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## Characteristics of a history textbook intended for Slovak students with intellectual disabilities in the context of research

### Abstract

The article describes a history textbook intended for students with intellectual disabilities in the context of current researches. Its focused on the position of the textbook in the educational process, basic functions of a history textbook and requirements for the history textbook. The article describes the ideal history textbook and its compare current textbook file, too.

**Keywords:** history textbook; mild intellectual disability; special primary school.

In the Slovak Republic, pupils with intellectual disabilities encounter history as a learning subject mostly in special primary schools in which they are currently routinely included, or to a much less extent in mainstream primary schools in which they come in the circumstances of school inclusion. History as a separate subject is taught at a special primary school only for pupils with mild intellectual disabilities in the last three years out of nine, when the pupils have a physical age of around 12 to 15 years.

Students should learn about the most important historical periods of national history and their European context. Furthermore, they should understand the need for peaceful coexistence and the harmfulness of totalitarian ideologies. This has been negatively revealed in the past in order to eliminate prejudice. Elementary historical ideas are created mainly on the basis of visual perception and interesting narration of historical events, personalities and monuments, especially regional ones. Preference is given to the artistic processing of the past and the cognitive-emotional involvement of students over the memory acquisition of historical facts.

It is recommended that students should learn to use textbooks and workbooks in an active mode, as well as various reading books, appropriate popular science literature, historical maps, pictures or movies. There should also be excursions and museum visits focused on regional history, which with their artifacts can also object to the too abstract side of history (Vzdelávací, 2022). The principles of clarity and specificity must be applied consistently for all. The success and effectiveness of teaching history in the monitored students is inherently linked to the proper use of adequate aids.

It can be summarized, that the textbook is not the only didactic tool, but it still remains the key one. That is why we decided to theoretically define its nature on the basis of a constructivist approach to education and empirical research carried out in recent years. We will gradually analyze the position of the textbook as one of the tools governing the entire educational process, then move on to describe the functions and requirements for history textbooks, and finally present an idealized history textbook for students with mild intellectual disabilities compared to current textbooks used in Slovakia.

## **The position of the textbook in the educational process**

In order for students with a mild degree of intellectual disability to be an active learner in history lessons, they need to interact with the educational process through the manipulation of the curriculum. Not only do they achieve individual educational goals more easily, but when manipulating the curriculum, their deficits, which result from their health disadvantage, are also compensated. In such a constructivist-oriented approach to learning, each subject is closely connected with its carrier, a teaching aid. One of the most used tools in our environment is undoubtedly the textbook.

The conclusions of the research, which was carried out in Slovak primary schools with a focus on assessing the quality of history textbooks by teachers, show that students in grades five to nine worked with textbooks very often or often (ranging from 64.7% to 75.3%). More than half of the teachers then used the textbooks in preparation for teaching very often and in direct pedagogical activities also very often, especially in the explanatory part of the lesson and in the application of the curriculum (Juščáková, 2020). Similar research has not yet been carried out in special primary schools. So far, we can only hypothetically assume that its results would be comparable.

According to common ideas and definitions, the school textbook defines and concretizes the scope and content of the curriculum for a particular subject in a particular year according to the state educational program or its equivalent (Průcha, 1998, p. 13). From this point of view, it can be considered as a potentially implemented curriculum, which in the case of its use, the teacher mediates to the students (Šimik, 2017, p. 11).

At the practical level, the textbook is perceived primarily as an information source. However, even though it is understood mainly as a didactic text with possible additional content, it is also given a decisive role in teaching not only from this student aspect, but also from the point of view of teachers who use it themselves in their direct pedagogical activities (Turek, 2014, p. 323) It is thus an information source that also manages and stimulates student learning (Průcha, Walterová, Mareš 2013, p. 323)

At the same time, some definitions go even further and consider the textbook to be a means of managing the whole educational process (Kolář et al., 2012, p. 152). Its understanding is in many ways, intervening in various areas in which:

- a) helps teachers to plan and implement teaching,
- b) it serves as an aid and a means for pupils to actively achieve the set educational goals for individual lessons,
- c) last but not least, it plays an important role in home preparation for teaching.

We do not deny that the textbook is intended mainly for students, but it also directly affects the work of teachers who, according to it, teach. We can even more and more understand its addressee, as evidenced by the fact that the textbooks include various prefaces, instructions for working with the textbook or tasks and instructions for them.

