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IMPLICATIONS AND TEACHERS' ATTITUDES TOWARD THE MEANINGFULNESS OF WORK ASSIGNMENTS, QUESTIONS AND TASKS IN PRIMARY EDUCATION TEXTBOOKS

Abstract: The Regulation on textbook quality standards and instructions for their use specifies the conditions that textbooks must meet to be approved for use in educational institutions. The standards are divided into seven groups. For this paper, we focus on Group D, which addresses the quality of didactic design in textbooks, specifically standard D8—Quality of questions, prompts and tasks. Building on the fact that previous research has predominantly focused on expert didactic and methodological analyses of reading textbooks content, while the views of teachers as direct users of this teaching tool have been examined far less, this study seeks to fill this gap in the literature. The aim of this correlational research is to examine the meaningfulness of questions, prompts and tasks in reading textbooks for first through fourth grade of primary school from the teachers' perspective.

The research sample included 163 teachers employed in primary schools in central Serbia and the northern part of Kosovo and Metohija. These teachers completed a Google Forms questionnaire designed to assess their views on the compliance of reading textbooks' didactic and methodological features with the quality standards of Group D. However, for this research, only statements related to standard D8 were analyzed.

The results showed that teachers had positive attitudes toward the questions, prompts and tasks in the reading textbooks they use, with fourth-grade teachers expressing the most positive attitudes. These results largely contrast with previous studies that suggest the didactic-methodological framework of the reading textbooks used in the first four grades of elementary school is inadequate. The discrepancy between teachers' positive perceptions and previous expert evaluations indicates the need for further research using multiple methodological approaches and data sources.

Keywords: D8 standard, didactic-methodological framework, reading textbook, teachers.

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Introduction

According to the Law on Textbooks, a textbook represents the 'primary didactically shaped teaching tool,' and according to Article 3 of the same Law, the reader is highlighted as a mandatory teaching tool in both primary and secondary schools (Law on Textbooks, 2018, as amended in Official Gazette of the Republic of Serbia, Nos. 92/23 and 109/25). Given that the textbook is viewed as a primary tool for acquiring and developing knowledge and skills, it is defined as a learning tool and a form of text that represents both a product and a pillar of culture. In this context, it is stated that textbooks should be formative, systematic, representative, complete, and transmissive (Плут, 2003). Regarding the reader itself, it is a tool for the realization of literature teaching, incorporating numerous methods, procedures, and tools with the intention of, in accordance with the curriculum, introducing students to the world of literature and developing their artistic and reading taste (Beljanski et al., 2016).

The reader consists of significant national and international literary texts, but also of didactic-methodological apparatus used for the analysis and interpretation of selected works (Стакић & Чутовић, 2017). Analyzing the historical context of readers for lower grades, Milovanović (Миловановић, 2022) states that during the twentieth century, there was a gradual development of questions, prompts, and tasks in Serbian readers. At the beginning of the century, questions were rare, simple, and exclusively reproductive, followed by their systematization and regular application, making the second half of the twentieth century a period of clearly structured, gradually posed questions, tasks, and prompts, whose role was to transform students into active participants in literature teaching. This tells us that today's standards on textbook quality are a logical outcome of long historical development and methodological evolution.

According to the Rulebook on Textbook Quality Standards and Guidelines for Their Use ('Official Gazette of the RS', nos. 42/2016 and 45/2018), the aforementioned standards refer to the requirements that textbooks and other teaching tools must meet in order to be approved for use in preschool institutions, as well as in primary and secondary schools, following defined procedures. Furthermore, the Rulebook states that the content of the textbook needs to be relevant, stimulating, user-friendly, written in an appropriate language, and in accordance with didactic-methodological requirements. Forty-two standards are organized into seven distinct groups related to: A – quality of the textbook set, B – quality of the textbook as a book for the student, C – quality of the lesson, D – quality of the textbook content, D – quality of the didactic design of the textbook, Đ – quality of the textbook language, and E – quality of electronic editions. We highlight Group D standards, of which there are thirteen, and for the purposes of this study, we focused on standard D8, which refers to the quality of questions, prompts, and tasks, emphasizing the importance of their clarity, functionality, diversity, and stimulating role in developing students' thinking (Ivić et al., 2009).

