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ABSTRACT

ON DOCTORAL DISSERTATION ON TOPIC:

**"COMPARATIVE RESEARCH OF HISTORY
TEXTBOOKS FOR THE FIRST THREE HIGH SCHOOL
CLASSES IN BULGARIA, NORTH MACEDONIA AND
SERBIA"**

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I. Introduction

I.1. Topicality of the issue

The researches, related to textbooks, are one of the most rapidly developing scientific fields in the pedagogics. There are articles and monographs constantly appearing, which examine aspects of that important element of the educational systems. The diversity is due to the activities both of the individual universities and of large scientific units like “George Eckert”¹ institute and UNESCO². The researchers focus their interests more on the contents of the textbooks. When it comes to textbooks on history this peculiarity is even more obvious. There is an examination on how are presented particular problematic moments in publications from one or different countries, discrepancies are under search and conflict provocations.

There is rarely didactic analysis of textbooks, in particular textbooks on history. Not often assessments are made on the methodical and pedagogical value. The reason is that such approach of work requires more time for research and establishment of generally valid criteria. The way of teaching history and other subjects is different in the different countries. Establishment of criteria for didactic analysis of textbooks from a particular state requires careful selection and perfect knowledge of the training methods. When the didactic analysis is comparative and comprises textbooks from different countries, there should be sought criteria, which concerning to similar elements of the examined publications.

Didactic analysis is as important as the analysis of the contents. Focusing on it is necessary, because thus could be found answers for many issues, which remain not referred to or are almost not referred to upon analysis only of the contents. Some of these issues concern the complexity of the textbooks. Instead of the word “complexity” it is often used

the wording “level of challenge”. It is clearer and shows that it a multi-component view is concerned – didactic shaping of the textbooks, contents, connection of the textbooks with the curricula.

The didactic analysis provides further review on the textbooks as projection of the educational systems of the different countries. It appears an appropriate approach for tracing/monitoring till what extent a particular textbook contributes for the development of the so called „skills of XXI century”. By such analysis, independent or combined with analysis of the contents, it may be sought how is envisaged the teaching on values, attitudes and competences.

¹ <http://www.gei.de/en/home.html>

² <https://en.unesco.org/>

They exist in the curricula and in the other normative documents, but their presence in the textbooks is subject of research more rare.

Didactic analysis is an opportunity for clarification of such issue. When didactic elements around the author's text are examined— images, additional texts, questions and tasks after the lessons, it may be seen how they refer to the goals in the curricula, to developing skills, competences and attitudes. By effective use of the above-stated elements during the training process, this could also result in raising values. If such effective use is possible is an issue, subject of didactic analysis.

The researches, related to textbooks on history, are especially actual in the Balkan countries. The Balkans are region, which is rich of conflicts. Some of these conflicts are since hundreds of years, even thousands of years and the textbooks present them in focus. Furthermore, the Balkan countries traditionally make connections between the past and the modern times. Based on that connection, political decisions are taken, doctrines are produced, interests are stated.

Each Balkan country builds its national self-conscious mostly on the history, the historical glory and the historical claims. This is obvious by the curricula on the (particular) subject and by the textbooks. The issue is that under research is mainly the contents of the textbooks, with no taking into account their didactic characteristics. Comparative researches between textbooks from more than one Balkan country are almost missing. Even rare exist didactic-oriented researches.

Comparative researches are necessary for several reasons. First, by comparative review of textbooks from several Balkan countries becomes clear how many disputable historical moments exist. This is a way for settling potential and developing conflicts, for avoiding “historical wars.

Second, by such comparative researches may become clear where is our country with regard to the development of the textbooks as an element of its educational system. There many critics on the Bulgarian textbooks for having too many facts, indoctrination or just poor presentation. Comparison with the textbooks from neighboring countries may show whether there exist such situation too.

Third, by the help of comparative researches of textbooks in general, it could be gained know-how, good practices to be established, weaknesses to be cleared off. Where such research concerns textbooks in neighboring countries, the above-mentioned opportunities increase, because it is assumed that there are no major differences in the editions.

This helps for looking at details. Such detail appears for example the relation between a textbook and a curriculum.

Forth, the comparative researches of textbooks help for entire explanation of the educational and social situation in neighboring countries. They show what the priorities in the education are – facts, skills, competences, values etc. These researches are a possible explanation why the people from a particular country think in a particular way, why they think for the neighboring countries the way they think.

The comparative didactic researches are needed for the following advantages:

- 1) They show not only how are resented the disputable historical moments, but also how they could be taught.
- 2) More clearly than the researches only of the contents, they show the level of complexity of the textbooks.
- 3) They show the strongest, but also the weakest didactic characteristic of the textbooks.
- 4) They show how looks like the education on a particular subject, in our case history, in the different countries. Upon inclusion of Bulgaria in a didactic comparative research of textbooks, it can be effectively determined where is the Bulgarian education under the particular subject, compared to the education in other countries.
- 5) They eliminate the need for searching equal factological contents for research.

The present dissertation paper makes a research of relatively similar didactic elements, which are contained in the nine textbooks – three from Bulgaria, three from the Republic of North Macedonia and three from Serbia. One textbook for Ist, IInd and IIIrd secondary class is taken from each country.

I.2. Aim and purposes of the research in the dissertation paper

Subject of the research are the educational systems in Bulgaria, the Republic of North Macedonia and Serbia. Prior to taking the textbooks, it was made a comparative analysis of the structural models of the school education in the three countries. Attention is drawn to the duration of the primary and secondary education, the different types of schools and educational profiles. This is necessary, because it is more reasonable the textbooks

to be examined in their capacity as an element of the educational system, not as something separate. In this context, as a part of the comparative analysis of the structural models are examined also the main normative documents in the countries by drawing special attention to the laws, which concern publication of textbooks. Part of the research subject appear also the curricula on history for the first three secondary classes in the examined countries. A comparative analysis was made to them. Such stage has to be passed because in all the three countries the creation of textbooks is directly connected to the curricula.

Subject matter of the research are the textbooks on history for the first three secondary classes in Bulgaria, the Republic of North Macedonia and Serbia.

The aim of the research is a comparative analysis of textbooks on history for the first three secondary classes in Bulgaria, the Republic of North Macedonia and Serbia in the context of their educational systems and their curricula on history.

The research uses three criteria, related to the didactic elements in the textbooks.

The sub-aims of the research are:

1. Comparison of the educational systems in Bulgaria, the Republic of North Macedonia and Serbia. The focus is on the structural models of the primary and secondary education. The criteria for comparison are as follows:
 - The duration of each educational level, the presence or lack of educational cycles.
 - The main normative documents, related to the school education in the three countries. These are both the general laws and those, focused on publication of textbooks.
 - The distribution of the classes on history in the first three secondary classes in each of the three countries – number of classes, differences depending on the different profiles.

2. Comparison of the curricula on history for the first three secondary classes in Bulgaria, the Republic of North Macedonia. The criteria for comparison are as follows:
 - Layout and elements of the curricula.
 - Training material in the programs.
 - Complexity of the training program.

3. Comparison of one textbook from each of the first three secondary classes in the three countries. The criteria for comparison are as follows:

1) Didactic layout of the lessons for new knowledge – what is the contents around the author’s text. There are selected 14 didactic elements in the lessons for new knowledge, which are examined in a comparative way. The elements are divided in three types:

- Conditional-graphic images – charts, diagrams, tables, reconstructions;
- Images – pictures of events, typological pictures, cultural-historical pictures, illustrations, portraits;
- Texts out of the main text of the author – additional, clarifying, biographic, primary historical sources, secondary historical sources.

2) Level of challenge of the questions and tasks after the lessons for new knowledge in the nine the textbook. This is determined by the taxonomy of Anderson and Kratwohl.

3) National and foreign history; types of history. Examination is made in which lessons the questions and tasks have more challenges– for national or foreign history, for political and other history.

The tasks in the research are as follows:

1. Comparison between the educational systems in Bulgaria, the Republic of North Macedonia and Serbia with a focus on the secondary education.
2. Comparison of the curricula on history for the first three secondary classes in Bulgaria, the Republic of North Macedonia and Serbia
3. Comparison of one textbook³ for each of the first three secondary classes in the three countries.
4. Drawing a conclusion based on the whole analysis. The conclusion is in two directions – the first is related directly to the criteria for comparison of textbooks, used in the dissertation. The second is related to the entire methodology –

³ The criterion under which are selected the textbooks is described in details in third chapter. About the Republic of North Macedonia the selection is made out of two textbooks, mentioned in the website of the Macedonian Ministry of the education. About Serbia the selection is made also on the basis of a published list on the website of their Ministry. For Bulgaria are selected textbooks, which appear amongst the most popular in the secondary schools. These were also selected after a preliminary review of all available editions for the respective class.

to what extent it fits for the next researches, to what extent it is possible by it to be compared a large number of textbooks on any subjects and from each country.

The logics, followed by the statement is as follows:

First are put to examination the most important educational laws, under research are different publications, related to the educational systems in the countries. Upon the examination of the normative documents is made a complete or partial translation. Follows a comparison of the educational systems in the three countries in their part, related to the school education. The comparison is made by tables, on the basis of which are drawn conclusions. It is continued with comparison of training programs on history in the three countries— elements, training material, and educational aims. As this to happen in terms of quality, the Macedonian and the Serbian training programs are almost completely translated in Bulgarian. Yet then starts their analysis and comparison. Finally are drawn conclusions. A literary review of the capital papers on the issue is made prior to the practical analysis of textbooks. Then are described popular methods and approaches for analysis of textbooks. Similar to the situation with the curricula, a translation is needed for the analysis and comparison of the textbooks. Here the translation is made of the questions and tasks after the lessons for new knowledge. Conclusions are made after the analysis. On the basis of the conclusions are made findings on where are the Bulgarian textbooks compared to the Serbian and Macedonian according to the (above-stated) criteria in the dissertation. The findings include also reasoning on the fitness of the proposed methodology for subsequent researches.

The methods, used in the research, are as follows:

1. Comparative method. This method prevails mostly. The consecutive comparison of the structural models, the curricula and the textbooks gives an opportunity for a thorough analysis. This analysis stresses that the educational system consists of related elements, which is more appropriate to be examined together.
2. Analysis of the contents. This kind of analysis examines the lessons for new knowledge and their distributions in the sections, as well as their structure. The questions and tasks after each lesson are an accent— their number, extent of challenge, and relevance to the curricula. An examination is made of the didactization of the lessons as part of the contents of the lessons.
3. Didactic analysis. Under analysis are put the presence or lack of certain didactic elements in the textbooks. These are different kind of images and

additional texts. There is an examination on how these elements are located in the lessons. The opportunities for their use are examined – questions and tasks. The different kinds of images in the different lessons are under monitoring and whether these images stress on particular topics. This method serves for producing qualitative results from the research.

4. Analysis of quantitative data. It is used in the research for producing quantitative results. The data, which are under analysis, include number of the different kinds of didactic elements in the lessons. There is an analysis made also of the number of the educational aims in the programs by levels of complexity and kind of knowledge. A connection is made with the number of the questions and tasks after the lessons -again by levels.
5. Use of the Taxonomy of Anderson and Krathowl. In determining the level of challenge of the educational aims in the programs and the questions and tasks in the lessons for new knowledge there has been used the Taxonomy of Anderson and Krathowl. Its characteristics are presented in details in the dissertation. Briefly, this is a classification of cognitive (mental) processes, which the students implement in working under particular task and in learning educational material. The taxonomy of Anderson and Krathowl represents an updated variant of the Bloom's taxonomy. The most valuable thing in that variant is the large number of verbs, which reflect the different cognitive processes. There are six processes and in terms of quality they cover the broad field of teaching both on history and on other subjects. Another positive characteristics of the mentioned taxonomy is that contains also classification of the kinds of knowledge, which the students learn in classes.