Various graphical components are also used to guide the learning process, such as symbols indicating lessons and tasks, fonts highlighting important data and phenomena, or the use of a textbook cover to illustrate diagrams. We also find deeper didactic equipment of textbooks in current history textbooks for primary schools (Vesele, 2021, pp. 7–16). This means that the textbook more consistently connects the interacting student-curriculum-teacher relationship. Therefore, the nature of individual publications corresponds to a certain concept of teaching (Kolář et al., 2012, p. 152).

In this light, a properly compiled textbook appears to be one of the key conditions for the educational process. It contributes significantly to the success and effectiveness of achieving teaching goals by enabling the processing of intentional learning pressure created by teachers and at the same time organizing students' learning (Petlák, 2004, pp. 184–185).

This corresponds to the idea of a history textbook, which has an analytical-synthetic character. It combines an interpretive story about history with a working part developing abilities and skills to deal with the interpretation of historical information in a creative way (Gracová, 2013, pp. 163–172).

Last but not least, the concept of a broader understanding of the use of the textbook resonates in the environment of special pedagogy, where it is also emphasized as a means of overall teaching, not only as a common source of information. This is evident in those publications in which the learning tasks are strengthened at the expense of the interpretive text (Valenta, 1992, p. 33).

In order for a textbook to fulfill such a challenging task, it must be adequately processed. When creating it, its basic functions and the requirements that are placed on it must be respected. Due to their condition, many textbooks were considered unsuitable for a wider purpose in the past (Maňák, 1994, p. 81). In practice, they were created more as a passive textbook and not as an activating multifunctional tool.

## Basic functions of a history textbook

The theory of its basic functions also corresponds to the above-mentioned view of the textbook. The hierarchy and quantity of textbook functions tend to be defined differently in the pedagogical literature, and in principle they overlap in many ways. These are often two main functions, namely the organizational and didactic function, which is subsequently developed by the informative, methodological and formative function (Jučšáková, 2020, p. 8).

We therefore understand the organizational function as equivalent to the didactic one. It is reflected in the use of the textbook by students and teachers. Attention is focused not only on the facts and the importance of important dates, historical concepts and events, but also on working with them and on their critical acquisition in the formation of historical consciousness (to take a note of the management page of history textbooks Labischová, Gracová, 2010, pp. 44–46).

Each textbook must therefore be clearly and logically structured. The contents, various registers, headings and subheadings, and then graphic elements such as marks for individual components or highlighted fonts are used for good orientation.

Thanks to the organizational function, students easily (at first glance) recognize individual parts of the textbook such as explanatory text, supplementary text, summaries and repetitions, tasks, instructions, definitions, important things to remember, links to other resources, etc. In turn, it allows teachers to lead the lesson and assign assignments for independent work (Jučšáková, 2020, p. 11). It also facilitates interpersonal communication related to the textbook e.g. at subject committee meetings, in trade union communication, or at parent meetings.

The didactic function of the textbook represents the transformation of the content of education and its presentation. This is the corpus of the historical curriculum and its processing. This function is further developed by the mentioned informative, methodical and formative function.

The information function transfers the knowledge of historical science to the environment of school education. Interpretations of the past, their plurality, evaluation and significance for the present, or also lessons learned from historical events. The information function thus has a culturally and socially conditioned interpretation of the educational content (Beneš, 2008a, pp. 31–40).

In this context, it should be noted that any selection of what gets into the textbook from the past is the first step in conditional interpretation. This is followed by decisions on the length of the didactic text and its division into explanatory, supplementary and expanding text.

Last but not least, we talk about the interpretation of history by including the image component and written sources in the individual chapters. All of this determines in what spirit textbook students will potentially learn about a particular historical phenomenon or event. The methodological function influences the mastery of the curriculum both in terms of acquisition of pre-defined historical knowledge and in terms of affective in the form of students' ability to take the expected attitudes to the past and gain sufficient motivation to study it (Juščáková, 2020, p. 12).

The methodological function is related to the organizational function and is closely linked to the requirements for the language level and structural equipment of the textbook. Each textbook, including the history textbook, should lead students to achieve educational goals through a text that is appropriate to the age and abilities of the students, has an adequate scope and is written engagingly with an activating approach in a rich set of didactic tasks and exercises.