The importance of clearly defined intended learning outcomes is best emphasized by the globally recognized Bloom's Taxonomy of Educational Objectives, which identifies Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation as the categories of objectives within the cognitive domain that underpin the educational process (Bloom, 1981). More specifically, these objectives are hierarchically organized, making it essential for questions, prompts, and tasks to enable students to Remember, Understand, Apply, Analyze, Evaluate, and Create, respectively (Anderson & Krathwohl, 2001; Krathwohl, 2002; Stanny, 2016). In the context of textbook questions, prompts, and tasks, Bloom's Taxonomy provides a framework for assessing the cognitive level of the demands placed on students. Questions and tasks that primarily require remembering and reproducing information engage lower levels of the cognitive domain, whereas those that require students to apply, analyze, evaluate, or create engage progressively more complex forms of thinking. Therefore, the quality of the didactic-methodological apparatus cannot be considered solely in terms of the presence and clarity of questions and tasks, but also in terms

of the cognitive demands they place on students. From this perspective, a well-designed set of questions, prompts, and tasks should provide opportunities for students to engage with different levels of cognitive processing, rather than predominantly requiring the reproduction of information (Erdoğan, 2017). This is particularly important because questions that encourage reasoning, reflection, and justification create greater opportunities for active intellectual engagement than those focused primarily on the reproduction of factual information (Puasa et al., 2017). One of the most significant parts of the reader is its didactic-methodological apparatus, which should assist the student in interpreting selected literary works or their excerpts. The didactic-methodological apparatus, which, in addition to questions, tasks, and epqeno prompts, also consists of conclusions, review of material, visual-graphic illustrations, vocabulary, and instructions, enables a better understanding of the text, encourages creative and independent student activity, and presents literary content in an interesting way (Крњајић, 2012; Петровачки, 2008). In the early grades of primary school, appropriately designed tasks may also contribute to the development of creativity and divergent thinking, which further emphasizes the need to move beyond predominantly reproductive activities and provide opportunities for independent and creative student engagement (Leovac, 2019). If we focus specifically on questions, tasks, and prompts, their function is to create 'situations that will induce student activity and provide opportunities for building knowledge and skills through independent activities' (Ивић et al., 2009, p. 109). These questions, prompts, and tasks can have the function of reproducing knowledge, encouraging the development of various forms of thinking, and applying acquired knowledge (Крњајић, 2012).

When looking back at studies that have examined Serbian language textbooks in the first four grades of primary school, the results are generally highly critical. Namely, the authors highlight an emphasis on reproductive questions throughout the first cycle of primary education, which challenges the students' independent thinking (Цветановић, 2015). This is explained by the fact that the questions in the readers are suggestive, that the expected answers are predefined, and thus a message is sent that any interpretation outside of that framework is undesirable (Цветановић, 2014). It is also worth noting that, in addition to the finding that higher-level cognitive questions, tasks, and prompts are absent, there is also a lack of those that more significantly impact the affective and psychomotor domains of development (Ovčina & Rekić, 2024). Similar results were obtained when examining the attitudes of students as direct users of the textbooks, or readers, who also questioned the purposefulness and relevance of this aspect of the methodological toolkit (Marušić, 2011). Building on this are the conclusions of certain authors that Serbian language textbooks need to be updated (Spasić, 2022a; Снасић, 2022b).

Although previous research has predominantly identified shortcomings in the didactic and methodological framework of reading textbooks used in the first four grades of primary school, such assessments have mainly been based on expert analyses, while the perspectives of teachers as direct users of these textbooks have been considerably less represented. Therefore, the aim of this correlational study is to examine the relevance of questions, prompts, and tasks in reading textbooks for first through fourth grade of primary school from the teachers' perspective, with particular focus on the degree of compliance with Standard D8. Furthermore, the aim is to determine whether differences exist in teachers' assessments based on their demographic characteristics. The research is based on three hypotheses. The first hypothesis assumes that teachers will negatively assess the quality of questions, prompts, and tasks in readers for the first four grades of primary school. The next hypothesis concerns the expectation that teachers of higher grades will show a greater degree of dissatisfaction, as previous research has indicated that the complexity of questions in readers does not progress in accordance with the age of the students. Finally, the third hypothesis posits that teachers will best rate the questions, prompts, and tasks of those readers most frequently used within the examined sample.