What reaches the described comparative analysis?

1. It can be seen the textbooks from which country are most challenging for the students.
2. An approach is proposed for evaluation of a history textbook, which takes into account the tendency for the students to make self-training.
3. A way is proposed for searching zones for improvement in the textbook besides the contents of facts.
4. One more way is proposed to find out whether the textbook corresponds to the curriculum.
5. More different answer is sought of one of the “everlasting” questions, namely – why the students do not want to learn?

6. Upon analysis of the questions and tasks in the textbook it is possible to be better assessed its fitness to develop skills of XXI century.

The suggested approach examines separate details from the textbooks. The present dissertation envisages a different trend of analysis of the textbooks on history and probably of any kind of textbooks. The researchers must start examining not the training material itself, but the way it would be learned.

Attention has to be drawn on the skills, which are envisaged for development of the knowledge, offered in the textbooks. From being a sole source of facts, the textbook should become a methodic tool, which to direct the students to other sources.

The present dissertation checks out whether the described situation exist in nine textbooks on history, issued in B countries, where the issue on what is taught on that subject is traditionally painful.

I.3. Hypotheses of the research

1. The Bulgarian textbooks on history are of higher quality than the Serbian and Macedonian textbooks in terms of didactics and pedagogy. The grounds for that (assertion) are:
 - 1) the Bulgarian textbooks on history are more effectively didactized than the textbooks in Serbia и The Republic of North Macedonia;
 - 2) the Bulgarian textbooks on history provide more opportunities for developing skills by the students, than the textbooks in the other two examined countries;
 - 3) the Bulgarian textbooks on history provide more opportunities for different ways of learning – independently and with a teacher - than the textbooks in the other two examined countries;
2. By the proper methodology may be compared textbooks on history even without examination of their contents of facts. If the contents of the textbooks on history in the three above-mentioned countries would be put under examination it will be seen that it is not the same. In one and the same primary class are learned different historical periods and events and also the focus in the different countries is different. But if the didactization is put under examination– what additional texts, images and conditionally-graphic images exist in the textbooks and how they are used, there might be drawn conclusions on the didactic value of

the publications. If the questions and tasks after the lessons are examined (collectively referred to as

“activities”), there might be drawn conclusions on the whole level of challenge of the textbooks. The activities reflect the aims as far as the level of the educational program is concerned.

I.4. Structure of the dissertation paper

1. Volume. The total volume of the dissertation is 263 pages. The structure is as follows:

- 1) Introduction – 8 pages;
- 2) CHAPTER 1. STRUCTURAL MODELS OF THE SCHOOL EDUCATION, PROGRAMS AND AIMS IN BULGARIA, THE REPUBLIC OF NORTH MACEDONIA AND SERBIA – 79 pages;
- 3) CHAPTER 2. THE TEXTBOOK AS A PART OF THE EDUCATION. THE TEXTBOOK ON HISTORY. METHODS AND CRITERIA FOR ANALYSIS OF TEXTBOOKS – 25 pages;
- 4) CHAPTER 3. ANALYSIS OF THE TEXTBOOKS - 122 pages;
- 5) CONCLUSION – 14 pages;
- 6) SCIENTIFIC CONTRIBUTIONS – 1 page;
- 7) PUBLICATIONS, RELATED TO THE DISSERTATION – 1 page
- 8) LIST OF USED LITERATURE – 9 pages

2. Charts, tables, diagrams, figures. The dissertation contains 126 comparative tables, distributed in the following way:

- 1) in chapter first – 34;
- 2) in chapter third – 90;
- 3) in the conclusion – 2.

3. Used literature. In the dissertation are used 128 sources of six types:

- 1) normative documents – 21 headings
- 2) educational programs – 11 headings
- 3) textbooks – 14 headings
- 4) sources on Cyrillic – 17 headings
- 5) sources in Latin – 45 headings
- 6) internet resources – 20 headings

4. Notes on the structure of the dissertation. The nature of the dissertation determines its structure. The research starts from a macro level– the structural models of school education in the three countries and the direction is to a micro level – the textbooks. The presence of a large number of comparative tables is due to the constant use of the comparative method in the research. Furthermore, the research deals with a set of digital data, which are presented in the best way in tables. The presence of a large number of tables predetermines also the significant number of conclusions and findings in the dissertation.

II. Contents of the dissertation paper

As considering that the introduction is explained in details in the precedent part of the author's summary of the dissertation, here shall start with examination of chapter 1.

II.1. CHAPTER 1. STRUCTURAL MODELS OF THE SCHOOL EDUCATION, PROGRAMS AND AIMS IN BULGARIA, THE REPUBLIC OF NORTH MACEDONIA AND SERBIA

The chapter starts with an introduction, in which is explained how the information shall be presented.

The data about each of the educational systems are taken from the large databases (Euridice, World Data on Education), as well as from the basic educational normative documents (Pre-school and school education act in Bulgaria, the Acts on elementary and secondary education in the Republic of North Macedonia and Serbia). Follows comparative presentation of the structural models of the school education in the three examined countries.

The logic of presentation is to start with general characteristics, to come across a presentation of the elementary and secondary education and to finish with a summary of the data in a table. Under examination are put the basic normative documents in each of the countries, the different types of schools, degrees and educational cycles. Finally there are established similarities and differences in the structural models and conclusions are drawn

The structural models of the educational systems of Bulgaria, the Republic of North Macedonia and Serbia are similar by the following basic features:

- 1) there are educational cycles in the primary education in the three examined structural models;
- 2) The general education in the three structural models has a particularly determined duration;

3) In the three models there are schools for students with (shown) art talents.

The structural models of the school education in Bulgaria, the Republic of North Macedonia and Serbia differ by the following basic features:

- 1) The duration and number of cycles in the primary education. In Serbia they are two and each comprises four years, in the Republic of North Macedonia they are three and each comprises three years and in Bulgaria they are two, respectively of four and three years. However it is necessary a clarification to be made. Though the duration of the cycles in the Republic of North Macedonia and Serbia is different, the idea is similar – equal cycles. Actually the Macedonian system, before being reformed, has been the same as the Serbian one with regard to the cycles in the primary education – 2 cycles, 4 years each. However, the need of one more lightened preparatory year entailed the changes. The Bulgarian educational structure is more different than the Macedonian and Serbian ones, because in our country there are no equal cycles, but we have stages.
- 2) The age, at which the children start their school education – 7 years old in Bulgaria, around 6 years old in the Republic of North Macedonia and 6 and ½ years old in Serbia.
- 3) The model of secondary vocational education. In the Republic of North Macedonia and in Serbia exists a vocational education with different years of learning according to the occupation. In Bulgaria both the general and vocational education last equal number of years.
- 4) Existence of stages. In Bulgaria exist stages in the secondary education, but in the Republic of North Macedonia and Serbia there are no such stages.
- 5) The pre-school education. In the Republic of North Macedonia there is no pre-school education and this is compensated in the first school class, in Serbia the pre-school education is 1 year and in Bulgaria it is 2 years and it is even envisaged to become 3 years.
- 6) The duration of the compulsory education. It is most short in Serbia, the longest in the Republic of North Macedonia and Bulgaria is in the middle. In Serbia and Macedonia it is required graduation of a particular degree, in Bulgaria there is no such requirement, just a requirement for turning 16 years of age.

The differences in the structural models of the educational systems in the three countries are more essential than the similarities. The structural models of Bulgaria includes degrees with a different kind of duration both in the elementary and in the secondary education. In Macedonia and Serbia the elementary education is divided into equal cycles. In the secondary

education – general and professional, the differences are essential too.

The duration of the vocational education is different in the Republic of North Macedonia and Serbia, in Bulgaria it is a strictly determined period. If the countries are examined two by two it strikes that the Macedonian and the Serbian educational structures are more similar – equal cycles by their duration in the primary education, different duration of the secondary vocational education.

Several conclusions might be drawn:

- 1) The differences in the duration of the different educational degrees in the three countries are serious, but this does not make the situation with the education in these countries totally different. The differences are due to the specificities of each of them. The issues to be settled are similar.
- 2) The comparison shows more similarities between the Republic of North Macedonia and Serbia. This may be explained because both countries are former Yugoslavian republics. Bulgaria differs from them.
- 3) Even a slight glance on the structural models of vocational education in the Republic of North Macedonia and especially in Serbia shows that our country may use the expertise of its neighboring countries. Particularly as far as the dual training and its implementation is concerned.
- 4) It will take a long time to check whether a particular reform in the structural model of the school education is effective. The described model in the Republic of North Macedonia is effective since 13 years and yet it is not clear whether it is effective. The new model in Bulgaria is effective since 6 years now and it look like that at least more 6 years must pass in order a quality conclusion about its effectiveness to be produced.

The chapter continues with comparative examination of the normative basis, related to the textbooks in Bulgaria, the Republic of North Macedonia and Serbia. The focus is the mechanism of publication as well as the followed standards. Conclusions are established:

With regard to the process of publication and approval of the textbooks, the main similarities between Bulgaria, the Republic of North Macedonia and Serbia are as follows:

- 1) In the three countries exist standards on the contents and layout of each textbook;
- 2) The standards are formulated in a similar way in the three countries;
- 3) Each textbook in the three countries is subject of approval by an expert committee.

With regard to the process of publication and approval of the textbooks, the main differences between Bulgaria, the Republic of North Macedonia and Serbia are as follows:

- 1) In the Republic of North Macedonia is established that only one approved textbook may be used for a particular subject. In Bulgaria and Serbia the textbooks for one and the same subject may be more than one;
- 2) When compared to the evaluation systems in the Republic of North Macedonia and Serbia, the Bulgarian system looks different. Though in Bulgaria there are two levels of evaluation, almost all textbooks gain approval. It remains the issue whether this is liberality or something else;
- 3) The low-circulation textbooks are most typical for Serbia, but even in Bulgaria can be seen such type of training aids become popular. For example ABC books for students, whose mother language is not Bulgarian.

Follows a comparison of the educational profiles in the three examined countries. It also ends with conclusions:

The three countries are similar by the following main features:

- 1) In each of them exist general educational profiles;
- 2) In the most part of the educational profiles in each of the three countries the history is learned as a general subject in the first three secondary classes;
- 3) The prevailing annual number of classes in the different profiles in each of the three countries is 72.

The three countries are similar by the following main features:

- 1) Number of general educational profiles. In the Republic of North Macedonia they are three and in Bulgaria and Serbia – four;
- 2) In Bulgaria there are the largest number of cases, in which the annual number of classes on history is different from 72;
- 3) In first secondary class in Bulgaria, in two of the general educational profiles history is not taught;
- 4) In third secondary class in Serbia in one of the general educational profiles history is not taught.

The next table presents the number of classes (educational hours) on history in the three countries. The classes are marked by I, II and III, because it is meant first, second and third secondary class. Where differences exist, they are marked by a slash.

Table 1. Quantity of classes on history in the first three secondary classes in the three examined countries

Country/class	I	II	III
Bulgaria	0/72	72/144	126
the Republic of North Macedonia	72	72	72
Serbia	72	72	72/108

The statement continues with a comparative view on the curricula on history for the first three secondary classes in each of the three countries. The nine programs are examined in a structural aspect and as far as the contents is concerned. Special attention is drawn to the expected results (aims). The programs are presented in a list at the end of the author's review of the dissertation.

