THE DIGITAL BOOK AS AN AID FOR THE REALIZATION OF LEARNING IN SCHOOL YEAR 2021-2022 IN FOURTH GRADE, POSITIVE AND NEGATIVE SIDES

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Abstract

With the globalization and evolution of society as a result of the development of technology in the end of XX century and beginning of XXI century day by day is in perfection, progress, technology development, therefore also technology in education is a step that has been taken and will be taken in the upcoming while entering in the educational system in all countries and in our country, where recently innovative is also digitization of books. The published book and that digital we will call them as two coherent issues. The book has been, is and will be the most important medium of all humanization, but in transition we live and actual digitization beginning from early childhood till school age, where children create skills, knowledge and wont for technology and in the upcoming also for books to be considered like sources through which students stimulate, motivate, orientate, advise, feel, are encouraged to fulfill the obligations given at school and at home. . Given that in 2021, the application of the digital book began in classrooms of IV grades it shows an important role in educational process even though it is a helping tool. That is why this work together with the investigation as a first aim will have the digital book like a helping tool for the realization of teaching in the fourth grades, expressing their positive and negative sides.

Keywords: Digital book, teaching, application , advantages, disadvantages,

Introduction

In the past, the present, but even in the future, the book for some of intellectuals and humanism is a precious treasure that is why it is considered as one of the most precious things the humans own in their homes, libraries, institutions, schools, etc. The published boo and that digital we will call them as two coherent issues, but which cause inconsistencies of attitudes and clashes in generations. Since the digitization of books is already an indispensable issue since the new generations of early childhood raise with it, older generations refuse because they are used to read while touching the books, feeling, back and forth as often as they want, underlining, imagining, analyzing, etc.

Digital texts integrate TICK in teaching and this way modernize teaching. Acting this way, they don't just develop the TI skills of students, they also encourage the creativity and autonomy of them for teaching. Digital texts can include all the forms of materials audio and visual, including the written text and by oral, music, animations, photography and videos, and can connect with different presentations like images with sound, oral expression with written text, material video with text to translate, etc. The ability to engage students in a variety of learning activities makes digital textbooks an interactive learning tool, attractive and stimulating. Their interaction can be improved by being "programmed" for giving comments for the correctness of answers of the questions and tasks that they do to students to address the students in additional activities that has been

adapted to their learning progress and the level of achievement of the expected results. This makes the digital texts adaptive to use from the students with disabilities. Moreover, in addition to being used in the classroom, in physical contact with students, digital textbooks can be a powerful tool to support distance learning (in distance learning). ("The new concept for primary education", 2021:32).

  The work and research in question will present the attitudes of the teachers that will be gathered from the questionnaire which will be prepared with the aim of answering the given questions that clarify the implementation of learning through digital books, the advantages and disadvantages of it depending on the attitudes of the teachers.

Published school texts and their digitalization from the practical view before the new concept 2020

For adaptation and achievement of basic curricular objectives, textbooks are emphasized.The book has an important role in the educational process that presents the basic medium and integral for learning knowledge, information, facts, events, notions, etc. They are one of the main tools or basic for elaborating the core curiculums of the compulsory and elective subjects.

The school text published play a role for usage and the individual learning in the house and finishing of the homework. School and contemporary learning want not just changes in the position of the students in class, in learning, that means turning of it into a active subject in the learning process, where the teacher and student turn into worthy learning partners; but also usage of different technology in learning all this for one aim that the learning to be more attractive and understandable for the students and at once to answer the requests and opportunities in contemporary time in which we live(Murat,2019:56)

His main role is that in a didactic way to classify educational and scientific contents, in compliance with pedagogical requests and the educational function of the school. In this way we understand that the book is a source of knowledge and a teaching tool which is used for achieving of educational purposes in teaching and learning. The book provides students to achieve the standards of knowledge and to encourage skill development : in the cognitive field (from understanding, application of knowledge, analysis , synthesis to evaluation),in the affective field (from development of skills for acceptance and taking assessments to the formation of attitudes) and in the psychomotor field (from encouraging of the book with intended activities to the benefit of manipulative skills and individual assessment of practical work) (Education development bureau, 2010:13).