Method

Research sample

The research sample consisted of 163 teachers, namely 148 female teachers and 15 male teachers, whose average work experience was approximately 15 years ($M = 14.80$, $SD = 9.53$), with a range from 2 months to 35 years. Nearly three-quarters of the respondents are employed in primary schools in central Serbia ($f = 122$, $P = 74.85\%$), while the remaining teachers come from primary schools in the northern part of Kosovo and Metohija ($f = 41$, $P = 25.15\%$). Data regarding the respondents' educational qualifications, the grade they teach, and the type of settlement where the school is located are presented in Table 1.

Table 1. Demographic characteristics of the respondents

Variable	Category	N (%)
Type of settlement	Village	57 (34.97)
	Small town	82 (50.31)
	Big city	24 (14.72)
Level of education	Higher vocational education	8 (4.91)
	Bachelor's degree	101 (61.96)
	Postgraduate studies	54 (33.13)
Grade	First	65 (39.88)
	Second	43 (26.38)
	Third	25 (15.34)
	Fourth	30 (18.40)

Regarding the publishers used by teachers in their classrooms, the largest number of teachers use readers from the publishing house Novi Logos ($f = 49$, $P = 30.06\%$), followed by Edeka ($f = 38$, $P = 23.31\%$) and Klett ($f = 29$, $P = 17.79\%$), then Kreativni Centar ($f = 20$, $P = 12.27\%$), Vulkan ($f = 11$, $P = 6.75\%$), and Freska ($f = 9$, $P = 5.52\%$), while the smallest percentage of teachers use readers from the publishers Bigz ($f = 4$, $P = 2.45\%$) and Zavod za udžbenike i nastavna sredstva ($f = 3$, $P = 1.84\%$).

Research procedure and instrument

The survey was conducted online by completing a questionnaire via the Google Forms platform. Participation in the research was voluntary, anonymous, and it was stated that the data would be used exclusively for academic purposes. Before completing the questionnaire, all participants could read the instructions, and the completion itself took between 15 and 25 minutes.

Given that previous research has predominantly focused on expert didactic and methodological analyses of the didactic-methodological apparatus in reading textbooks, while teachers' attitudes regarding the extent to which the relevant quality standards are met have received considerably less attention, the present study was designed to address this underexplored aspect.

For the purposes of the research within the doctoral dissertation (Перишић, 2022), a questionnaire was designed to determine teachers' attitudes regarding the compliance of the didactic-methodological apparatus with the 'D' group of textbook quality standards, which pertain to the Quality Standards for the Didactic Design of Textbooks. For the purposes of this correlational study, responses related to standard D8 were analyzed. Ten statements pertain to this standard, which were constructed to explain the chosen standard in accordance with the *Guide to a Good Textbook - General Quality Standards for Textbooks*. This guide states that it is important for questions, prompts and tasks to be linguistically correct, genuinely engaging, realistic, designed to promote active learning, logically related and sequenced, intellectually precise, and solvable using the

resources provided in the textbook (Ивић et al., 2009). By responding to these statements, the teachers' attitudes regarding the clarity, precision, and meaningfulness of the formulation of questions, prompts, and tasks in the readers they use in practice are revealed, as well as their adaptation to the age and capabilities of the students, and their educational and motivational purpose. Responses were made using a five-point Likert scale (from 1 – strongly disagree to 5 – strongly agree). The reliability of the questionnaire was $\alpha = .95$, indicating excellent reliability. In addition, data were collected on the demographic characteristics of the respondents: gender, level of education, type of settlement where the teacher works, grade they teach, length of work experience, and the publisher of the reader used.

Statistical Analysis

The obtained data were processed in the SPSS statistical program. Descriptive statistics measures were used to describe the data obtained through the teacher survey. Recoding of negatively formulated questions was performed so that all statements would have the same direction of interpretation.

Although the Kolmogorov-Smirnov test of normality showed a statistically significant deviation from a normal distribution in almost all aspects, due to the sample size, greater importance was given to graphical and descriptive indicators of normality. Accordingly, if the visual inspection of the Q-Q plot indicated an approximately normal distribution of results, and the values of the descriptive indicators of the distribution's normality (skewness and kurtosis) suggested the same, parametric tests were to be used. Otherwise, their nonparametric substitutes were to be used. Accordingly, the one-sample t-test was used to examine the sample average value against a hypothesized average, the Mann-Whitney test was used to examine differences between two independent groups, and the Kruskal-Wallis test was used for differences between more than two independent groups.