The structures of the programs in the different countries are significantly different. Common element appear the tables with expected results. Similar element are the aims in the introducing part. Most differences appear in the final parts. The contents of the curricula in the three countries is divided in topics and sub-topics. In the three countries exist differences in formulating the topics and in their division to sub-topics. Differences appear also in the accent on the national history.

With regard to the training material, there are differences by countries. These differences are shown in details in the dissertation. The most distinctive out of all nine programs is the Bulgarian program for IIIrd secondary class. Its contents is completely national history. This explains the low contents of such history in the Bulgarian programs for Ist and IInd secondary class. The Macedonian programs start from Antiquity (I secondary class), continue with the Middle Ages (Ist and IInd secondary class) and The Modern times (IInd secondary class) and end with The Present (IIIrd secondary class). Often accent is put on topics, important for the Macedonian historiography. In the Serbian training programs the periodization depends on the training profile. It is observed the principle I secondary class to learn twice as much Antiquity, and after than depending on the profiles, the training comes to the Modern times or the Present.

With regard to the contents of the curricula on history in the first three secondary classes, Bulgaria, the Republic of North Macedonia and Serbia differ more than being similar.

The division of the training material by topics is common for the curricula in the three countries, but after that there are differences.

In the Macedonian training programs there are sub-topics to each topic. In the Serbian training programs there is a particular content to each topic. The Bulgarian training programs contain topics, sub-topics and accents. The commonly established periodization in the history is observed in the curricula in the three countries. One or two periods are in one training program. A nuance in this context exists in the Macedonian training programs, where some periods are divided in two training programs. Most varieties of the curricula on history according to the general educational profiles exist in Serbia, least in Macedonia.

At the end of that part follow conclusions:

1. The continuous accent on the national history in the first three secondary classes in Macedonia is obvious and can be explained by the envisaged ideas in the normative basis of the country and the educational values, formulated there.
2. In Macedonia and Serbia exist similar by volume parts of national history in second secondary class.
3. In Serbia and in Bulgaria the first secondary class is almost with no national history. In Serbia it is distributed in second and third secondary class. There are also classes in fourth secondary class.
4. In third secondary class in the three countries the national history is a serious accent.
5. The entire course on national history in third secondary class in Bulgaria is a distinctive feature of the Bulgarian training programs compared to the Serbian and the Macedonian ones. In Bulgaria the history as a compulsory subject is taught only till third secondary class, which might be a possible reason for this more different distribution of the classes.

It follows a comparison of the educational aims in the programs. It is under the following indicators:

- 1) Number of the educational aims;
- 2) Complexity of the educational aims, measured by the taxonomy of Anderson and Kratwohl;
- 3) Formulation of the aims;
- 4) Accents in the curriculum through more complexed aims.

The taxonomy of Anderson and Kratwohl is presented before launching the comparison. This taxonomy is a main tool of work in the dissertation. Its dimensions are shown – of the knowledge and the cognitive processes, it is demonstrated how it is used.

The taxonomy of Anderson includes two levels of classification, referred to as dimensions (Anderson, Kratwohl, 2001). The first refers to the kinds of knowledge and the second refers to the mental

(cognitive) processes, which lead to its learning. The knowledge types are four (Wilson, 2016):

- A. Factual –it includes basic knowledge on the subject.
- B. Conceptual – it includes knowledge about concepts, ideas, classifications, principles, generalizations, theories and models, related to a particular subject;
- C. Procedural – knowledge for solving tasks and use of skills, related to a particular subject;
- D. Metacognitive – knowledge about the reasoning, the personal weak and strong points.

The curricula put a focus on the first three kinds of knowledge. Open remains the issue on how the metacognitive knowledge may be included in the training process under the form of aims and expected results in the curricula and tasks in the textbooks. Here are some examples for such kind of knowledge:

Knowledge for outlining, e.g. understanding of the structure of a particular lesson, knowledge how to search the best solution; knowledge about the kinds of texts, which are provided by each teacher, knowledge what extent of thinking (efforts) requires the respective task; knowledge, that criticizing essays is your strong point, but writing essays is your weak point; realizing the personal extent of knowledge.

The kinds of reasoning process in the taxonomy are six (Anderson, Kratwohl, 2001, p. 27). They are formed as verbs:

1. Remembers – finding necessary knowledge from the long-term memory. Synonymous verbs according to the taxonomy – recognizes, identifies, remembers, returns, recovers.
2. Understands – creation of meaning on the basis of knowledge and instructions. Synonymous verbs according to the taxonomy – interprets, clarifies, paraphrases, presents, translates, gives an example, illustrates, classifies, categorizes, summarizes, generalizes, resumes, makes conclusion, extrapolates, makes forecasts, compares, puts together, enters in a scheme, connects, explains, creates models.
3. Implements – usage of procedure in a particular situation. Synonymous verbs according to the taxonomy – makes, implements, realizes, uses.
4. Analyses – search of connections between parts of the whole, information processing, its presentation in a different way. Synonymous verbs according to

the taxonomy– differentiates, makes differences, makes distinctions, focuses, selects, organizes, finds, coordinates, integrates, makes analysis of, structures, determines, deconstructs.

5. Evaluates – establishment of evaluation based on criteria, critical thinking. Synonymous verbs according to the taxonomy – checks out, coordinates, finds, observes, tests, criticizes.
6. Creates – combination of different elements and making a finished product. Synonymous verbs according to the taxonomy – generates, creates a hypothesis, plans, designs.

The analysis of the aims in the curricula on history in the Republic of North Macedonia, Serbia and Bulgaria results in the following conclusions:

- in all the three countries the programs have more aims at a lower level, which establishes low expected results,
- in the three countries, moving from one class to another seems different, if looking at the aims in their training programs – in Macedonia the aims become less, in Bulgaria they become more and in Serbia it depends on the profile,
- the program for a social language profile in Serbia is similar to the Bulgarian training programs, and the program for a profile on natural sciences and mathematics is similar to the Macedonian training programs,
- the Bulgarian and Serbian programs contain more aims at a high level than the Macedonian ones,
- the Bulgarian and the Macedonian training programs envisage to exceed the particular aims: the Bulgarian programs through the aims for the end of the class and the Macedonian through the didactic instructions,
- in Bulgaria the accent is on the national history through the whole training program for IIIrd secondary class; in the Republic of North Macedonia this happens through the aims at a higher level and through the larger volume of knowledge; in Serbia the accent is both on national and Balkan history and on individual important events from the European history,
- As a whole, the Macedonian programs have the lowest complexity, but they have the largest volume, if considering the aims in them,
- in Serbia the profiles provide an opportunity for a flexible approach to learning history,

- the formulation of the goals in the programs of the three countries follow one model.

In order to illustrate the way of analysis of the educational aims in the programs, there apply three common comparative tables for each secondary class. In red are marked the aims in the Macedonian programs, with nuances of the blue are marked the aims in the three profiles of the Serbian programs, and with green – the aims in the Bulgarian programs.

Table 2. Ist secondary class

Knowledge	Cognitive process																
	Remembers			Understands			Applies		Analyzes		Evaluates		Creates				
Factual	12	23	26	37	56	8	6	8		6	4		2	6			
		30			71			6		6			7				
		26			42					2							
Conceptual			11	11	7	3	2		2	1				3			
					8								1				
					6					3							
Procedural								2									
								5									
Metacognitive																	

Table 3. IInd secondary class

Knowledge	Cognitive process																	
	Remembers			Understands			Applies		Analyzes		Evaluates		Creates					
Factual	73	17	3	39	20	30		2	3	1	3	2		1	2			
		17			20			2		3			2					
		18			19			2					3					
Conceptual	9	1	1	15	12	8				2	1	3			2			
		1			12						1				2			
					8			2						1				
Procedural					1			2	2			1						
					1			2										
								2		3								
Meta-cognitive																		

Table 4. IIIrd secondary class

Knowledge	Cognitive process																	
	Remembers			Understands			Applies		Analyzes		Evaluates		Creates					
Factual	54	41	8	39	36	31	6	2	7		4			1	2			
		41			36			2			4			1				
		30			40						2			1				
Conceptual	14	2		16	7	3	2		2	2	3			1				
		2			7						3			1				
		1			11						2							
Procedural			2			1		5	2		1							
								5			1							
								2										
Meta-cognitive																		

II.2. CHAPTER 2. THE TEXTBOOK AS A PART OF THE EDUCATION. THE TEXTBOOK ON HISTORY. METHODS AND CRITERIA FOR ANALYSIS OF TEXTBOOKS

The dissertation continues with chapter two. It examines the textbook as an element of the educational system, in particular are examined the textbooks on history. A review is made of the literature, related to analysis of textbooks and in particular textbooks on history. Methods and approaches for analysis of textbooks are presented. It starts with analysis of the contents and didactic analysis. In explaining the analysis of the contents is presented a list of the most frequent topics, which are under review:

1. The image of “the other“ – it means neighboring countries, nations, religions, even values.
2. The image of Europe in the textbooks in a particular country.
3. The idea about particular persons in the textbooks from one country.
4. The idea about particular events in the textbooks on history in a particular country.
5. The minorities in the countries.
6. Comparative analyses of textbooks from different countries.

The (above-) stated list does not exhaust the opportunities for analysis of the contents of the textbooks on history, the issue might be even more complexed, several topics to be examined at one and the same time, values to be analyzed, etc..

Upon the explanation of the didactic analysis is stressed, that it is hard, but very useful for improving of

the textbooks. Afterwards follow the methods and approaches for analysis of textbooks. There is a presentation of nine out of the most popular. Some of them are lists with criteria for analysis, but also for evaluation of textbooks, others are steps for analysis. The most important similarity between all listed methods and approaches is that they definitely concern examination of the standards on creation of a textbook and also recommend examination of the curricula. The review leads to some conclusions.

Upon analysis of textbooks it is very important to be determined the precise subject of analysis as well as the topic. This way shall be chosen also a qualitative criterion. The opportunities and approaches, though containing common features, are really much.

The criteria, which serve also for an evaluation, may be used for analysis, but this has to happen always carefully and with the clarity, that analysis and evaluation are not equal processes. When using such criteria, it has to be drawn attention to the exact description of the results and the good formulation of the conclusions. A suitable way for turning an evaluation criterion in a criterion for analysis is to add extensive

conclusions after its implementation.

An explanation has to be given why a particular textbook covers this or not and an assumption to be made how this reflects on the quality of the textbook. It is not necessary particular analysis to use many criteria.

They may be a few and the stress to be put on the description and the expedience.

There have to be analyzed the standards for quality of the textbooks along with the textbooks themselves. Thus is given an opportunity the teachers and the other interested parties to better evaluate the quality of each textbook. This way are also improved the quality standards for textbooks. It is good to be analyzed the whole textbook, not only parts of it. In this context, when this is impossible, it is good to be analyzed a particular topic completely, not only the author's text on it. There must be included also the questions, the images and all other additional elements.

The analyses must be practically oriented. This is often more hard and more slow, but would be of benefit for a larger scope of interested parties. If the analyses include some practice, identifying strong points and areas of improvement in the textbooks would be easier.

The statement continues with formulation of three criteria for analysis of textbooks, used in the dissertation.

The first main criterion is related to the didactization of the textbooks and in particular three types of didactic elements – conditional-graphic images, images and additional texts outside the main author's text. Under review are put the following kinds of conditional-graphic images (Tabakova, 2013, p. 131):

1) Maps; 2) tables; 3) charts; 4) diagrams; 5) reconstructions.

It is shown their number, in which lessons they prevail – about national or about foreign history and whether by them is put a stress on a certain part of the training material.

