned response element referred to the presence of good tasks, which benefits not only the students but also makes the teacher’s job easier if the available teaching materials contain a variety of tasks from which the educator can choose according to the specific teaching-learning situation. In the case of literature, we can speak of an extremely diverse set of tasks, from which task types can be applied that serve the focus or focuses of the given lesson (Fenyő D. 2022). Some responses in the questionnaire even called for introductory or concluding tasks related to the engagement–meaning-making–reflection (RJR) model (Pethőné, 2005) to be included in textbooks. Additionally, 13 respondents identified the motivation of students as a task for literature textbooks, suggesting that the materials should encourage further

thinking on acquired knowledge and raised questions. This is related to responses expecting textbooks to be engaging, address age-appropriate problems, develop creativity, and also assist in cultivating a reading and analytical attitude. Sixteen respondents emphasized the teacher's perspective on textbooks, highlighting that the teaching tool is primarily an aid for the teacher in both lesson preparation and delivery.

Following this, the participating educators were asked whether the available textbooks—specifically, those on the list—meet the tasks they identified. Figure 2. shows the distribution of responses, indicating that 67 individuals (84%) believe that the textbook list does not include textbooks that fulfill the parameters they specified. This is disheartening because, while the responses collectively model a complex and genuinely valuable textbook, when broken down individually, the respondents had low expectations. Many articulated only one or at most two of the aforementioned criteria as expectations, yet the examined teaching tools fail to meet even these few requirements.

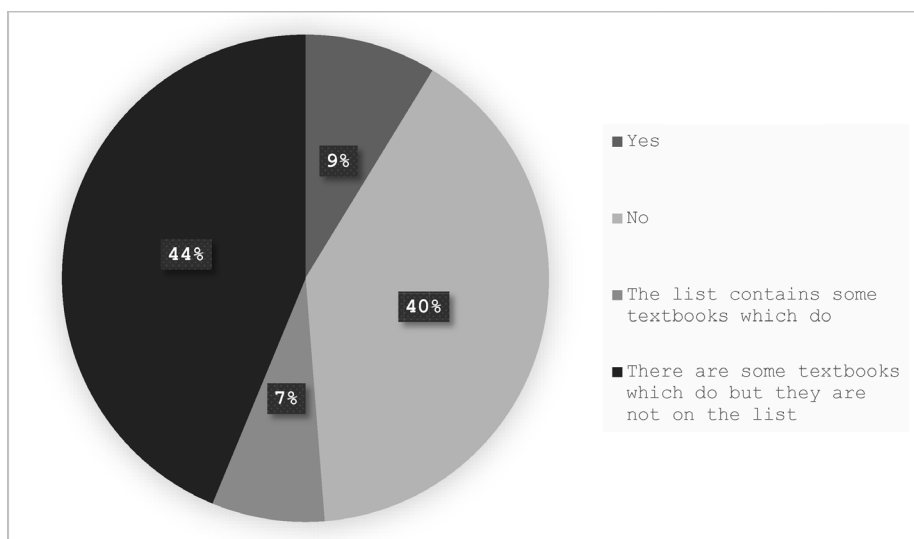


Figure 2. Do the textbooks available fulfill the task you require?

The responses also make it clear that there are textbooks that would meet the expectations of 44% of the participants; however, these textbooks are not available through the textbook list, meaning they do not reach the students. As a result, the majority of responding teachers work with teaching materials that do not meet their or their group's needs.