The formative function is manifested in the content transmitted to students through textbooks. We divide this function into four sub-functions:

- a) legitimizing function – this is about arousing respect for history and building identity among students, in this history, as the only institutionalized form of formation and transmission of historical consciousness, has a direct monopoly position in society,
- b) ethical function – it is connected with the cultivation of pupils' personalities and the development of values such as family, region, homeland, coexistence, human rights, but also the elimination of prejudices, condemnation of totalitarian ideologies and regimes and deeds against humanity,
- c) aesthetic function – cultivates taste and beautiful experience for students through traditions and art history,
- d) self-educational function – leads students to the idea that history enriches their own lives and anchors them in society, the better they understand their own development (Michovský, 1980, pp. 9–32).

## Requirements for the history textbook

Learning and learning from textbooks requires quality publications that primarily meet the content requirements, which are always outlined in the relevant curriculum, e.g. educational program for students with intellectual disabilities for primary education. This is regulation on a legal basis. Without a curricular link, it would only be an additional textbook or popular science publication. The historical subject matter thus forms the essence of the textbook.

In this sense, the textbook represents a specific form of expression of the transformation of historical knowledge into the school environment, following the set educational goals. These are elaborated in the Slovak educational program according to grades seven to nine (Tab. 1).

Table 1  
*Educational goals of history*

Grade	Aims
7-th grade	<ul style="list-style-type: none"> <li>— to create elementary historical ideas of students</li> <li>— to know the most important periods of our national history with a focus on progress – teach the student to work with the textbook</li> <li>— teach the student to read a coherent text and try to understand it</li> <li>— be able to use visual material, “read pictures”, timelines</li> </ul>
8-th grade	<ul style="list-style-type: none"> <li>— understand the causes and consequences of the First and Second World Wars</li> <li>— be able to use visual material, “read pictures”, timelines</li> <li>— be able to draw a simple timeline according to a pattern</li> <li>— be able to work independently with a workbook</li> </ul>
9-th grade	<ul style="list-style-type: none"> <li>— with the help of the teacher to reveal positive and negative examples in history</li> <li>— be able to compare the present with the situation in the past</li> <li>— to teach students to understand the values that previous generations have left us</li> <li>— be able to orientate reliably on the timeline</li> <li>— be able to work independently with a workbook.</li> </ul>

Source: Educational program for students with intellectual disabilities for primary education.

These textbooks must be highly professional, as they represent a complex set of different requirements that need to be balanced (Maňák, P. Knecht, 2007). Sensitive and special pedagogical requirements must be sensitively combined with each other, which requires close cooperation of the author's team with the teaching and subsequently with the publishing and printing team.

## General requirements

We distinguish four main areas of requirements that are placed on any quality textbooks: content, structural, language and technical-editorial requirements (Kurelová et al., 2001, pp. 122–134).

Content requirements are naturally determined by didactic principles. The principles of science, the principle of connecting theory with practice, the principle of continuity, the principle of proportionality, the principle of illustration, the principle of feedback and the principle of purposeful activity and regulation are particularly important.

The curriculum presented in history textbooks must, of course, be factually accurate, i.e. scientifically verified, because it is no longer used as such. Historical events are presented as closed historical facts, in order to shape historical consciousness. Students should not be "little historians", they should not scientifically reconstruct the past, but they should work analytically-critically with the didactic synthesis of history and form the required civic attitudes (Kratochvíl, 2005, pp. 231–236).

In this sense, it is necessary to see the connection with practice. Through history, students have to acquire their own historical identity based on a quality historical memory, whether it is a regional, national or European identity. To this end, textbooks need to include a sufficient updating aspect to illuminate the past.

The principle of continuity, in other words the principle of proceeding from the simple to the more complex, from the known to the unknown and from the concrete to the abstract, must also be reflected in the creation of textbooks. In particular, the use of chronological aspects (e.g. political developments in a certain epoch) or thematic aspects (e.g. acquaintance with selected works of art of the epoch) in individual chapters, resp. larger units of the textbook.

Furthermore, it is necessary to respect the principle of adequacy (lower grades do not burden with excessive abstraction and complexity), the principle of clarity (use of period photographs and illustrations, examples from chronicles and everyday life, etc.) and the principle of feedback, which is most often represented in the form of various tasks and exercises. in pedagogical diagnostics.