The following kinds of images are reviewed (Tabakova, 2013, p. 114-118):

- 1) Images of events – reflecting particular historical events;
- 2) Typological images – images, typical for a certain age– for example medieval miniatures, propagandist socialist posters, etc.;
- 3) Cultural-historical pictures – images, showing monuments of the material culture and architectural monuments;
- 4) Portraits – of persons of the ages;
- 5) Illustrations – following an initial touch to the textbooks it becomes clear that these four kinds of images are not enough to cover the used visualizations. It has to be established a fifth kind of image. These are the illustrations, which appear images, which could not be treated as a main source of information

– they are presented only by their name, sometimes include an emotional part. The need to use this fifth kind follows by the presentation of the images in the Serbian and particularly in the Macedonian textbooks – only with a visualization function, with no information except the name, with no questions and tasks for analysis.

Following preliminary acquaintance with the reviewed textbooks, there are four established kinds of additional texts in the editions:

- 1) Primary historical sources – testimonies of the contemporaries of the age;
- 2) Secondary historical sources – historical researches, related to the examined issues;
- 3) Biographic texts – biographies of historical persons, separated or put under the images;
- 4) Other kinds of additional texts – though they are not so many in the textbooks, they are united in such category. These are texts, which clarify the main author's text, which provide further information on a particular issue.

Under examination is put the number of each element, where the elements are mostly found and whether by them is put an accent on particular topics– national history, foreign history, political history, cultural history, etc. Prior to the review of the mentioned didactic elements a comment is made about the structure of each of the textbooks.

The second criterion are the questions and tasks to the lessons for new knowledge in the textbooks. They are further called activities. This is the focus of the dissertation. Their complexity is determined by the help of the taxonomy of Anderson and Kratwohl. They are compared with the different kinds of aims in the curricula – educational, general, specific, and operational. A comparison is made between the complexities of the activities in the textbooks.

As a third criterion is made a review on which topics are the most challenging issues in the textbooks – about national history, about foreign history, about political history, about cultural history et alia.

Finally the chapter contains a motivation of the criteria and clarifications, related to the focus of the analysis.

II.3. CHAPTER 3. ANALYSIS OF THE TEXTBOOKS

This is the most extensive chapter in the dissertation, the practical part of it. At the beginning are stated the textbooks, put under analysis:

1. Лопандић, Душко. Историја 1. 3 изд. Београд: Нови логос, 2016

2. Пириватрић, Срђан. Историја 2. Београд: Klett, 2015
3. Дабић, Војин. Историја 3. Београд: Klett, 2015
4. Ристовски, Блаже et alia. Историја за I година гимназиско образование. Скопје:Алби, 2018
5. Ристовски, Блаже et alia. Историја за II година гимназиско образование. Скопје:Алби, 2006
6. Ристовски, Блаже et alia. Историја за III-RD година гимназиско образование. Скопје:Алби, 2006
7. Gavrilov, B. et alia. History and civilizations for 8 class, Sofia, Prosveta Sofia, 2017
8. Markov, G. et alia. History and civilizations for 9 class, Sofia, Азбуки Prosveta, 2018
9. Pavlov, P. et alia. History and civilizations for 10 class, Sofia, Prosveta Sofia, 2019

These are nine headings, three from Bulgaria, t h r e e f r o m t h e Republic of North Macedonia and three from Serbia. For each criterion first are put under review the textbooks by countries, then a comparative presentation is made by classes. Finally complete conclusions are made. The review by countries here and everywhere in the dissertation is in alphabetical order, it starts with Bulgaria, s e c o n d i s the Republic of North Macedonia and last is

Serbia.

II.3.1. Criterion 1. Didactic elements

Before reviewing each of the didactic elements, it shall be made a short summary of the volume of the textbook, the number of lessons, as well as specific elements, if any. The selected 14 didactic elements are divided in three groups – conditional- graphic images, images and texts. The analysis follows the order, in which they are listed. There are stated the lesson units, in which is mostly found each element. By this a focus is made on a particular topics, on particular type of history, as well as logics of the author's decisions. A special attention is drawn to the didactic elements, there are questions and tasks, i.e. whether they might be used effectively. After presenting of each of the three groups of elements, there are brief conclusions.

A) The Bulgarian textbooks under criterion 1

Several tendencies exist in the didacticization of the lessons for new knowledge in the reviewed Bulgarian textbooks:

- 1) As a whole, the conditional-graphic images are found most rare. There are no reconstructions.
- 2) The primary written historical sources are the most frequently found element.

- 3) There are no secondary historical sources in the Bulgarian textbooks.
- 4) The portraits are most frequently used as far as the images are concerned.
- 5) The other kinds of images vary in the different textbooks depending on the need. This variance is obvious by comparing the number of cultural-historical pictures in the textbooks for Ist and IInd secondary class with the number in the textbook for IIIrd secondary class.
- 6) Questions and tasks exist to the most part of the reviewed didactic elements. This is another advantage of the Bulgarian textbooks. The analysis shows that in the Serbian and Macedonian editions such situation does not exist.

Finally are presented the lessons with the largest number of didactic elements in the three textbooks:

1) For Ist secondary class:

- Life in the Balkans – 15 elements
- The birth of free Bulgaria – 15 elements
- Countries and society (1878-1914) – 15 elements
- Nations and national movements in the Balkans – 16 elements

Two lessons about Balkan history, one for Bulgarian and for general history. It is hard to determine whether this is an intended focus, but these are the data.

2) For IIst secondary class:

- Bulgaria in the Tripartite pact – 20 elements
- Culture, science and technologies after the First World War – 20 elements
- Dictatorial regimes in the Balkans – 21 elements

One lesson for Bulgarian history, one for Balkan history and one for general history. The lesson on general history concerns a different topic than the political one.

3) For IIIrd secondary class

- The Bulgarian movement for a national liberation (1869-1875) – 15 elements
- The Bulgarian education and culture between the two world wars – 15 elements
- The Bulgarian culture (X III-RD-XIV B.) – 17 elements

One lesson about political history, two lessons about culture. However, the more important conclusion here is related to the differences in the digits. The textbooks for Ist and IIIrd secondary class contain lessons, in which the elements are of similar number, though the textbook for IInd secondary class contains lessons with much more elements. Two of the possible reasons for that are as follows:

in the textbook for I secondary class the total length of the lessons is less; in the textbook for IIIrd secondary class more stress is put on the texts, some of which are large.

B) The Macedonian textbooks under criterion 1

The three Macedonian textbooks under review show repeated tendencies in the didacticization.

- 1) There is an accent on the images – cultural-historical pictures, portraits of events and typological ones.
- 2) There are less or even zero conditional-graphic images, except the maps.
- 3) There are no biographic texts or they are a small number.
- 4) Constant elements appear the explanatory (sources) and the primary historical sources are more available in two of the textbooks – for Ist and IIIrd secondary class.
- 5) There is a focus on the Macedonian or Albanian history in some of the didactic elements – primary historical sources, portraits.

On the last place are the lessons with the greatest number of didactic elements in the three textbooks:

1) For Ist secondary class:

- Macedonia in the prehistory – 13 elements
- The life and culture of Hellas – 13 elements
- Popularization of the Christianity in Macedonia – 15 elements

Two lessons for Macedonian history, one for other history. The total number of elements is less than in the most didacticized lessons in the Bulgarian textbooks. All the three lessons do not contain conditional-graphic images, except of one map in the lesson about the Christianity.

2) For IInd secondary class:

- Russia until the First World war – 12 elements
- Greece and Bulgaria in XIX century till the beginning of FWW – 12 elements
- The rebirth and culture of the Macedonians – 12 elements
- The reformation – 13 elements
- The life and culture of the Balkan lands and Macedonia between XV-XV III century – 13 elements

There is no accent on a (particular) kind of history, nor on specific part of the history. Again, there are no conditional-graphic images in the lessons except of one map in the second lesson from the above-mentioned.

3) For IIIrd secondary class

- Arising of Fascism and Nazism and the crisis of the civil democracy – 16 elements
- The Macedonian orthodox church, the Islamic and other religions in Macedonia – 16 elements
- The education, science and culture – 17 elements

Two lessons are about Macedonian history, one lesson – about other history. It is followed the trend for no presence of conditional-graphic images in the most didacticized lessons. The total number of elements here is higher than in the other two textbooks.

C) The Serbian textbooks under criterion 1

After reviewing the editions, the following conclusions can be drawn:

- 1) Diagrams, charts and tables do not present equally in the textbooks.
- 2) A focus in all the three textbooks are the cultural-historical pictures and portraits.
- 3) The illustrations are a large number, but they are not an accent.
- 4) The event images and the typological ones vary as an accent.
- 5) There are no questions and tasks to biographical and clarifying texts, nor to secondary historical sources.
- 6) The primary historical sources have questions and tasks only in the textbook for IIIrd secondary class, which gives it an advantage before the others.

On the last place are presented the lessons with the largest number of didactic elements in the three textbooks:

1) For Ist secondary class:

- Countries in Mesopotamia, Asia Minor and the Near East– 20 elements
- The oldest history of Greece – 20 elements
- Historical sources and periodization– 20 elements
- Prehistorical sites and cultures in the Central Balkans – 25 elements
- Culture and everyday life of the ancient Greeks – 34 elements

None of the lessons concerns Serbian history. The topic about the culture and everyday life of the ancient Greeks is the largest one in the edition, which explains the large number of elements.

However, the difference under this indicator between the Serbian and the other textbooks is significant.

2) For IIst secondary class

- The Medieval world from IX to XI century – 17 elements
- Rise of the West European monarchies - France, England, Sicily – 17 elements
- Venice, Hungary and the Slavonic world: Poland, the Czech republic, Russia, Bulgaria – 17 elements
- Brankovina and Lazarevina – 17 elements
- The Christian church in the Serbian state in the Middle ages – 17 elements
- Culture in the Serbian country in the Middle ages – 21 elements

The lessons for Serbian history prevail, as well as those for more than one country. The illustrations and the cultural-historical pictures are in all lessons, the other elements vary.

3) For IIIst secondary class

- The Habsburg monarchy
- The European society 1770-1870
- Second reign of Milosh and Michael Obrenovich (1858-1868)
- National movements of the Balkan nations

All lessons have 16 elements. In all lessons there are tables. The other elements vary.

D) Comparison by countries; criterion 1

It is made by classes, i.e. it consists of three parts – for Ist, IInd and IIIrd secondary class. Six comparative tables are used, two for each class. The tables show the total number of didactic elements of each kind, as well as the average number per lesson. The reason to show the data this way is that it is possible a situation, in which one textbook is better than another one with regard to the quantity of particular didactic element, but to be worse, when the average number is compared. Here are shown only the final notes, resulting from the comparison.

- 1) The charts, diagrams and tables are not preferred in the Macedonian textbooks. They are rarely found and have a supplementary function.

- 2) The charts and tables are available in the Bulgarian and Serbian textbooks, but they are not distributed equally in the editions. In some cases there are more charts, in other cases- more tables;
- 3) The diagrams appear one of the least used didactic elements in the nine textbooks;
- 4) The maps are the biggest accent in the Serbian textbooks. Their graphic qualities are good, they take a large part of the pages. A large number of map exist also in the Bulgarian textbooks;
- 5) There are more reconstructions in the Serbian and Macedonian textbooks, as by each next textbook they become less;
- 6) The event images are the most in the Bulgarian textbooks and the next place is for the Macedonian textbooks;
- 7) The typological pictures also prevail in the Bulgarian textbooks and the next place is for the Macedonian textbooks;
- 8) The cultural-historical pictures are the most in the Serbian textbooks. They prevail also in the Macedonian textbooks. The most cultural-historical pictures in the Bulgarian textbooks are shown in the textbooks for IIIrd secondary class because of the nature of the training material and the whole idea;
- 9) The portraits appear one of the most constant elements in the nine textbooks. In the Serbian and Macedonian textbooks they are more, but in the Bulgarian textbooks are used more effectively, combined with biographic texts;
- 10) The illustrations are the most in the Macedonian textbooks. This puts a focus on the emotional perception, not on the information data in the images;
- 11) The biographic texts are the most in the Bulgarian textbooks. They are effectively combined with portraits;
- 12) The clarifying texts are constant element in the nine textbooks. Exception is the Serbian textbook for IIIrd secondary class;
- 13) The Bulgarian textbooks have an exceptional advantage with regard to the number of primary written historical sources. This is the main focus in the editions. A large quantity of such sources exist also in the Serbian textbooks and in the Macedonian ones they are a supplementary element;

- 14) The secondary historical sources are an element, which constantly appears in the Serbian textbooks and in the Bulgarian and Macedonian ones – only in editions for Ist secondary class.