Following the options available in the textbook list, the questions examine how textbooks are selected, for which the respondents were asked to name the textbook

families they use. The question pertained to textbooks for grades 9–12, allowing respondents to indicate multiple textbooks from the list, as the textbook family in use can vary by grade level. Among the options was the textbook series by Csilla Pethőné Nagy, as the 11th and 12th-grade books were still available on the list at the time of the questionnaire, and many schools also utilize a practice of durable textbooks. Twenty-seven respondents indicated the mentioned textbooks, with 24 respondents each using the OFI—New Generation Textbooks and textbooks written in the spirit of the 2020 National Curriculum, published by the Educational Authority—specifically the “A” version for 9th and 10th grades. The 2020 revised textbook by Károly Mohácsy, referred to as the “B” version by the Educational Authority, is used by 22 respondents, while the “Catholic” textbook, written only for 9th grade at the time of the survey, was chosen by 14 respondents.

In response to the question of whether the participating teachers are satisfied with the ordered textbooks, 40 indicated “partially yes,” 34 answered “no,” and 6 answered “yes.” Further questions exploring the reasons for partial satisfaction will follow, but it is striking that nearly half of the respondents are clearly not content with the teaching materials available to them.

In addition to the limitations of the textbook list, I deemed it important to inquire about another external factor influencing textbook selection: the impact of colleagues, working groups, and school leadership, as these can also be significant in the decision-making process. The overwhelming majority of responses to the open question revealed that the same textbook family is used across working groups—66 respondents (83%) indicated this. Many provided additional context to their simple “yes” answers, with 4 noting that they use durable textbooks, which restricts their choices; 13 referred to the uniform decision-making process regarding the use of the same textbook; and 4 justified their choice by citing the requirements for the final exam, which necessitates ordering the same textbooks. However, it is disheartening that only 12 respondents stated they can freely choose from the options provided by the list based on their own preferences, while in two cases, the working group leader selects the literature textbook, and for 5, the school leadership makes that decision. Even in the case of the working group leader, it is questionable on what basis they consider themselves more competent than the subject teacher in assessing which teaching materials are most suitable for a given group or class; the leadership certainly has no insight—even as a Hungarian language specialist—into the factors influencing the selection process. The issue of funding also arises in the responses, with four participants openly stating they are encouraged to choose cheaper textbooks, while elsewhere, those who wish to use a different option must rely on the library’s collection.

From the above, it is clear that the criteria introduced at the beginning of the paper are the least considered when selecting teaching materials, meaning that personalized education tailored to the needs of individuals or groups is unlikely to be realized, not to mention the personal preferences or professional opinions of educators.

Details on the Use of Textbooks

In this section, we will examine characteristics related to textbook use, including the frequency of use, the most commonly used textbook units, whether for teaching and learning processes or for lesson preparation. We will also discuss supplementary materials that may accompany classroom work and its planning.

The first question, which allowed for multiple answers, pertained to the frequency of textbook use during lessons. The responses are illustrated in figure 3. It is clear that nearly half of the teachers participating in the research (48%) primarily reach for the textbook due to the text collection it provides, as it is not expected that students have texts related to the current topic at hand. Thirty-nine percent indicated that they mainly recommend the textbook for independent study, using it less for other purposes, while 25% use it no more than 1-2 times per lesson. Nineteen percent rely on it significantly, using it multiple times in each lesson by actively discussing textbook texts and tasks, whereas 18% only assign homework from it, and 11% do not use it at all during lessons. These responses suggest that for many, the textbook's most important function is as a collection of texts, which in several publications may be published as a separate volume. Therefore, the textbook itself might not even be necessary for classroom work.