Didactic tasks and exercises are also related to the principle of purposeful activity and regulation. At present, emphasis is placed on the independent activities of students who, with appropriate guidance, are able to work purposefully and regulate their own actions. Teachers should intentionally introduce students to educational situations, bringing them the opportunity to manipulate the curriculum and acquire the required knowledge and skills as much as possible (Cirbes, 1990; E. Petlák, 2004; I. Turek, 2014; Zormanová, 2014).

Content requirements are linked to structural requirements. These are related to the didactic equipment of textbooks with specific elements (components). Their rich and diverse classification determines their successful use in educational processes at school and in home preparation for teaching.

The individual components used, as holders of partial functions, together form the basic function of the textbook, i.e. to be primarily a teaching aid. A total of 36 components have been identified, which are divided into three groups:

- a) curriculum presentation apparatus (e.g. different levels of didactic text, summaries, notes and explanations, photographs, illustrations, maps, etc.),
- b) learning management apparatus (e.g. foreword, textbook manuals, questions, assignments, instructions, etc.); and
- c) orientation apparatus (e.g. content, marginal, registers) (Průcha, 1998).

All components skillfully represent a fundamental set of elements for textbook authors, from which it is desirable to compile the relevant publications.

In historical textbooks, the pictorial component is also understood through the narrative aspect, because it is included here as a historical source or depicting a statement about historical facts. Then we can structurally divide the textbooks into verbal text and iconic text (Tab. 2). (Beneš, 2008b, pp. 5–19)

Table 2

Division of didactic text in history textbooks.

<b>Didactical text</b>	
verbal	<ol style="list-style-type: none"> <li>1. Author's explanatory text.</li> <li>2. Written historical sources, fiction.</li> <li>3. Accompanying text to the iconic component.</li> <li>4. Texts governing the acquisition of the curriculum – preface, methodological note, questions and tasks, basic data, bibliography, dictionaries, registers.</li> </ol>
iconic	<ol style="list-style-type: none"> <li>1. Documentary iconic texts - photographs and reproductions of works of art such as paintings, drawings, caricatures, illustrations, posters, reconstructions.</li> <li>2. Symbolic iconic texts - maps, graphs, diagrams, diagrams, timelines.</li> <li>3. Iconic texts of orientation character - pictograms, color underprint, frames.</li> </ol>

Source: Beneš 2008b, pp. 5–19.

Language requirements are related to the overall expression of the language culture and the complexity of the text with regard to the personality and developmental stages of the pupils concerned. It is the textbook that brings didactically processed historical information that significantly helps to achieve the expected educational goals (Gavora, 1992).

Its processing requires that the information submitted in it does not “drown”. Therefore, textbook authors must choose the appropriate length and complexity of sentences, paragraphs, and chapters. Furthermore, it is necessary for them to take into account the density of the submitted information and the lexical-semantic difficulty, i.e. the appropriate use of technical, factual and numerical terms.

Even technical-editorial requirements cannot be underestimated. Adequately prepared textbooks are able to better motivate and more effectively participate in creating a positive attitude towards history. We include graphic and ergonomic requirements for the font, size, color and style of the font and for the size and binding of the publication.

The wide range of general requirements reflects the fact that school reality is a complex interdependence and complementarity between the relevant curriculum, educational goals, textbook, teaching methods and classroom everyday life (Tufekčić, 2012, pp. 119–126).



The importance of complying with the general requirements is confirmed by one Serbian research, according to which students in history textbooks positively evaluate the use of graphs and photographs, clear and engaging text, accurately and concretely presented events, graphic design with appropriate text layout, selection of important national topics and general history contributions. On the contrary, students negatively evaluated factual information (dates, names, years, battles), insufficient separation of important things from supplementary, boring text, lack of interesting things and knowledge from the history of everyday life (Djurovic, 2006, pp. 315–326).

Thus, this research has shown that students can appreciate what makes sense to them, whether content (national history, important events in general history, everyday life) or presentation (interesting and clear interpretation, graphics, illustration). Of course, history must necessarily bring a certain amount of facts, but these should clearly correspond to "functional literacy", i.e. students must see the meaning in the curriculum presented and be able to apply it in life (Bocková, 2008, pp. 23–33).