Here are presented three of the comparative tables as an illustration of the way of data collection. In order the tables to be more understandable, the didactic elements are not presented by names, but with numbers, which is as follows:

1. Charts
2. Diagrams
3. Tables
4. Maps
5. Reconstructions
6. Event images
7. Typological pictures
8. Cultural-historical pictures
9. Portraits
10. Illustrations
11. Biographic texts
12. Supplementary/clarifying texts
13. Primary historical sources
14. Secondary historical sources

Table 5. Ist secondary class Distribution of the examined didactic elements

Country	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bulgaria	14	3	10	15	3	43	35	31	64	65	34	30	126	14
RNM	8	0	0	30	13	8	23	117	51	58	0	49	24	7
Serbia	7	0	36	31	31	13	13	170	59	167	13	50	60	23

Table 6. IInd secondary class Distribution of the examined didactic elements

Country	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bulgaria	17	16	16	32	0	90	61	29	66	27	31	44	141	0
RNM	1	0	0	19	3	29	42	108	157	64	0	31	2	0
Serbia	27	0	0	32	5	25	4	110	36	59	0	29	47	8

Table 7. *IIIrd secondary class Distribution of the examined didactic elements*

Country	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bulgaria	2	6	22	17	0	61	51	113	96	32	65	52	205	0
RNM	1	0	0	21	1	82	114	58	84	57	1	55	44	0
Serbia	0	10	49	36	0	51	2	101	153	60	25	4	28	15

II.3.2. Criterion 2. Questions and tasks to the lessons for new knowledge

When reviewing the curricula for the three secondary classes in the three countries, three main differences can be seen. These differences must be taken into account in comparing the textbooks with the curricula.

First, the aims for the end of the class are different in the programs of each country. The issue is mostly in the different way of formulation. In the Macedonian and Serbian training programs the aims are focused on values and knowledge and less on skills and competences. In the Bulgarian training programs all aims for the end of the classes are focused on skills and competences. The general and operational aims, as they are called in the Serbian and Macedonian training programs are formulated in a way, which is hard for measuring.

The second difference refers to the curricula in the Republic of North Macedonia. The didactic directions, which exist in them, are a unique element. It cannot be neglected in the comparison, because by raising the complexity of the programs. The directions are formulated by verbs, similar to the goals, which mean that their inclusion might happen.

The third difference concerns the Serbian training programs. Each training profile has a differently distributed training program on history. Upon the comparison is taken into account for which profile are the Serbian textbooks and they are compared with the respective variation of the program.

During the work with the curricula and the textbooks it arises an issue, related to the educational aims in the programs, their reference to the lessons and whether the questions after the lessons build on these educational aims. In the curricula one or more goals respond to a respective lesson in the textbook. This lesson might contain questions and tasks on a higher cognitive level, than the goal in the curriculum. It should be examined whether, if this is the case, these questions and tasks build on the training goal or they refer to something else – on a high level, without taking into account the contents of the training goal.

Following determination of the complexity of the questions after the lessons for new knowledge in the nine textbooks, there is a division made of those activities, which are above the level “understands“. This is made for three reasons.

The first is that questions and tasks above level “understands“ more probably shall go beyond the curriculum. The second is that level “remembers“ and level “understands“ are the closest ones, as far as complexity is concerned. The third is that questions and aims of the first two levels are the most and their more serious review would make the analysis extremely large. There is a separation of the lessons, containing questions on a higher level. These lessons refer to training goals in the programs. In the case of the Republic of North Macedonia (these) refer also to didactic directions, if any for the respective lesson. After that is made a comparison of the educational aims, responding to the lessons with complex questions and of the complex questions themselves. An evaluation is made on whether the questions build on the corresponding educational goals

The analysis includes the following steps for each textbook:

- 1) Presentation of a table with the distribution of the questions in the lessons for new knowledge according to the levels of the Taxonomy and comment;
- 2) Presentation of a table with the educational aims in the respective program, again according to the levels of the Taxonomy and comment;
- 3) Comparison of the two tables;
- 4) For the Bulgarian textbooks – comparison of the table with the questions and the table of the goals for the end of the class
- 5) Demonstration of questions, which build on the corresponding educational goals.
- 6) Demonstration of questions, which are on a high level, but do not build on the corresponding educational goals
- 7) Formulation of conclusions for the textbook;
- 8) Formulation of general conclusions for the three textbooks for the respective country;
- 9) For the Serbian textbooks – comment on general and specific goals of the subject and their relation to the editions;
- 10) For the Macedonian textbooks – comment on the general and operational goals of the subject and their relation to the editions.

A) The Bulgarian textbooks under criterion 2

There is a presentation of the final conclusions from the analysis:

- 1) The reviewed Bulgarian textbooks on history build on the respective training programs by most of the questions and tasks, which they suggest.
- 2) The reviewed Bulgarian textbooks on history cover by questions and tasks the

six cognitive levels of the Taxonomy of Anderson and Kratwohl.

- 3) The textbooks draw attention on the activities of a higher level –“analyses”, “evaluates”, „creates“
- 4) In the questions and tasks in the textbooks, as well as in the goals in the curricula, level “remembers“ exists, but it is not so spread.
- 5) In the questions and tasks in the textbooks, as well as in the goals in the curricula, level “understands“ prevails mostly.
- 6) In the questions and tasks in the textbooks, as well as in the goals in the curricula, level “implements“ is not enough covered.
- 7) In the questions and tasks in the textbooks, as well as in the goals in the curricula, the factual knowledge is sought more often than the conceptual one.
- 8) In the textbooks, as well as in the curricula must be drawn more attention on the procedural knowledge.
- 9) Nor in the textbooks, nor in the educational programs there is a focus on the metacognitive knowledge.
- 10) Major advantage of the Bulgarian textbooks is the lessons for exercising and summarizing. They do not participate in the analysis, because they do not exist in the textbooks of the other two countries. Their presence entails the goals for the end of the class in the programs to be reached more easily.
- 11) The entire level of complexity of the Bulgarian textbooks from a point of view of the questions and tasks is high and corresponds to the curricula.

B) The Macedonian textbooks under criterion 2

The final conclusions are presented again:

- 1) These are the textbooks, in which there exist the most questions from level „remembers“ in the light of the total number;
- 2) These are the textbooks, in which exist least questions on a high level;
- 3) Almost all of these questions build on the corresponding educational goals;
- 4) In the activities prevails the presentation of level „understands“;
- 5) Level “implements“ exists in the questions and tasks in the textbooks, but it is not largely covered. In this context there is a discrepancy with the curricula, especially in the didactic directions for IIIrd secondary class;
- 6) Level “analyses“ is poorly presented and this corresponds to the curricula;
- 7) Level “evaluates“ is poorly presented and this corresponds to the curricula;

- 8) Level “creates“ is almost missing in the textbooks. This does not correspond to the didactic directions in the curricula for IInd and IIIrd secondary class;
- 9) The mostly sought knowledge in the textbooks is the factual knowledge. This corresponds to the curricula;
- 10) The conceptual knowledge exists in the textbooks, but it is not enough;
- 11) However, as a whole the textbooks correspond to the curricula. The above-stated discrepancies may be covered by the teachers, because a small number of educational goals, are concerned, which are in discrepancy with the questions. The didactic directions may be added as tasks in the lessons.

C) The Serbian textbooks under criterion 2

- 1) The questions and tasks on a high level in the textbooks are in small numbers, as considering the total number;
- 2) Four of the cognitive levels are covered, there are no levels “implements“ and “creates“;
- 3) Levels “analyses“ and “evaluates“ are poorly covered in the textbooks;
- 4) The number of issue on a high level corresponds to the number of educational goals on a high level;
- 5) Level “understands“ is mostly found the activities;
- 6) Level “remembers“ is significantly covered in the activities;
- 7) The activities in the textbook for Ist secondary class envisage more conceptual knowledge;
- 8) The activities in the textbooks for IInd and IIIrd secondary class envisage more factual knowledge;
- 9) Almost all questions and tasks in the textbooks build on the corresponding educational goals in the programs;
- 10) The focus in the textbooks is on the knowledge, not on the skills;
- 11) The mentioned focus does not take into account the diversity of the didactic elements in the textbooks;
- 12) The textbooks contribute for reaching the general and specific goals for the subject, specified in the program, but as a whole they are not sufficient.

D) Comparison by classes under criterion 2

The comparison is made by years, as each of the two measurements of the Taxonomy is examined separately. This is so, taking into account the questions, covering one kind of

knowledge and as counting their levels in the textbooks for each secondary class.

It is also specified a percentage ratio to the total number by levels, because in the different textbooks exist differences in the number of questions. Comparative tables about number of the questions from a certain level are used, as well as for their percentage ratio. There are conclusions drawn. Yet they are presented in the author's review of the dissertation. It has to be stressed again that nor in the textbooks, nor in the curricula there is a search of a metacognitive knowledge – there are no questions and tasks, nor goals of any kind.

Table 8. 1st secondary class. Factual knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	109	9	51		20	12	17
R.N. Macedonia	279	186	81	1	4	7	
Serbia	117	3	96		11	7	

- 1) The Bulgarian textbook has the least questions and tasks of that kind of knowledge, but at the same time they are the most diverse.
- 2) The Macedonian textbook has the largest number of questions and tasks, but there is no diversity by levels.
- 3) The Serbian textbook has a similar number of questions of that kind of knowledge, but their levels are not diverse.
- 4) Level “remembers“ covers half of the questions and tasks of the Macedonian textbook.
- 5) Level “understands“ covers almost all questions, seeking factual knowledge in the Serbian textbook
- 6) Only the Macedonian textbook contains level “implements“.
- 7) With regard to the high levels, the Bulgarian textbook is the most diverse. It contains a large number of questions compared to all the other textbooks.
- 8) With regard to the high levels of the questions, the situation in the Macedonian and Serbian textbook is similar, but after seeing the total number of questions of that kind of knowledge, the Serbian textbook prevails.

Table 9. 1st secondary class. Conceptual knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	110	3	52		37	15	3
R.N. Macedonia	40	15	20	1	3		1
Serbia	153	82	45		5	1	

The second kind of knowledge, the conceptual one, is presented by less number of questions in the three textbooks. The situation is similar to the factual knowledge.

The further conclusions are as follows:

- 1) Level “remembers“ prevails in the Serbian textbook.
- 2) Level “understands“ prevails in the Bulgarian textbook.
- 3) The Macedonian textbook contains significantly low number of questions for conceptual knowledge

Table 10. Ist secondary class. Procedural knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	4		4				
R.N. Macedonia	2	1	1				
Serbia	1	1					

The largest number of questions and tasks for procedural knowledge exist in the Bulgarian textbook, but there is a general weakness – such activities do not exist in a large extent in the three editions.