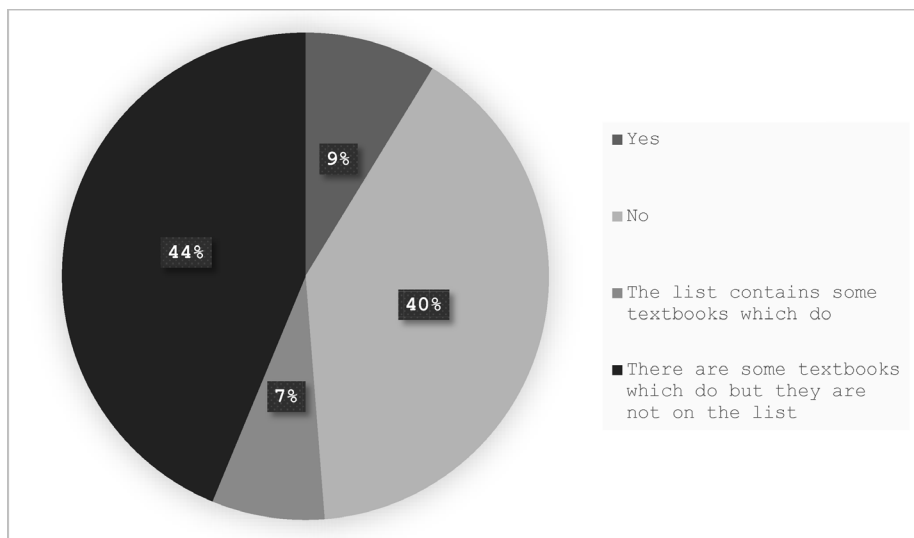


Figure 3. How often do you use textbooks during lessons?

In the next two questions, we focused on the textbook units used for lesson preparation and supplementary materials beyond the textbook. In both cases, teachers could select multiple answers and add comments after the provided points. Among the components of the textbook, most respondents indicated the texts from the text

collection (70%), which supports the previously discussed satisfaction theme, highlighting the text collection as perhaps the most valuable function of the available textbooks—it plays a significant role in lesson preparation as well. This is followed by tasks and questions, chosen by 56%, and then images and illustrations, as well as interpretative explanations, which 44% found useful for planning. Forty-one percent also use glossaries and explanations, while one respondent reported using all these units during their preparation. Two additional responses indicated that they read the textbook for knowledge acquisition but do not base their lesson structure on it. Sixteen percent stated that they do not use the textbook at all in lesson planning. Beyond the textbook, the supplementary materials utilized by respondents during preparation are overwhelmingly dominated by online sources, with 94% indicating they use these. This is followed by personal notes (70%), then academic literature (63%), and half of the respondents use the content from previously listed textbooks (56%).

The responses to the two questions related to lesson preparation indicate that teachers seek assistance and structure when planning their lessons, as they work from a variety of sources. Many take out the current literature book before each class, while others draw from previously familiar materials. However, the most utilized part of the currently available textbooks is the text collection, alongside a significant role for online sources. I find it notable that more than half of the participants revert to those familiar (and apparently more practical, applicable) textbooks that are no longer available for ordering in public education. This raises the question of why these publications, which likely elicit greater satisfaction, can no longer be chosen. Furthermore, if they somehow find their way back into the classroom in practice, does the reduced selection available in the textbook list still achieve its intended goals?

Usability and Satisfaction

The next section, which also concludes the research, addresses the usability of textbooks and seeks to assess whether respondents are satisfied with various aspects, including the chapters, tasks, and the overall approach and structure of the textbook.

In the first question of this section (Which part of the textbook you use are you satisfied with?), respondents could select multiple answers and add their own ideas. This latter practice yielded a particularly important result, as one of the possible responses—indicating dissatisfaction with the textbook as a whole—was not included, yet 16 participants felt it relevant to mention. Most respondents expressed satisfaction with the sections on concepts and their definitions (29 respondents, 36%), followed by 27 respondents (34%) who indicated satisfaction with illustrations and images, as well as excerpts from the text collection. Tasks and questions were deemed satisfactory by 24 respondents (30%), while 16 respondents (20%) found the explanatory texts adequate. These results also suggest that the textbooks used in lessons do not fulfill their intended function. Even the unit reflecting the highest level of satisfaction—containing concepts and definitions—was indicated by less than half of the respondents. This is notable because a textbook's most critical components are unlikely to be a dry, unattractive list of concepts from a student's perspective.