We do not learn about historical events on our own, but in order to be able to grasp personal, national and European historical identity and take an adequate attitude to the past, or they were able to discuss it. Unfortunately, our schools often have a focus on the work of the teacher, the content of the curriculum and its isolated interpretation (Blížkovský et al., 2000).

This corresponds to one Czech research, according to which teachers chose history textbooks in practice, mostly on the basis of their availability or compliance with the curriculum. They take into account the needs of students to a much lesser extent. Although the textbook market is not open in Slovakia (official textbooks are specified) than in the Czech Republic, it can be assumed that even in our conditions, teachers focus on the use of history textbooks rather under the heading of their own needs.<sup>1</sup>

## Special pedagogical requirements

The specifics of the personality and cognitive processes of students with mild intellectual disabilities significantly and uniquely interfere with the possibilities of creating and effective use of textbooks, while not significantly affecting all the more detailed functions of the textbook (I. Turek, 2014, pp. 324–325).

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<sup>1</sup> However, it should be added that we are currently undergoing changes that should lead to the opening of the textbook market. Then it will be possible to monitor the impact of the creation and quality of textbooks, the choice of teachers among the options offered and the degree of their inclusion and the way they are used in historical practice.

Its transformational, self-educational and fixation-control function is particularly affected (Valenta, 2008, pp. 134–137), which is also reflected in the requirements for how the textbook is to be compiled.

The cognitive processes of the monitored students limit the didactic transformation of historical information and knowledge. Their processing requires a level of concreteness and illustrative images. E.g. Slovak national revival must be clearly presented through the central personality of Ľudovít Štúr, i.e. through his life story; through a clear and vivid description of what he did and what he sought. The topic cannot be processed from the aspect of socio-political ideas and movements.

Within the transformational function, the deficits of imagination and conceptual thinking of these students, their limited ability to understand abstract concepts and difficulties in verbal communication must be taken into account. The process of generalizing and abstracting the essential properties of things and phenomena, including the connections between them, does not usually appear in their thinking, and they also have a reduced vocabulary (Jakabčič, 2017, pp. 40–43).

When processing the curriculum into the textbook, it is not appropriate to place emphasis on e.g. that Ľudovít Štúr promoted the expansion of national education and considered national culture important. The textbook must strictly adhere to the level of clearly stated examples that Ľudovít Štúr wanted Slovak schools to be founded, books to be written in Slovak, etc., while it is not only an explanatory text, but also a summary.

In mainstream primary schools, due to the psychological development of pupils, it is possible to gradually move to higher, higher categories, but in special primary schools we move in the level of concreteness all the time. However, the observed students manage grouping and sorting operations according to specified criteria and comparison operations based on matches / differences in specified characters. But even these lower thinking operations need to make the identified criteria and features more visible. Pupils thus know e.g. to determine that the selected personality also belonged to the group of Ľudovít Štúr, because he wrote a work in Slovak, ran a Sunday school, etc.

Facts and events from history cannot take the form of immediate experience, so correct verbal and pictorial presentation in class is an alpha and omega. The use of non-traditional ways of teaching in the form of various didactic games, audiovisual works or museum visits, which would bring the past closer to the experiential and experiential form, is very time-consuming and logistically demanding.

In our case, the self-educational function of the textbook is influenced by low motivation and inactivity in cognition and perception (Švarcová, 2011, pp. 48–50). Learning is not attractive and mechanical learning by heart without understanding prevails. In order for a textbook to be able to motivate learning, it must be interesting at first glance (Maňák, Knecht, 2007, p. 8).

In addition, students tend to perceive things in a simplistic, superficial and detail-to-detail way, so it is important how these students understand the information presented (verbal and pictorial) and how they process it or whether they can find an explicit meaning in it (Valenta et al., 2012, pp. 178–200). Each piece of information must be specially pedagogically processed and must contain a clear measure of the thing, i.e. what it presents from the curriculum.

The self-education function is also affected by difficulties in executive functions, which represent the ability to organize and plan learning. These skills are very poorly developed. The textbook must therefore contain simple and clear elements to help manage learning, so that students can orient themselves in what is important, what needs to be remembered, what is to help them understand and repeat things, and so on.