Table 11. IInd secondary class. Factual knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	97	22	34	7	20	8	6
R.N. Macedonia	226	128	83		5	10	
Serbia	170	80	78		11	1	

The Bulgarian textbook has the least total number of questions. When reviewing only the factual knowledge, this matters. The Bulgarian textbook is the most diverse one in the levels of the questions and tasks, it covers them all. The Serbian and Macedonian editions do not cover “implements“ and “creates“ The percentage ratio shows the diversity in the Bulgarian edition and the lack of diversity in the Macedonian edition. The questions on a high level in the Bulgarian textbook are approximately 1/3 of all questions, which is an indicator for a serious challenge. The questions of level “remembers“ and level “understands“ in the Serbian and Macedonian textbooks exceed 90 percent. This contract gives priority to the Bulgarian edition.

Table 12. IInd secondary class. Conceptual knowledge

Country	Total number	Remember s	Understands	Implements	Analyses	Evaluates	Creates
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Bulgaria	36	5	20		8	3	
R.N. Macedonia	41	9	26		3	3	
Serbia	56	9	30		7		

The total number of questions of that kind of knowledge in the three textbooks is close. As considering the whole number of questions it can be seen the diversity of the Bulgarian textbook. Level “understands“ is most frequent in the editions, as even the three editions do not cover all levels. The situation is further clarified again by percentage ratio.

The Bulgarian and Serbian textbooks have similar coverage of the first two levels. The Macedonian textbook is focused on level “understands“. Above is stressed on the advantage of the Bulgarian edition – level “analyses“ is well presented, there is level “evaluates“. The lack of “implements“ and “creates“ in the questions and tasks for that knowledge appears common weakness of all the three textbooks.

Table 13. IInd secondary class. Procedural knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	0						
Serbia	0						
R.N. Macedonia	7			7			

Only the Macedonian textbook contains procedural knowledge in the questions and tasks. This is a peculiarity.

Table 14. IIIrd secondary class. Factual knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	237	47	81	10	51	17	31
R.N. Macedonia	224	117	83	4	13	6	1
Serbia	229	83	125		13	8	

The number of questions for a factual knowledge in the three textbooks is almost equal. Again, the most balanced coverage of the levels can be seen in the Bulgarian edition. The largest lack of balance this time is in the Serbian. The percentage ratio confirms the conclusions.

The Bulgarian textbook has the least percentage of questions on level “remembers“ and the highest percent on level “understands“. In the Serbian textbook is the same, but there not all the cognitive levels are covered. The Macedonian textbook contains more than 50% questions on level “remembers“ and a limited quantity on the high levels, but contrast to the Serbian textbook, it covers all levels. Only the Bulgarian textbook covers in a qualitative way all six levels. In the Macedonian

edition there is one question on level “creates“, which is not enough. The picture becomes clearer in the questions for a conceptual knowledge.

Table 15. IIIrd secondary class. Conceptual knowledge

Country	Total number	Remembers	Understands	Implements	Analyses	Evaluates	Creates
Bulgaria	102	10	55	4	26	5	2
R.N. Macedonia	66	15	40	1	9	1	
Serbia	54	8	37		7	2	

Again, it is obvious the diversity of the Bulgarian textbook compared to the others. The questions and tasks are focused on level “understands“, but the other levels are covered also with no exception.

Even the largest number of questions on a particular level in the Bulgarian textbook appears the least as a percentage as far as the three editions are compared. This, plus more of the questions and tasks, once again proves a diversity.

IIIrd secondary class. Procedural knowledge

The procedural knowledge does not exist in the three textbooks, in the questions and tasks to the lessons for new knowledge. This is a problem for the Serbian and Macedonian textbooks, but not a problem for the Bulgarian textbook. The reason is that the Bulgarian edition contains lessons for exercising and summarizing. Their lack in the other two editions takes them out of the comparison.

D) COMPARISON OF THE TOTAL NUMBER OF QUESTIONS ON A HIGH LEVEL

–
“implements“, “analyses“, “evaluates“, “creates“

Table 16. Questions and tasks on a high level in the nine textbooks – total number, number of upgradings over the educational aims, number of others

Class	Country	Total number of questions and tasks in the topics for new knowledge	Questions on a high level	Questions on high level, upgrading the educational goals	Other questions on a high level
I st	Bulgaria	193	104	65	39
II nd	Bulgaria	133	46	39	7
III rd	Bulgaria	339	146	102	44
I st	R. N. Macedonia	321	17	15	2
II nd	R. N. Macedonia	274	28	28	0
III rd	R. N. Macedonia	290	35	23	12
I st	Serbia	317	32	29	3
II nd	Serbia	216	19	17	2
III rd	Serbia	283	30	25	5

The Bulgarian textbooks have the least number of questions and tasks to the lessons for new knowledge. However, they contain the largest number of questions on a high level, the largest number of

questions, which upgrade the educational aims, as well as the largest number of questions on a high level with another focus. In order to assess the correlation between the Serbian and Macedonian textbooks, there is a table, in which columns 4, 5 and 6 are presented by percent. The percentage ratio shows exactly what part of the total number of questions meets the indicators.

Table 17. Percentage comparison of the number of questions and tasks on a high level with the Serbian and Macedonian textbooks

Class	Country	Total number of questions and tasks in the topics for new knowledge	Questions on a high level	Questions on a high level, upgrading the educational goals	Other questions on a high level
I st	Serbia	317	10,09	9,15	0,95
II nd	Serbia	216	8,8	7,87	0,93
III rd	Serbia	283	10,6	8,83	1,77
I st	R. N. Macedonia	321	5,3	4,67	0,62
II nd	R. N. Macedonia	274	10,22	10,22	0
III rd	R. N. Macedonia	290	12,07	7,93	4,14

Based on the table a conclusion is drawn that the Serbian textbook for Ist secondary class is better than the Macedonian textbook. In the case of the textbooks for IInd secondary class, the Macedonian textbook has a slight advantage and in the case of IIIrd secondary class the difference in rates is insignificant. However, the Macedonian textbook has an advantage, because it contains more questions, which do not upgrade the educational aims in the program, i.e. offer a different focus.

Conclusions from the comparison

The Bulgarian textbooks include different kinds of lessons – for new knowledge, for exercising and summarizing. Yet in the beginning this gives priority of these textbooks before the others. Even without reviewing these lessons, even if only the lessons for new knowledge are compared, **the Bulgarian textbooks have a priority as compared to the Serbian and Macedonian textbooks.** This is so, because:

- 1) Most often the Bulgarian textbooks cover by their questions and tasks all six levels the taxonomy of Anderson and Kratwohl - including level “creates“ for factual and conceptual knowledge.
- 2) The total number of questions to the lessons for new knowledge in the three Bulgarian textbooks is the smallest one. This is so both for the existence of other kinds of lessons and for the existence of questions and tasks to the images, the additional texts and the written historical sources. This detail adds on many layers.

- 3) The Bulgarian textbooks contain the most questions on a high cognitive level.
- 4) The focus of the Bulgarian textbooks is level “understands“, not level “remembers“. This is the focus of the curricula.
- 5) The Bulgarian textbooks contain the largest number of questions of a high cognitive level, which build on the educational aims in the programs.
- 6) The Bulgarian textbooks contain also sufficient number of questions of a high cognitive level with another focus. This allows a flexible and variable teaching.
- 7) The Bulgarian textbooks do not focus on questions and tasks, which include sub-questions.
- 8) The Bulgarian textbooks cover both the educational aims and the aims for the end of the classes.
- 9) In the case of the Bulgarian textbooks it is mostly clear that the aims in the end of the classes would have been reached. This is obvious also by the requirements for educational contents (Ordinance No 4, Ordinance No 5), based on which are established all goals.
- 10) The distribution of the training material on history in the first three secondary classes corresponds to the challenge of the textbooks. In IIIrd secondary class, in which there is the largest number of classes and only Bulgarian history is taught, the questions of a high complexity are in large numbers too.

With regard to the complexity of the questions and tasks to the lessons for new knowledge, **the Serbian textbooks are not so good as the Bulgarian ones.** The conclusions about them are as follows:

- 1) The Serbian textbooks cover well level “analyses“ in its questions.
- 2) The Serbian textbooks include level “evaluates“ in the questions and tasks, but with less questions and tasks.
- 3) The Serbian textbooks almost do not cover level “creates“. Exception is the textbook for I secondary class. The level there exists, but not in the lessons for a new knowledge, but in the tasks for examination after each section. But again the questions are not many.
- 4) Level “understands“ is a focus in the Serbian textbooks.
- 5) The three examined Serbian the textbook contain less questions and tasks than the Macedonian and more than the Bulgarian.
- 6) The Serbian textbooks contain similar number of questions on a high level, compared

to the number of questions in the Macedonian textbooks.

- 7) Almost all questions on a high level in the Serbian textbooks build on the educational aims in the programs.
- 8) The different profiles in Serbia probably have an impact on the way, on which the textbooks are used. Here there is no definite conclusion, but only an assumption, which would be a topic of a separate research.
- 9) All the three examined Serbian textbooks contain lessons for Serbian and for other history. There is no accent, as in the Bulgarian editions;
- 10) The Serbian textbooks are not enough as to be reached the general and specific goals, established in the programs. For that purpose there should be used also other methodic tools (Крстић,, Шуиц, 2015).

The Macedonian textbooks have the lowest level of challenge and the largest number of questions after the lessons for a new knowledge. There are no any other lessons in these editions except for a new knowledge. Conclusions:

- 1) The large number of questions and tasks in the Macedonian textbooks, of which less are on a high level, shows a complete low level of challenge.
- 2) Out of all the three examined groups of textbooks, the Macedonian textbooks are the only one, in which level “remembers“ is an accent.
- 3) In the questions and tasks in the Macedonian textbooks there is a level “analyses“, but it is not sufficiently covered.
- 4) In the questions and tasks in the Macedonian textbooks there is a level “evaluates“, but it is not sufficiently covered.
- 5) In the questions and tasks in these textbooks there is no level “creates“
- 6) Almost all questions on a high level in the Macedonian textbooks build on the educational aims in the programs.
- 7) The lack of questions on a high level, which have a different focus and do not build on the aims, shows a lack of many layers. The situation is similar to the situation in the Serbian textbooks.
- 8) The questions on a high level in the Macedonian textbooks do not correspond to the didactic trends in the programs for IInd and IIIrd secondary class. This should be taken into account in developing new tools.
- 9) The questions and tasks in the Macedonian textbooks are clear from formulations, but often there are no active verbs in them.

- 10) Similar to the Serbian textbooks, the Macedonian textbooks do not provide clarity to what extent only by them may be reached the general and operational goals in the programs. Probably some other tools would be necessary.