The next two questions focus on the structure of the textbook and satisfaction with that structure. In the methodological handbook for her textbook series, Pethőné Nagy Csilla (2005) describes learning as a personal process, grounded in a discourse between the student and their peers or teacher, or even the text itself. This discourse encourages independent thinking, allowing the student to construct an expanding, evolving body of knowledge and a personal interpretative framework, enriched by experiences of change and conscious observation. Pethőné suggests that as a framework for the teaching-learning process, the fundamental elements of learning organization and planning should build on existing knowledge and (personal and reading) experiences. This allows for the embedding of new knowledge, engaging the student interactively and reflectively in the workflow. This approach facilitates the development of a reader-centered literature lesson, where students perceive the questions raised by literature as close to them and relevant. One possible framework for this is the previously mentioned RJR model, which can easily be integrated into the learning support process. Therefore, I asked the literature teachers participating in the research whether the structure of the lessons in the textbook they use follows the engagement—meaning-making—reflection model. Eleven respondents (14%) answered yes, while 26 respondents (33%) indicated that it mostly follows the model; however, 43 respondents (54%) did not perceive this structure in the textbook chapters. The next question in the questionnaire relates to whether teachers are satisfied with the textbook's structure, given this understanding. The responses are distributed as follows (Figure 4).

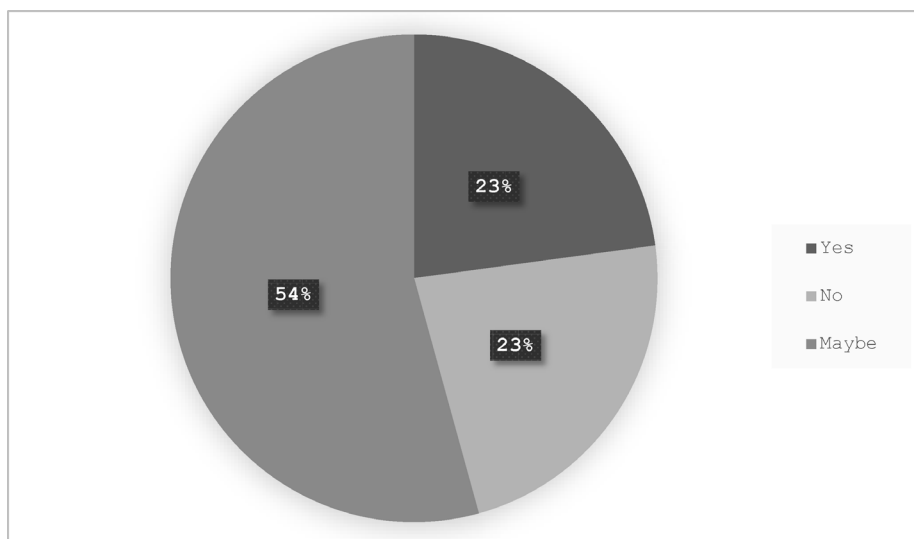


Figure 4. Are you satisfied with the structure of the textbook you use?

The questionnaire includes three questions regarding the evaluation of tasks included in textbooks. The first question aimed to assess satisfaction with the quantity of tasks, to which respondents could answer either yes or no, and also provide their own input. Thirty percent of respondents answered yes to the question of whether they are satisfied with the number of tasks in the textbook, while 57% indicated they are not satisfied. The remaining 17% provided individual responses: four respondents do not use the textbook, making the question irrelevant for them; three are partially satisfied, depending on the curriculum and group; and one emphasized the importance of publishing a teacher's manual and answer key. The second related question elaborates on the first by expanding the yes/no answers to four selectable options that examine the quantity, variety, and quality of tasks. Respondents could select multiple answers and add their own points if they felt it necessary.