Research results

The descriptive analysis of the responses indicates that teachers positively perceive the meaningfulness of the questions, prompts, and tasks in the readers ($M = 3.67$, $SD = 0.58$, $Min = 2$, $Max = 5$). This is in agreement with the results of the one-sample t-test, as a statistically significant difference was shown between the teachers' responses and the hypothesized average response values, highlighting the positive attitudes of teachers toward the questions, prompts, and tasks found in the readers they use in class ($t = 14.76$, $df = 162$, $p < .001$). Below is a descriptive overview of the responses to all statements from the questionnaire (Table 2).

Table 2. Descriptive overview of the statements

Statements	N	M	SD	Min	Max
1. Questions, prompts, and tasks after fables are imprecisely, ambiguously, unclearly, and incorrectly formulated, which makes them unclear to students.	163	4.18	1.10	1	5
2. The questions do not ask for an answer that has already been given through the posing of another question.	163	2.75	1.30	1	5
3. There are no illustrations that render the question meaningless or suggest the answer.	163	2.90	1.39	1	5
4. The questions, prompts, and tasks are realistic. They correspond to the child's age, capabilities, and available resources.	163	4.06	1.29	1	5
5. The questions and tasks are imprecisely formulated, so they do not encourage the student to learn, but rather cause confusion.	163	3.88	1.24	1	5

6. The questions, prompts, and tasks refer to concepts and phenomena that were not addressed through the fables..	163	3.42	1.44	1	5
7. The questions, prompts, and tasks encourage students to learn without wasting their energy needlessly.	163	3.98	1.03	1	5
8. The questions, prompts, and tasks do not cause the student to think they are unsuccessful because they are meaningfully formulated.	163	3.72	1.27	1	5
9. The questions, prompts, and tasks do not just occupy space in the textbook, but serve a purpose.	163	4.29	0.93	1	5
10. The meaningfulness of the questions, prompts, and tasks does not lead students to resort to any illegal methods of solving them.	163	3.57	1.36	1	5

As is visible from Table 2, the descriptive analysis of individual statements has shown that the highest above-average responses are related to statements concerning purposefulness, clear and unambiguous formulation, and the adequacy of questions, prompts, and tasks. On the other hand, teachers agree the least with the statements that the questions do not ask for an answer that has already been given, as well as that the illustrations accompanying the tasks are not suggestive.

Regarding the differences between women $Mdn = 3.80$, $IQR = 1$) and men $Mdn = 3.80$, $IQR = 1$) concerning the meaningfulness of questions, prompts, and tasks within the readers, the Mann-Whitney test showed that these differences are not statistically significant $U = 919.00$, $p = .27$).

The analysis of differences between teachers based on their level of education, through the use of the Kruskal-Wallis test, showed that there is no statistically significant difference $H = 1.23$, $df = 2$, $p = .54$) between those with a bachelor's degree $Mdn = 3.70$, $IQR = 1$), a higher vocational degree ($Mdn = 3.85$, $IQR = 1$), and those who have completed postgraduate studies ($Mdn = 3.95$, $IQR = 1$).

Furthermore, differences in responses were also examined in relation to the grade the teachers teach (Table 3).

Table 3. Teacher responses in relation to the grade they teach

Grade	N	Mdn	IQR
first	65	3.80	1
second	43	3.60	1
third	25	3.60	1
fourth	30	4.00	0

The results of the Kruskal-Wallis test showed the existence of a statistically significant difference ($H = 9.90$, $df = 3$, $p < .02$) in relation to the grade the teachers teach. Specifically, post-hoc tests showed that fourth-grade teachers have more positive attitudes regarding the meaningfulness of the questions, prompts, and tasks within the readers they use, compared to first-grade ($U = -30.76$, $p < .003$), second-grade ($U = -28.20$, $p < .01$), and third-grade teachers ($U = -30.06$, $p < .02$).

We also examined the differences in responses regarding the publisher of the reader that teachers use in their classes (Table 4).

Table 4. Teacher responses in relation to the publisher of the reader

Publisher	N	Mdn	IQR
Novi logos	49	3.70	1
Eduka	38	3.80	1
Klett	29	4.00	0

Kreativni centar	20	3.65	2
Vulkan	11	3.80	0
Freska	9	3.60	1
Bigz	4	3.15	0
Zavod za udzbenike	3	3.10	.