The above-conclusion is based on the formulations of the questions and tasks in the lessons for a new knowledge from the textbooks. The direct information was sought; the judgment is on that basis. The work of the teacher is an important factor in the training on history and civilizations. The teacher may re-formulate the questions and tasks, make them more complex or simplify them. The drawn conclusions show on what basis would work the teachers, when they use the reviewed textbooks. Follows statement of some common weaknesses of the three groups of textbooks:

- 1) In all the nine textbooks the factual knowledge is more sought in the questions and tasks, than the conceptual knowledge. A good trend would be if both kinds of knowledge become equal. Thus will the students will be provided with a chance to understand the principles of the subject, which makes learning the facts easier.
- 2) In all the nine textbooks the conceptual knowledge is covered by less questions of high complexity. Even the correlation between the two kinds of knowledge to remain, it would be reasonable the level of the questions and tasks to go higher.
- 3) In all the nine textbooks, there is almost no procedural knowledge. The subject history and civilizations includes less procedures and algorithms than mathematics and physics for example, but this does not change the fact that such do exist in it. In the lessons for new knowledge there are no tasks for working with a map, a principle work with text, as well as basic operations with historic information. In the Bulgarian textbooks, procedural tasks exist in the lessons for exercising. This as it was mentioned, is an advantage. However, as considering that in re-structuring the training material, the lessons for exercising are the first to be omitted, the need of procedural tasks in the lessons for new knowledge is urgent.
- 4) In all the nine textbooks there is no metacognitive knowledge. Without claims for exhaustiveness and indisputability, here are stated some assumptions on what would be the questions and tasks, including a metacognitive knowledge. An effective variant would be to add more explanations on how to work with the textbooks. Such explanations exist in the Bulgarian editions, but they are at the beginning and as a rule they are subject of omission. It would be good if criteria for self-evaluation are included in implementation of more complex tasks. This way the students alone identify their strong and weak points. Such criteria are implied in the lessons for

exercising in

the Bulgarian textbooks. This is again their advantage, but more focus is needed in this context.

- 5) Though the focus in the textbooks to go from “remembers“ to “understands“, except for the Macedonian editions, more work is needed in this area. There is an end at the level of the understanding and no higher level is reached. A proper change in all textbooks would be the inclusion of more questions from level “analyses“ and “evaluates“ and giving guidelines on how these questions to get simplified to lower levels.
- 6) In all the nine textbooks level “implements“ is covered least in the questions and tasks. This fact results from the formulations of the questions.

II.3.3. Criterion 3. Thematic review

Before making a comparative view it has to be made the clarification that though the Bulgarian textbooks participate in the comparison, here the focus is on the Serbian and Macedonian textbooks. The reason for that is the distribution of national to foreign history in the Bulgarian editions – for Ist and IInd secondary class, the national history appears in a limited number of lessons and in IIIrd secondary class only this history is learned. This is an important distinctive characteristic of the Bulgarian textbooks. The didactic analysis shows the topics with the largest number of each element, but given the entire lack of questions and tasks to the different types of texts and images in the Macedonian and Serbian textbooks, what is show is not enough for a definite conclusion. There have to be examined the questions in the lessons for a new knowledge.

The questions on level “implements“, “analyses“, “evaluates“ and “creates“ are examined, because this is an established line in the research. It is specified how many of them concern national history and how many concern foreign history. It is also shown how many questions concern political history, cultural history, religious history, history of the everyday life etc.

A) Criterion 3. National and foreign history

Table 18. Comparison of the number of questions and tasks on a high level – national and foreign history

I secondary class	Bulgaria		The Republic of North Macedonia		Serbia	
	national	Foreign	national	Foreign	national	Foreign
Implements	0	0	0	2	0	0

Analyses	4	57	4	3	1	20
Evaluates	3	27	3	3	0	11
Creates	4	20	1	0	0	0

II nd secondary class	Bulgaria		The Republic of North Macedonia		Serbia	
Implements	7	0	5	2	0	0
Analyses	25	3	5	3	7	11
Evaluates	10	1	11	2	0	1
Creates	0	0	0	0	0	0
II nd secondary class	Bulgaria		The Republic of North Macedonia		Serbia	
Implements	14	0	1	4	0	0
Analyses	77	0	10	13	10	10
Evaluates	22	0	4	3	4	6
Creates	33	0	1	0	0	0

Again the final conclusions are presented.

- 1) In Ist secondary class in the Bulgarian textbook an accent appears the foreign history, in the Serbian – the national history and in the Macedonian these two kinds of history are equal.
- 2) In IInd secondary class in the Bulgarian and Macedonian textbooks the accent is the national history and in the Serbian textbook– the foreign history. This situation is interesting, because it shows a key similarity between the Bulgarian and Macedonian textbooks – by harder questions and tasks to set a focus on the national history.
- 3) In IIIrd secondary class the national history is a complete accent in the Bulgarian textbook. On the basis of the challenging questions may be concluded that the foreign history is under accent with slight prevalence in the Macedonian textbook. In the Serbian edition, national and foreign history are equally stressed by the questions and tasks.
- 4) Particularly with regard to the Macedonian textbooks, when it comes to foreign history, there is a definite focus on the history of Albania.

B) Criterion 3. Kinds of history

Table 19. Comparison of the number of questions and tasks on a high level by historical fields

	I st secondary class			II nd secondary class			III rd secondary class		
	Bulgaria	RNM	Serbia	Bulgaria	RNM	Serbia	Bulgaria	RNM	Serbia
Political	62	6	15	30	15	11	88	32	22
Cultural	22	3	6	6	5	4	26	0	1
Religious	6	5	5	0	4	2	6	1	2
Economic	6	0	0	4	0	2	8	0	2
Daily	4	0	2	0	0	0	5	0	0
General	4	3	4	6	4	0	13	3	3

- 1) The political history is under focus in the challenging questions and tasks in all the nine textbooks. This is mostly seen in the Bulgarian editions.

- 2) The Bulgarian textbooks are with the greatest variety with regard to the questions and tasks. Only in the textbook for IInd secondary class, there are no challenging questions about two of the topics. None of the Macedonian or Serbian textbooks does not offer such variety.
- 3) The Bulgarian textbooks offer a large number of questions and tasks, united under the definition “general“, which include more than one aspect of the history.
- 4) The cultural history is a second accent in the Bulgarian textbooks.
- 5) The cultural and religious history are a second accent in the Macedonian and Serbian textbooks for Ist and IInd secondary class.
- 6) The Macedonian and Serbian textbooks for IIIrd secondary class contain in their lessons for a new knowledge challenging questions almost only about political history. A reason for that is the nature of the training material – The Present.

II.4. CONCLUSION

II.4.1. Final conclusions about the curricula in the three countries by classes

The most important about the complexity of the curricula by classes is the following:

- 1) level “remembers“ is an accent in the Macedonian programs; it is broadly used also in the Serbian programs; in the Bulgarian programs it does exist, but the intention is to reduce it in exchange for level “understands“;
- 2) level “understands“ is mostly found as an accent in the Bulgarian training programs; it does exist also in the Serbian training programs; in the Macedonian programs still the level “remembers“ can’t be completely removed;
- 3) the nuances with regard to level “implements“ are insignificant; the general conclusion is that this level has not so many educational goals in all the nine examined programs;
- 4) level “analyses“ appears constantly in the Serbian training programs and least in the Macedonian; depending on the class it does not exist in the Bulgarian programs or it has a major number of goals in terms of challenge;
- 5) level “evaluates“ varies in the different training programs in Bulgaria and Serbia; in the training programs in the Republic of North Macedonia this level is insignificantly presented or it does not exist;
- 6) level “creates“ does not exist in all the nine programs;
- 7) the high goals of levels from “analyses“ to higher levels are not enough in all the nine programs; there are some small exceptions, particularly in IIIrd secondary class, but they do not change the entire plan; here comes the question: “What is “enough“?“;

without claiming

- absolute reliability, here the hypothesis would be that this must be at least 30 percent of the goals, which to cover completely the questions and tasks on the same levels;
- 8) obvious defect, common in all the nine programs is the lack of goals of level “creates“; the presence of questions and tasks in the textbooks of that level is amongst the most serious discrepancies;
 - 9) with regard to the kinds of knowledge, the factual knowledge prevails in all the nine training programs;
 - 10) the conceptual knowledge is well covered in the Bulgarian programs, it exists in the Serbian programs, but in the Macedonian it is not enough;
 - 11) the procedural knowledge is not so much in all the nine training programs; this, together with the few educational goals on level “implements“ is another obvious defect of the programs; still there is no flexibility in the opportunities, which are available for development of skills and competences; from the comparison of the textbooks is seen, that the curricula are changing slowly; this may lead to discrepancies between textbooks and programs, if not well regulated in the legislation; the claim concerns the subject history and civilizations; even the Bulgarian programs, at which is observed the most serious attempt for development and overcoming of the large number of “facts“, are significantly static from pedagogical point of view, than the textbooks;
 - 12) the mentioned focus on the requirements for contents of the textbooks and the curricula leads to discrepancies in the methodical layout; in the curricula the goals on a high level are less than the questions on a high level in the textbooks; this concerns all the nine training programs;
 - 13) the above statement has three clarifications: first is related to the goals for the end of the class in the Bulgarian training programs – they are an attempt for moving, but still not enough because of their small number; the second clarification is related to the didactic trends in the Macedonian programs – their idea is similar to the goals for the end of the class in the Bulgarian programs; there is a search for diversity and a higher challenge; the issue at the didactic trends in the Macedonian programs is that this diversity is different for each of the three examined secondary classes; it is the most in IIIrd secondary class, and least– in Ist; the third clarification concerns the Serbian training programs – because the profiling is most obvious there;

the extent and complexity are subject of regulation in the different profiles – especially in IIIrd secondary class, where each profile has an individual training program;

Following all above-stated, the most important conclusion is that the curricula on history about the first three secondary classes in Bulgaria, the Republic of North Macedonia and Serbia appear three levels of development in one direction. This is obvious due to the similar weak points, the similarities and the differences between them.

The Macedonian programs are those, which still count on the lower levels of the goals, extremely factual knowledge and generally – lack of diversity. An attempt for change in the situation appear the didactic guidelines.

The Serbian programs are the intermediate level – it is observed moving the focus from remembers to understands, but it is still not enough. Profiling is a good step to searching more diversity, but still a development is to come. Significant similarity between the Macedonian and Serbian programs appears the general and specific goals of the subject history. Amongst them there are oriented to values, as well as (some) written down very generally. This raises questions about the ability of the textbooks to reach the (above-mentioned) goals in these countries.

The Bulgarian programs are those, in which moving the focus from remembers to understands is with the highest possibility to happen. The level of challenge is still low; the educational aims on a high level are not much. However, the goals for the end of the class compensate that.

II.4.2. Final conclusions about the textbooks under criterion 1

The next table presents the didactization of the nine textbooks –the presence of the 14 selected elements in each of them. Instead of digits is specified the country, in which textbook a particular element is mostly found. Thus, the advantages and disadvantages appear in the clearest way.

The elements are as follows:

1. Charts
2. Diagrams
3. Tables
4. Maps
5. Reconstructions
6. Event images
7. Typological pictures

8. Cultural-historical pictures

9. Portraits
10. Illustrations
11. Biographic texts
12. Additional/clarifying texts
13. Primary historical sources
14. Secondary historical sources

In view of clarity, instead of the whole name of the country, B is for Bulgaria, M for the Republic of North Macedonia and S for Serbia.

Table 20. General comparison of the didactization of the nine textbooks

I st secondary class													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
B	B	S	S	S	B	B	B	B	S	B	S	B	S
II nd secondary class													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
S	B	B	B/S	S	B	B	S	M	M	B	B	B	S
III rd secondary class													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
B	S	S	S	M	M	M	B	S	S	B	M	B	S

In 18 out of the available 42 cases, the largest number of respective didactic elements exist in the Bulgarian textbook. In 17 of the cases, the prevalence is for a Serbian edition. Only in 6 of the cases prevails a Macedonian textbook. One case is divided between Bulgarian and Serbian textbook. With regard to the average number per lesson, the picture is similar and there is no need for another table.

There can be drawn the final conclusions with regard to the didactization of the nine textbooks. The fact, that the Bulgarian textbooks exceed the others by number of elements in almost half of the cases, is indicative. If added the lessons for exercising and for a new knowledge in the analysis, the Bulgarian textbooks shall exceed the other editions in all the examined elements.