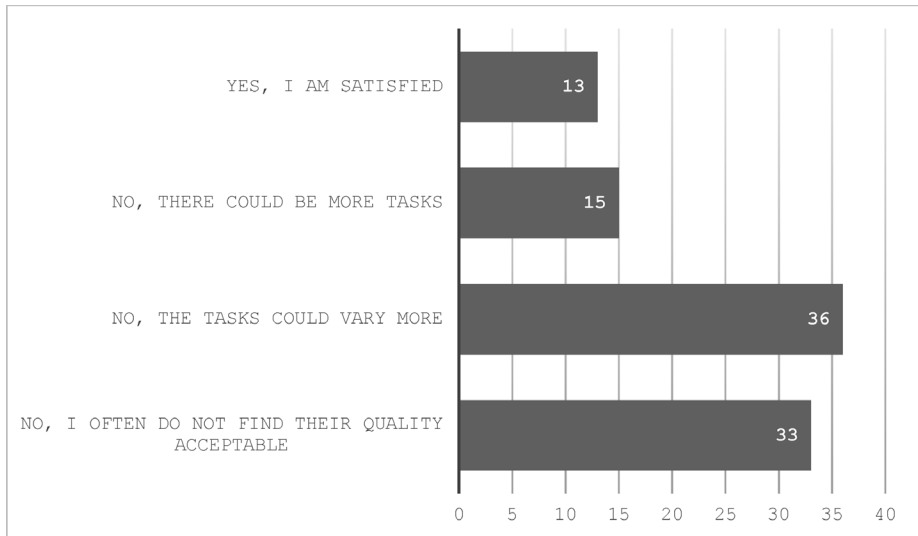


Figure 5. Are you satisfied with the quantity, the variety and the quality of the tasks and questions in the textbook you use?

As shown in Figure 5, 13 respondents (16%) expressed satisfaction with the tasks and questions, while everyone else provided some form of criticism on the topic. The majority cited a lack of variety in the tasks (44%), and nearly as many questioned their quality (40%). This is a notably high proportion, especially considering that quality is the most important criterion among the three aspects of the question. Fewer, but higher-quality tasks are more valuable than numerous tasks that are barely usable. Variety plays a crucial role in motivating students and shaping engaging, relatable literature lessons, yet the responses indicate that current textbooks are not excelling

in this regard, according to educators. Given the significant role that students’ prior knowledge plays in the learning process (Urbán, 2023), it is essential that the tasks, questions, and texts in the textbook support the emergence and organization of this knowledge, thereby helping students recognize its importance. Prior knowledge and experience can also serve as a connecting force among students, ideally encouraging the development of classroom dialogues. With this in mind, I aimed to assess with the following question how the teaching materials used by respondents build on students’ experiences and prior knowledge and how they support the formation of dialogues. Figure 6. clearly shows that respondents predominantly feel the absence of texts, tasks, and questions that are genuinely written for their intended age group, raising relevant issues based on high school students’ experiences, thus serving as a foundation for classroom dialogue.