The results indicate that no statistically significant difference was established among teachers in relation to the publisher of the readers ($H = 12.30$, $df = 7$, $p = .09$), although a tendency toward significance can be observed.

Discussion

First, we hypothesized that teachers would negatively assess the meaningfulness of questions, prompts, and tasks in the readers they use in class; however, this hypothesis was not confirmed, as the obtained results indicated a statistically significant positive assessment by the respondents.

One of the few studies that also examined teachers' attitudes on this topic was conducted with the aim of analyzing the didactic-methodological apparatus of readers for the fourth grade of primary school. Although the analysis showed that more attention needs to be paid to improving questions, prompts, and tasks that target more complex aspects of understanding, which is in contrast to the results of our research, more than half of the surveyed teachers use the didactic-methodological apparatus of readers when preparing literature lessons (Пурић, 2016a). Similarly, Cvetanović (Цветановић, 2015) speaks on this topic, stating that questions are the fundamental instrument for interpreting and analyzing text in literature lessons during Serbian language classes. Since she dealt exclusively with readers for the first grade of primary school, she highlights the prevalence of reproductive questions, which are necessary because they represent the basic method for understanding and interpreting literary content at that age. This is in accordance with our analysis of individual questionnaire items, which showed that the most positively rated claims were precisely those regarding the clarity and unambiguity of the questions, as well as their adequacy in relation to the child's age and abilities. However, the author states that, although necessary, such questions often sabotage the progress of students' creative responses.

Our analysis of individual questionnaire items also highlighted a positive perception of the purposefulness of questions found in the readers. Cvetanović (Цветановић, 2014) speaks about the purposefulness of questions once more, having presented a typology of used questions through an analysis of readers for the first and third grades of primary school, emphasizing the importance of their order and connection. Unlike the results of our research, the author here also points to the limitations of questions that do not encourage students' interpretive answers, but are instead suggestive and direct them toward desired responses. This aligns with the results of a study that dealt with the evaluation of texts in contemporary readers. Namely, this research highlighted that questions, prompts, and tasks often do not fulfill their purpose, and that they lead to the mechanical adoption of concepts and the suppression of a personal experience of the text. However, it should be emphasized that this concerns readers from higher grades of primary school, and that the results of this study represent the attitudes of the students themselves, not the teachers (Marušić, 2011). In a similar manner, the authors (Ovčina & Rekić, 2024) conducted a study with the aim of examining the representation of questions, prompts, and tasks in primary education readers, but in relation to Bloom's taxonomy of educational objectives. It was shown that questions from the cognitive domain of the taxonomy dominate, and that the affective and psychomotor domains are significantly less represented. When it comes to the cognitive domain, tasks of memory and understanding dominate, which, once again, indicates the prevalence of reproductive questions, but also a low level of questions and tasks of a higher cognitive level that would encourage students' critical responses. Also, in a study that dealt with the contribution of the didactic-methodological apparatus of readers when interpreting its literary texts, it was shown that

most questions, prompts, and tasks relate to the analysis of characters and their behavior, while significantly fewer questions were designed for the thematic analysis of the text (Пурпић, 2016b). The obtained results, and the cited research to a certain extent, perceive questions, tasks, and prompts as clear, purposeful, and age-appropriate. However, several authors state that the existing questions in readers limit the development of creative thinking. Nevertheless, those studies were based on a direct analysis of the structure of questions, tasks, and prompts, while our research started from the attitudes of teachers as the direct implementers of instruction. It seems that this difference in approach allowed for insight into how the current didactic-methodological apparatus is experienced in practice.

The results also showed that there is no difference in attitudes regarding gender or level of education, which can be interpreted as an indicator that certain demographic variables do not determine the assessment of the meaningfulness of questions, prompts, and tasks in readers. This can be viewed as a consequence of the standardized way of using readers, which, in combination with shared professional experience, makes a differentiated, yet critical perception of this aspect of the didactic-methodological instrumentarium difficult in relation to the mentioned demographic characteristics.