The question of specifics in the fixation-control function is directly related to the self-educational function. This needs to be strengthened at the expense of the exposure function. The textbook should contain a variety of different and appropriate control questions, activating exercises, and learning tasks. Their number improves the involvement of students in the educational process and naturally increases the frequency of repetition. This needs to be strengthened in the monitored students in order to successfully learn the required content. These are mainly tasks involving memory and simple thought operations (Valenta, 2008, pp. 134–137).

Among the special educational needs, it should be noted that the considerate and activating character of the textbook alleviates, corrects and positively develops other deficits, such as stereotyping of thinking (tendency to repeat learned practices in thinking and finding solutions), its non-criticality (the procedure is automatically considered correct and overlooked), inconsistencies (easy distractions) and difficulties in understanding the context (Müller, 2002, pp. 41–44).

All the above-mentioned peculiarities of cognitive processes and personality traits create relatively strict requirements for history textbooks, if we want to have a modern means of achieving educational goals in the first place. We can understand them more broadly than the ability of students:

- a) to take an interest in the past of one's own person, family, region and homeland, or given the European dimension,
- b) identify with the members of the given companies,
- c) to understand the behavior of people and the functioning of communities in the past and today,
- d) to know and distinguish basic human values of good, truth, justice, tolerance, responsibility, empathy,
- e) be able to name the character and attitudes of the most prominent historical figures,
- f) to understand the continuity and variability of human life and society in history,
- g) to get acquainted with the most important events and historical concepts of national history and with important elements of general history,

- h) to get acquainted with the achievements of national culture,
- i) use resources about history,
- j) search for basic facts in historical time and space,
- k) to develop imagination, concentration, attention and logical thinking of cause and effect,
- l) know state and national symbols,
- m) know the most important historical monuments in the place of residence and in the wider region,
- n) express their own opinion and evaluate their behavior and the behavior of others (Królewicz-Pakalska, 2002).

From the calculation of educational requirements, it can be seen that these are difficult challenges for teachers and the organization of the educational process, requiring textbooks sensitively written and adequately compiled, which respect the pathopsychological image of students with intellectual disabilities as much as possible.

## The ideal history textbook and current textbook file

According to Czech research conducted among teachers in special primary schools, a framework of an ideal history textbook has been compiled. A total of eight requirements for an idealized textbook were identified.

1. The textbook should be written in fiction form, followed by a short didactic generalization. This better corresponds to the nature of the thinking of the monitored students and the active stimulating needs in their education.
2. The individual chapters should be processed in a different form (e.g. in the form of a letter, a story, etc.). Although the survey respondents preferred the same form, differences in the novelty principle as a motivating factor were included in the framework model.
3. The ratio of visual material to other (verbal) components of the textbook should be 1: 1. To this we add that visual material should be concise and properly separated from the text, because students with mild intellectual disabilities have difficulty with superficial perception, focusing to insignificant details, insufficient differentiation and understanding of the context.
4. The ratio of the didactic text to the other components of the textbook should be approximately  $\frac{1}{4}$  to the remaining  $\frac{3}{4}$  the scope of the textbook consisting mainly of the pictorial component and the learning tasks in their own proportionality. Although the research states that the ratio of the explanatory text is only less than  $\frac{1}{4}$ , due to other ratio requirements and the fact that the content of the textbook consists of almost only its chapters, the need for an interpretive text naturally arises up to 20% of the textbook scope, resp. per chapter. The remaining 5% then form a didactic summary.

5. The chapter should contain max. four new historical terms. The acquisition of new concepts and conceptual learning in general is limited for the monitored students, therefore they cannot be burdened at this level.
6. The scope of historical data is to be under fifteen centuries.
7. In addition to the fixation task, the teaching tasks should also contain other views and details of the subject matter. Although respondents preferred only a fixation task, again this requirement was corrected for more efficient repetition.
8. Learning tasks should be approximately in the range  $\frac{1}{4}$  of the overall textbook. Their sufficient representation is important for activating the student (Valenta, 1992, pp. 32–40).

It is the framework model of a history textbook that can be a method of successfully creating the desired publication. It offers sufficiently defined proportional, content and editorial approaches, which, while respecting the characteristics of history defined in the educational program, affect the final quality of the textbook.