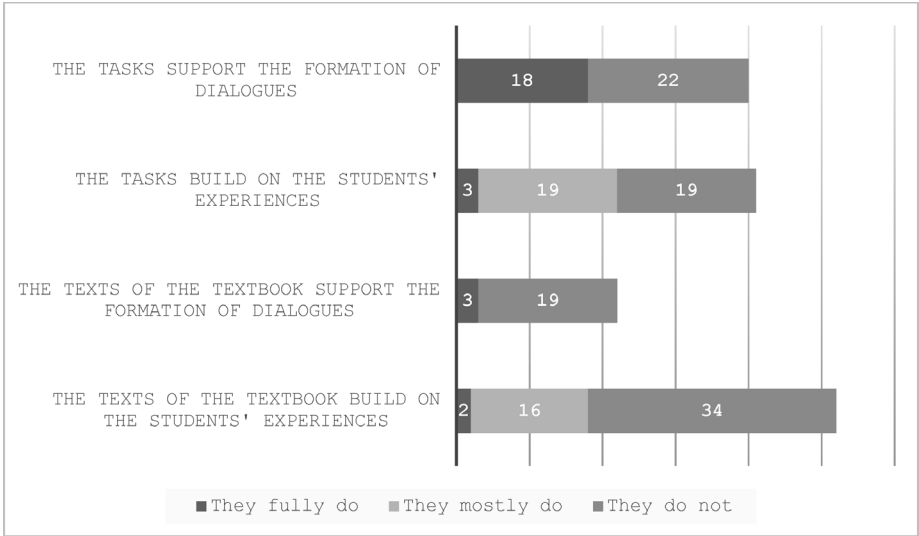


Figure 6. How do the texts and tasks of the textbook you use build on students experiences and prior knowledge and how do they support the formation of dialogue?

In conclusion, I wanted to find out if there are any aspects or perspectives that the participating educators feel are missing from the textbook family they use. In this open-ended question, respondents could provide any answer, and the resulting thoughts and ideas can be organized into the following findings (Figure 7). Many expressed that, under the circumstances, they are satisfied; however, they noted that the National Core Curriculum and the framework curriculum limit the possibilities of textbooks, and within those confines, they do not expect more from teaching materials than what is currently available. It is evident, however, that several respondents

mentioned the lack of relevance, pointing out that there are no texts that students find engaging, which would represent contemporary literature and raise motivating questions and issues relevant to students in the classroom. Additionally, the painful absence of contemporary literature and the low representation of female authors were also highlighted. One person mentioned missing the implementation of modern pedagogical practices, another emphasized the need for a propaganda-free, objective perspective, and there was also someone who suggested that questions deviating from the norm, average, or majority should be included in the textbook offerings.

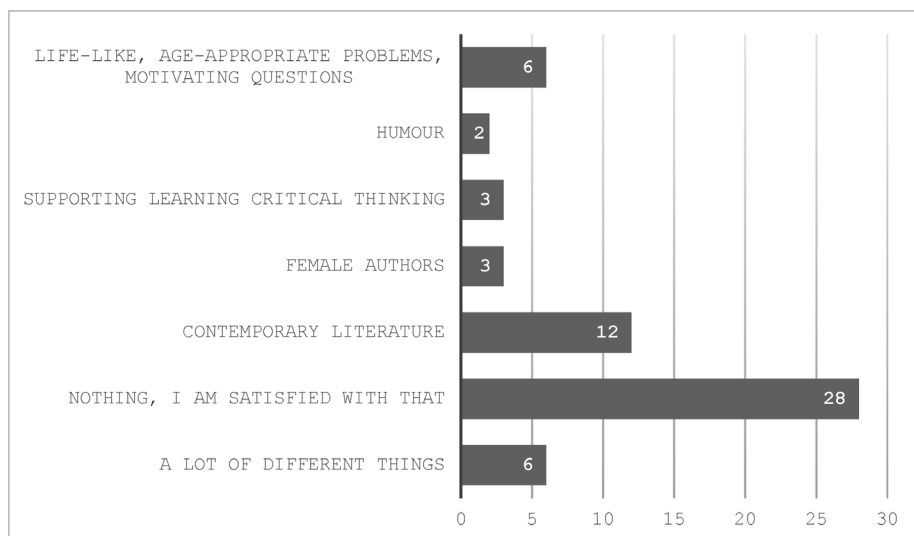


Figure 7. What kind of aspects or perspectives are missing from the textbook you use?

Summary

The responses received indicate that teachers who use textbooks in their daily practice are dissatisfied with many aspects of the available teaching materials, primarily feeling that the options provided in the catalog are insufficient. Most make their selection based on students' needs, while features that facilitate the teachers' work are secondary. Thus, most educators require textbooks that support learnability and appropriate knowledge content, yet 84% believe that the items on the textbook list do not meet these criteria. It is alarming that the expected characteristics of an ideal textbook—such as good tasks, motivating content, and learnability—are not realized in the available publications. However, it has become clear that there exists literature textbooks that aligns with these criteria, but these are not among the books available

for order. This raises the question of why the books most suitable for users are not accessible, especially since nearly half of the respondents express dissatisfaction with the textbooks they use.