The Serbian textbooks with dignity “stay on the second place“ in terms of didactization. If reducing the volume of the lessons and adding lessons for summarizing and exercising, the Serbian editions shall become closer to the Bulgarian textbooks. However, it shall be necessary to add questions and tasks to the examined elements.

The Macedonian textbooks are on the last place with regard to didactization,

II.4.3. Final conclusions about the textbooks under criterion 2

The next table contains information under the following indicators – total number questions about the respective kind of knowledge and their distribution by cognitive levels. Instead of digits it is specified the country, in the textbook of which the respective number is the largest on. The idea of that type of comparison is to show definitely, which textbooks appear the most challenging under the described criterion. Here are used the abbreviations B for Bulgaria, RNM for the Republic of North Macedonia and S for Serbia.

Table 21. Comparison of the number of questions by levels and by kinds of knowledge in the nine textbooks

I secondary class							
	Total	Remember s	Understan ds	Implements	Analyses	Evaluates	Creates
Factual	RNM	RNM	S	RNM	B	B	B
Conceptual	S	S	B	RNM	B	B	B
Procedural	B	RNM/S	B				
II secondary class							
	Total	Remember s	Understan ds	Implements	Analyses	Evaluates	Creates
Factual	RNM	RNM	RNM	B	B	S	B
Conceptual	S	RNM/S	S		B	B/RNM	
Procedural	RNM			RNM			
III-RD secondary class							
	Total	Remember s	Understan ds	Implements	Analyses	Evaluates	Creates
Factual	B	RNM	S	B	B	B	B
Conceptual	B	RNM	B	B	B	B	B
Procedural							

The conclusions based on this table are clear:

- 1) The Bulgarian textbooks for Ist and IInd secondary class have the least questions after lessons for a new knowledge.
- 2) The Bulgarian textbook for IIIrd secondary class has the most questions after the lessons for a new knowledge, but this is due to the large number of the classes.
- 3) The Macedonian textbooks have the most questions on level “remembers“ in almost each of the cases.
- 4) The Bulgarian and Serbian textbooks have the most questions on level “understands“

- 5) The Bulgarian and Macedonian textbooks have the most questions on level “implements“, but generally these questions are insignificant number in all the nine editions
- 6) The Bulgarian textbooks for Ist and IIIrd secondary class indisputably exceed the editions from the other two countries in the number of questions from levels “analyses“, “evaluates“ and “creates“
- 7) In IInd secondary class only in level “evaluates“ for a factual knowledge prevail the Serbian textbooks

The above shown once again definitely proves that with regard to the complexity of the questions and tasks after the lessons for a new knowledge, the Bulgarian textbooks have the highest level of challenge. When added the lessons for summary and exercising, the Bulgarian editions exceed many times the Serbian and Macedonian textbooks. The Serbian textbooks, as mentioned, are the medium position. They are more challenging than the Macedonian, far more academic in content and developed in a better way. However, they have no diversity in the higher levels of the questions. The Macedonian textbooks have the lowest level of challenge, the lowest diversity of the levels of the questions and as a whole – the lowest pedagogic value. The above-described concerns also the curricula in the three countries.

II.4.4. Final conclusions about the textbooks under criterion 3

The third criterion has the shortest description. On one hand this is so because the data are the easiest for processing. On the other hand, this criterion is one more possible reference point for extending the problems of the research. It has to be established where are the more complex questions – in topics for national or for foreign history – this is necessary, because it gives one more perspective in the view on the historical education in the three countries. The national and foreign history in different textbooks have a different focus. In the Macedonian and the Serbian textbooks, national and foreign history present also in the three secondary classes. In the Bulgarian textbook, the entire learning of the national history is moved in IIIrd secondary class. In Ist and IInd secondary class, the national history is subject of learning in the context of the foreign history. However, the Bulgarian edition for IIst secondary class stresses on the low volume of national history by more hard questions. The Macedonian textbooks stress on the national and Albanian history. As far as this indicator is concerned, the political status quo is obvious. In the Serbian textbooks, the aim is equality. Only the textbook for Ist secondary class focuses on

the national history by more complexed questions. The lack of a definite line in the presentation of the national and foreign history might mean several thing. This may be a willing for impartialness and balance. As considering the common in the opinion of the Balkan nations about the history, such possibility is not very probable. It could be an effectiveness. In making the questions, it has to be stressed on the topic itself, not whether it concerns national or foreign history. This is the more probable possibility, because in fact, any dependence in the distribution of the complex questions could not be found. There is also a third opportunity. Given that all textbooks are in co-authorship, the complexity of the questions and tasks may depend on the author of the respective section/topic.

At the kinds of history (the historical lines), the policy and culture prevail as accents. Actually, most of the questions in all the nine textbooks concern political history. The culture is specified as a second accent, but the questions in this line are always twice as less than those for political history. This shows a low extent of diversity in the historical lines.

Based on the analysis and comparison of the nine textbooks may be drawn the general conclusion that the Bulgarian editions are didacticized in the most varieties and have the most complexed and various activities. However, the Bulgarian textbooks are still on the way for a change. They have also common weak points with the Macedonian and Serbian editions. The made analysis is useful, because it shows where the Bulgarian education on history compared to the Macedonian and Serbian is. The perspectives are good. In our country now, a focus is on skills, rationalization and various opportunities for learning. Now the way for a quality development should continue.

III. Scientific contributions

1. The structural models of the school education in Bulgaria, the Republic of North Macedonia and Serbia are subject of examination together and in a comparative way. Together and in a comparative way are subject of examination the mechanisms for publication of textbooks in the three countries.
2. The author has created his own methodology for a comparative research of training programs and textbooks. It is developed based on rationalization and adjustment of already known theoretical concepts in the field of the pedagogics. The methodology includes use of the taxonomy of Anderson and Kratwohl. The dissertation demonstrates that such methodology is appropriate for a comparative research of textbooks from different countries, on different languages.
3. There is a comparative analysis of nine training programs on history – three from Bulgaria, the Republic of North Macedonia and Serbia. The programs are for Ist, IInd and IIIrd secondary class in the countries. Their structural elements are subject of comparison. The complexity of the different kinds of goals in them– general, specific, educational, are subject of comparison. Such comparison uses the taxonomy of Anderson and Kratwohl.
4. There is a set of criteria used in the dissertation, established by the author for comparison of textbooks. The criteria are as follows:
 - 1) Number and use of particular didactic elements in the lessons for a new knowledge;
 - 2) complexity of the questions and tasks after the lessons for a new knowledge, determined by the taxonomy of Anderson and Kratwohl;
 - 3) thematic fields of the history, on which there is a focus in the lessons for a new knowledge by questions of high complexity.Besides for analysis of textbooks on history and civilizations, after minimum adjustment, the criteria may be used also for analysis of textbooks on other humanitarian subjects – for example Geography and Economics, person and society.
5. The nine textbooks on history are subject of comparison under the established criteria – three textbooks from Bulgaria, three from the Republic of North Macedonia and three from Serbia. The drawn conclusion together with the conclusion on the curricula provide information “where is“
the Bulgarian historical education, compared to the historical education in the Republic of North Macedonia and Serbia – neighboring counties to Bulgaria. Advantages and

areas for improvement are shown in each country, as well as common positives and negatives. Such comparative researches may effectively draw a rising direction of development in the field of the historical and the humanitarian education as a whole.

IV. List of scientific publications connected with the topic of the dissertation

- 1) Petrov, C. (2021). The didactic differences in the textbooks on history. *Epohi*, 2021 / Volume 29 / issue 1, 108-120
[DOI: https://doi.org/10.54664/FJYY6229](https://doi.org/10.54664/FJYY6229)
- 2) Petrov, C. (2021). Comparison of the structural models of the school education в Bulgaria, The Republic of North Macedonia and Serbia. *Pedagogic and social researches*, 1/21, 49-66
- 3) Petrov, S. (2021). Taxonomy of Anderson and Krathwohl as a tool for analysis of textbooks and curriculums. IN: Scientific papers of the University of Ruse, issue 60, book 6.2., 68-74
(Petrov, S. (2021). Anderson and Krathwohl's Taxonomy as a Tool for Textbook and Curriculum Analysis. Proceedings of University of Ruse - 2021, volume 60, book 6.2.)
- 4) Petrov, S. (2021). The role of the textbook in the educational system. Approaches for analysis of textbooks. IN: Education and art: traditions and perspectives. Second scientific-applied conference, 152-161
- 5) Petrov, S. (2021). The issue about the Bulgarian lands under Ottoman domination (XV-XVII c.) in the new textbooks on history for VI class. *ANAMNESIS*, Year XVI, 2021, book 5, 29-41

V. Used literature

V.1. Normative documents

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2. Law on the fundamentals of the system for education and upbringing in Serbia (Zakon o osnovama sistema obrazovanja i vaspitanja, „Sl. glasnik RS”, br. 88/2017, dr. zakon 6/2020)
3. Law on the primary education and upbringing in Serbia (Zakon o osnovnom obrazovanju i vaspitanju, Sl. glasnik RS”, br. 55/2013, posl. izm. 27/2018 - dr. Zakon)
4. Law on the secondary education in Serbia (Закон о средњој школи ("Службени гласник РС" бр. 50/92, 55/2013 др. закон)
5. Ordinance No 5 of 30.11.2015 concerning the general educational training, prom. in SG issue 95/ 08.12.2015.
6. Ordinance No 4 of 30.11.2015 concerning the curriculum, prom. in SG issue 94/04.12.2015.

V.2. Textbooks and other sources on Cyrillic

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2. Markov, G. et alia. History and civilizations for 9th class, Sofia, Azbuki Prosveta, 2018
3. Pavlov, P. et alia. History and civilizations for 10th class, Sofia, Prosveta Sofia, 2019
4. Дабић, В. (2015). Историја 3. Београд: Klett
5. Лопандић, Д. (2016). Историја 1. 3 изд. Београд: Нови логос
6. Пириватрић, С. (2015). Историја 2. Београд: Klett
7. Ристовски, Б. et alia. (2018). Историја за I година гимназиско образование. Скопје: Алби
8. Ристовски, Б. и кол. (2006). Историја за II година гимназиско образование. Скопје: Алби
9. Ристовски, Б. и кол. (2006). Историја за III година гимназиско образование. Скопје: Алби
10. Gavrilov, B. and team (2017). History and civilizations for 8th class, Sofia: Prosveta Sofia
11. Markov, G. and team (2001). History and civilizations for 10th class, Sofia: Prosveta Sofia

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V.3. Sources in Latin letters

1. Anderson, L, Krathwohl, D. (2001)., A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston, MA: Allyn and Bacon
2. Wilson, L. (2016) Anderson and Krathwohl Bloom's Taxonomy Revised. Understanding the New Version of Bloom's Taxonomy. Last available on 29.12.2021, address: https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf

V.4. Internet sources

1. EURYDICE NETWORK (2021)- Description of the educational system in Bulgaria in Eurydice Network (Description of the educational system in Bulgaria), last available on 03.03.2022, address: https://eacea.ec.europa.eu/national-policies/eurydice/content/bulgaria_en
2. EURYDICE NETWORK (2021) - Description of the educational system in the Republic of North Macedonia in Eurydice Network (Description of Education System in the Republic of North Macedonia), last available on 03.03.2022, address:https://eacea.ec.europa.eu/national-policies/eurydice/content/former-yugoslav-republic-macedonia_en
3. EURYDICE NETWORK (2021) - Description of the educational system in Serbia in Eurydice Network (Description of Serbian Education System), last available on 03.03.2022, address: https://eacea.ec.europa.eu/national-policies/eurydice/content/serbia_en
4. Georg Eckert Institute (2021), last available on 03.03.2022, address: <http://www.gei.de/en/home.html>