

the needs concerning teaching the Istrian literature refer to Zudič Antonič (2014). Some of the previous suggestions should also be pointed out: the independent dealing with minority literature as an independent literary system, separated from the national system and rather incorporated into its own space and time, has also been discussed by David Bandelj (2010, 438), who was, among other reasons, led by the fact that certain minority authors decide to write in more languages. In this respect, Jadranka Cergol (2014, 65) has found out that one cannot talk about independent minority literature, as it is, due to the connections between language and culture, still incorporated in its national literature and it is tightly intertwined with it. Miran Košuta (2008) understands and describes the minority literature through five typological dimensions – the ontological, the ethnic, the national, the spatial and the linguistic dimensions. In addition, Cergol (2014) also mentions the historical memory, which should enable the ethnic community to preserve the testimonies of its ancestors.

- ¹³ E.g.: Nada Pertot, 1979, *Od antike do danes: I. slovensko berilo za višje srednje šole, Deželni šolski urad za Furlanijo-Julijsko krajino, Trst*. The comparative empirical study including 420 higher secondary school students and 43 teachers in total (Melinc Mlekuž 2016), clearly stated out that the teachers and students wished to have new course books for literature (and language), which would evaluate the life circumstances and the situation of the Slovenians in Italy, and would, above all, also include the works of younger Slovenian authors in Italy, writing about the topics related to identity, generational conflicts, loyalty to one own's roots and tradition.
- ¹⁴ Mainly the works of authors born in the first and second half of the 20th century have been taken into account.
- ¹⁵ A shift from this structure can be noticed in the novel *Zlata poroka ali Tržaški blues* (The Golden Wedding or The Blues of Trieste) by the Triestine novel writer Evelina Umek (Umek 2010), as we face the heterogeneous identity of the Slovenian minority in Italy, particularly in the Trieste area. Despite this, the most positive characters appearing in the novel are those who mostly identify themselves with the Slovenianness (Stekar 2015).
- ¹⁶ These two works are suitable for higher secondary school students in their last year of schooling, who are supposed to possess well-developed metacognitive reading skills and are therefore able to read literary works through evaluating, judging, comparing analysing and interpreting from various standpoints (Žbogar 2018, 84–85). Both works actually encourage these two particular aspects of the reading process, focusing on the comparison of two different experiences of the Triestine territory and its cultural and historical dynamics.
- ¹⁷ See also Scott Valentino (2001).