Questions regarding textbook selection revealed that 83% of respondents use the same textbook within their professional community, a practice rooted in various reasons (budget, use of permanent textbooks). However, only 15% can choose freely, and in seven cases, their superiors make the final decision. I find this unacceptable, as even community leaders—and certainly the administration—lack sufficient insight into the factors influencing textbook selection for a given group, such as group composition, motivation, work pace, and prior knowledge. This occurs in a system where the textbook list included only three items for the 9th grade at the time of the research.

Regarding classroom use, the data shows that 48% of participating literature teachers primarily reference the textbook's text collection during lessons, and in many cases, the textbook itself is not even consulted, especially if the text collection is published as a separate volume. The tasks offered by the textbooks also left respondents feeling dissatisfied, with 57% indicating that they find the available quantity lacking; even more concerning is that 84% question the diversity and quality of the tasks. Unfortunately, a greater proportion of respondents miss relevant questions, topics, and problem statements for high school students than those who express satisfaction in this area. The participating teachers noted that realism, contemporary texts, humor, and the fostering of critical thinking are often absent from the available teaching materials.

In light of these insights, it would be worthwhile to rethink the options offered by literature textbooks for grades 9–12, as well as the practices surrounding textbook selection. It matters what tools are placed in the hands of teachers educating high school students daily and how they receive support to discuss questions related to life and the challenges of the modern world with their students.

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Mire jók az irodalomtankönyvek?

Hollóy Júlia

Pécsi Tudományegyetem, Oktatás és Társadalom Neveléstudományi Doktori Iskola
Pécs, Magyarország

Absztrakt

A tankönyv a tananyag elsődleges hordozója, gyakori tanórai használata miatt alapeleme a tanítás-tanulás folyamatának, mindamellett, hogy legtöbb esetben kiegészül egyéb tanítási segédletekkel is. Nincs ez másként az irodalomtankönyvekkel sem, azonban felmerül a kérdés, hogy a jelenleg Magyarországon elérhető, azaz az iskolák által rendelhető tankönyvek megfelelnek-e a 21. század kívánalmainak?

A tankönyvek hatékonyságát leginkább az őket használók megkérdezésével lehet megállapítani, hiszen a tanárok és diákok azok, akik nap mint nap kezükbe veszik és támpontként, segédletként vagy feladatbankként tekintenek rájuk. Kutatásomban kérdőív segítségével szeretném felmérni a magyartanárok véleményét, tapasztalatait az elérhető irodalomtankönyveket illetően. Ehhez először a tankönyvjegyzék kínálta lehetőségekről kérdezem a válaszadókat, az elégedettség mellett a lista kiegészítésével kapcsolatos ötleteik kerülnek előtérbe, majd felmérem, milyen feladatot tulajdonítanak a taneszköznek, milyen céllal választanak, az iskolájukban hogyan döntenek az alkalmazott tankönyvről. Ezt követően a tankönyv használatának részleteit járják körbe a kérdések, majd a könyvek felépítése, rendszerezettsége, a feladatok mennyisége, azaz a használhatóság kap helyet.

A kutatás eredményei magasfokú elégedetlenséget mutatnak a Magyarországon hivatalosan elérhető irodalomtankönyveket illetően, legyen szó a feladatokról, a tankönyvek felépítéséről vagy éppen gyakorlati alkalmazhatóságukról. Az eredmények felhasználhatók volnának akár egy olyan tankönyvlista kialakításánál, amely a tankönyvek elsődleges használóinak igényeit figyelembe véve épül fel.

Kulcsszavak: irodalomoktatás, irodalomtankönyv, kérdőív, gyakorló tanárok