



## TEACHING MORAL VALUES: THE EXAMPLE OF CROATIAN GYMNASIUM HISTORY TEXTBOOKS

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### Abstract

The range of topics and problems which arise in the discussion of moral education is very wide, and different disciplines, such as pedagogy, philosophy, psychology and sociology, endeavour to contribute to the debate from their own particular viewpoint. It is evident that the field of moral education is controversial and complex, hence our goal is to illuminate but a single aspect of this issue. The problem of moral education can be examined on two intertwining levels: the theoretical and the practical. The attention of this paper is focused particularly on the latter, where moral education is examined in the context of the teaching process. Since the textbook is still the primary teaching resource in the institutionalised process of education, we question the extent to which it fulfils its educational function. Specifically, on the example of a single element of the didactic-methodical instrumentarium of Croatian Gymnasium history textbooks and with the help of quantitative and qualitative methods of content analysis, we investigate the extent to which these textbooks encourage the development and acquisition of moral values in students.

**Key Words:** didactic-methodical instrumentarium, history textbooks, moral education, moral values, questions and exercises.