Within this research, the grade that teachers teach emerged as a factor that determines differences in their perception of questions, prompts, and tasks in readers, identifying fourth-grade teachers as individuals with the most positive attitudes, whereby our second hypothesis was not confirmed either. Such a result can be explained by the specificities of instruction in this grade, as the educational requirements are the most complex and demanding up to that point, in accordance with the developmental potential of students of that age. Namely, when it comes to literature classes, the requirements range from mastering basic reading and distinguishing fundamental literary genres without defining terms in the first grade ("Official Gazette of the RS", Nos. 10/17-1, 12/18-1, 15/18-1, 18/18-1, 1/19-18, 2/20-1, 16/22-1, 1/23-79 (correction), 13/23-455, 14/23-383, 11/24-1), through the beginning of developing a love for reading and understanding main events and characters in the second grade ("Official Gazette of the RS", Nos. 16/18-47, 3/19-1, 5/21-1, 13/23-457), through basic analysis of characters and stylistic figures and building critical thinking in the third grade ("Official Gazette of the RS", Nos. 5/19-6, 1/20-1, 6/20-1, 7/22-1, 13/23-457), all the way to deeper interpretation and analysis of the literary text and the accumulation of everything learned in the fourth grade ("Official Gazette of the RS", Nos. 11/19-1, 6/20-20, 7/21-671, 1/23-1, 13/23-458). However, such results are not in accordance with the previously mentioned studies which state that questions, prompts, and tasks are rarely at an adequate cognitive level that encourages higher levels of thinking (Цветановић, 2015; Овчина & Рекић, 2024). This is also supported by the results of a study whose goal was to examine to what extent questions, prompts, and tasks encourage creativity and individuality when interpreting a specific novel. It was shown that it is necessary to provide more questions that emphasize students' personal experience of the text, their interpretation, and their attitudes (Милићевић, 2015). Admittedly, the greatest discrepancy between the actual state in teaching and what is expected of textbooks during literature classes is most often discussed in studies published more than ten years ago (Цветановић, 2014; Цветановић, 2015; Драгићевић, 2006), so the positive perception of teachers in our sample may represent a sign that professional standards have become more uniform.

Although the results of our research did not show a difference in teachers' perception regarding the publisher of the readers they use, and thus our third hypothesis was not confirmed either, the fact cannot be ignored that the observed tendency can be viewed as an indication of potential differences that require additional research. In support of this, a study conducted with the aim of examining whether content in the reader motivates students toward independent learning and whether it encourages intra-subject and inter-subject correlation showed that teachers believe the readers they use do not fulfill their motivational function sufficiently, and that certain publishers are perceived more positively (Стакић & Чутовић, 2017). Furthermore, the authors speak of the

need for modernizing textbooks for the Serbian language (Spasić, 2022a; Спасић, 2022b). All of the above indicates that the question of quality and the didactic-methodological foundation of readers remains open and requires continuous scientific re-examination.

All of the above highlights several limitations that must be considered when interpreting the results. First, the research is based on teacher self-assessment, which introduces the possibility of subjectivity and socially desirable responses, especially since respondents evaluated the teaching aids they use in their daily practice. In addition, the research did not include a direct analysis of the questions, prompts, and tasks in the textbooks, but only teachers' perceptions of their meaningfulness. This may result in a discrepancy between the actual quality of the didactic and methodological materials and teachers' perceptions. Another limitation is the uneven number of respondents in certain categories, particularly regarding textbook publishers, which could have affected the lack of statistically significant differences. The research was also conducted on a convenience sample, so the results cannot be fully generalized to the entire population of teachers. Furthermore, other factors that could influence teachers' attitudes, such as length of service, professional competencies, methods of textbook selection, or specific school contexts, were not examined. Future research should combine teachers' attitudes with direct content and cognitive analysis of questions, tasks, and prompts in textbooks, and include the student perspective to gain a more comprehensive understanding of the quality and functionality of didactic and methodological materials.

Conclusion

The results of our research indicate that teachers on the whole positively perceive the meaningfulness of questions, prompts, and tasks in readers, with the grade they teach standing out as a significant differentiating factor. This speaks to the need to view this aspect of the didactic-methodological apparatus within the context of the developmental and educational requirements of specific age groups. At the same time, the absence of differences regarding gender, level of education, and publisher indicates a relative uniformity of professional standards and teaching practices, but the dominant misalignment with the results of related studies imposes the need for a critical re-examination of the actual reach of questions, prompts, and tasks in encouraging higher levels of student thinking. Moreover, this difference should also be viewed in light of different research approaches, given that previous studies are based on a direct evaluation of readers, while this research is based on teacher assessments. Accordingly, it can be concluded that it is necessary to continue investigating this problem in order to contribute to the further improvement of the quality of readers and literature instruction as a whole.

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