According to Slovak research, current history textbooks intended for students with a mild degree of intellectual disability (Mojtová-Bernátová, 2014a; Mojtová-Bernátová, 2014b; Mojtová-Bernátová, 2014c) meet the requirements of the framework model of the history textbook only in a quarter (Veselei, 2020, pp. 533-550). The requirements for a maximum of four new historical terms and the scope of the curriculum under the fifteen centuries were met, while one textbook also showed an agreement in the relative representation of pictorial material to other components of the textbook (9-th grade). By failing to meet most of the requirements of the framework model, it is necessary to “complete” textbooks during the educational process or to omit them from this process more often. In this respect, they do not correspond to the concept of a textbook understood as a means of teaching management. There is a need to update them.

Although the explanatory text is written in a simple style and uses a minimum of historical technical terms, which it always explains, the lack of proportionality has been negatively reflected in the fact that the text is often too straightforward without a storyline connecting the whole curriculum, creating an undesirable room for implicitness (the text is only 11.97% in the 7-th grade and 11.79% in the 8-th grade). An interpretation that claims to be a synthesis of a selected historical fact does not offer a sufficient narrative of the story in such cases. Just austere facts and information about the past is not enough (Kratochvíl, 2005, pp. 231–236; Kratochvíl, 2019). It is students with a mild degree of intellectual disability who have to explicitly state the meaning of each connection of facts and their meaning when manipulating the curriculum. In this regard, the textbook for students needs to be “finished” in practice.

The pictorial component of textbooks tends to be over-represented at the expense of the explanatory text (66.39% in the 7-th grade and 70.36% in the 8-th

grade). Therefore, some pictures are not verbally linked to the curriculum. However, students with a mild degree of intellectual disability need the pictures to contain a clear narrative of the presented historical fact, i.e. to illustrate the presented subject matter. The most common type of image is a photograph and a depiction of a period event or personality. The general requirement is that the image be linked to the primary information contained in the curriculum. In order for the image to be used meaningfully, students should be able to describe what they see (what person, activity, thing), including the compositional aspect (what is in the foreground, background, left, etc.), and at the same time they should be able to say what happened in the photo, why do we remember it, what is important in it (Stradling, 2003, pp. 74–80). As mentioned above, students with mild intellectual disabilities do not have sufficiently advanced higher-level operations, so it is necessary for their primary explanatory text to be translated into pictures.

The individual parts of the chapter, such as explanatory text, tasks, descriptions and pictures, are not always sufficiently separated from each other. In this regard, textbooks do not use graphical elements to guide learning, and students themselves do not receive help in compensating for their deficits in attention, perception, learning, or executive functions. In addition, the graphical processing of chapters contains too many visual stimuli. These are different fonts (normal, italic, bold, underlined), period one-color photographs in various shades, color photographs, multi-colored maps, illustrations and illustrations, which are all used in different shapes and sizes on one side, respectively double pages of an open textbook in each chapter to a greater or lesser extent.

The tasks included in the textbooks are based on the principle of mechanical repetition of the curriculum and lead students to passivity and learning without deeper understanding. They are directly related to what you have just read. Although it is a separately reserved part, the tasks are repeated in each chapter, they have a fixed assignment:

1. Why are we learning about...?
2. Show on timeline point / Show on timeline...
3. Is it true / correct?

Pupils can better fix their knowledge with tasks that contain further details and views of the curriculum by being given them in a way that is multiple functional repetitions. Such innovative tuned knowledge fixation better corresponds to current ideas about students as active learners. However, the textbooks do not contain this.

These textbooks are primarily a carrier of didactically processed historical information, to which the verbal and pictorial component of textbooks is subordinated. However, if such history textbooks were to have a broader or even more dominant position in the educational process, the pathopsychology of students with mild intellectual disabilities in the context of the theory of textbook functions and the framework model of the history textbook would need to be taken into account in their processing.

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## **Charakterystyka podręcznika historii przeznaczonego dla słowackich uczniów z niepełnosprawnością intelektualną w świetle badań**

### **Streszczenie**

Artykuł opisuje podręcznik do historii przeznaczony dla uczniów z niepełnosprawnością intelektualną w kontekście aktualnych badań. Skupiono się na pozycji podręcznika w procesie edukacyjnym, podstawowych funkcjach podręcznika do historii oraz wymaganiach stawianych podręcznikowi. Artykuł opisuje oczekiwany podręcznik do historii i porównuje z nim aktualne podręczniki.

**Słowa kluczowe:** podręcznik do historii; lekka niepełnosprawność intelektualna; szkoła podstawowa specjalna.