Reforms in primary education this school year have begun to be implemented in the fourth grade of the 2021/2022 school year. The reforms mentioned above also include the digitization of the school books, an initiative that brings concerns to teachers, parents, children, teaching experts etc. Looking in retrospect the teaching practice in the past proves the use of different resources from the internet, especially at the time when teachers were obligated to use TIK in teaching up to 30%.

One of the opportunities that most of the time were projects that have come from agencies and international associations wes the creation of portals which include digital resources for reading or downloading of books and other digital materials. One of the portals in question is the so called e-books which was created with the aim of the opportunity of free downloading of school books from students side. Benefit from this main source thought to have the teachers who would be helped in prepearing of the intresting and inovative lessons and presentation of teaching materials.

Since the portals in question aimed at the goals mentioned above, the lack of textbooks in the e-books portal, in schoools, or in „Biblioteka jonë" etc., is evident. With the introduction of Cambridge in the subject of mathematics there were various links available that made the subject of mathematics more attractive for the student, as well as in science although in the English language. Even though we don't contest the suitability of the links with the planned matter and possibility of using these resources, their use was reflected to be very low for different nature reasons.

Teachers who have continued with time, have changed the approach with the lesson, the student in the centre, democratic atmosphere, permanent assessment with feedback information, cooperative students, parents etc. Therefore, I think that teachers who have proved to be users of TIK on teaching would have restrained attitude for digital books. To elaborate our position where it is thought that alongside the contemporary approach in question we have to maintain traditional books, below we will compare the traditional books with the digital ones elaborating on the advantages and disadvantages of the same.

Books exist, have existed and will exist in the years and centuries, therefore the published textbook should remain because:

Published book (benefits and deficiency)	Digital book (benefits and deficiency)
You touch,feel and read at real time; It remains a point of reference for the student and the teacher; Take with you all the time,without the urge of having an equipment,electricity or internet; It is easy to use and to take notes; It doesn't tire your eyes as much as technology; You hold your body posture straight or in the position you want; They are saved for hundreds of years;	You don't have physical limit to access; Availability in digital libraries is 24/7; Multiple access; Recieving of information; Fast and frequent updating with scientific news; Easily reachable; Enables interaction with the reader/user; It's so atractive and visual. The students have a digital routine;
It is the weakest in the visual view; It doesn't allow interaction; The student stays as a pasive reader; Expensive to buy; Saving problems; The entry in the libriraes can be limited.	The digital book wants deliberate technology; The inability of every family to ensure the supply of access to the internet; Weak technologic infrastructure in schools and in some families; Doesn't work without electricity; Breaks quickly; Requires software maintenance; Without internet you cannot navigate to different pages; It causes psychological dependence on students; Problems with spine and eyes; Causes nervousness at children,etc.

Schools have a significant lack of digital infrastructure. Even though it is promised and said that MASH has provided conditions such as: internet, smart boards, projectors, photocopier, white sheets, colored sheets, as well as other necessary didactic resources, we remain skeptical about the realization of the goals because of the durability and lifespan of the equipment in question. This thought is based on the experience lived at the time of the computer project for every student, when even though the teachers didn't have enough TIK skills, managed to use laptops driven by the inertia, interest and enthusiasm of the students to carry out computer learning. For this very reason we can say that the effort to modernize the teaching approach achieved the right success, but unfortunately after a generation the equipment started to be demolished, reactions and requests

for renewal were found on deaf ears by the responsible and policy makers at that time.From all of this lived effort we can say that, the book should definitely be the main medium of the students and teacher while using the digital book in parallel. All of this would enable the student to have opportunities in two possible ways to learn depending on his interest. The digital book will be used by teachers and students in a rational and effective way for the didactic apparatus, creativity, research, video recordings, photos, quizzes, etc, where it will make the students and teachers work easier.

With the weaving of published school texts and the digital ones the success will be higher, more motivating, attractive, stimulant, appealing...where students will reach knowledge, skill and proper habits which will be needed in life.

Methodology

The subject of the search in this research are the attitudes of the teachers for digital books like auxiliary tools for the realisation of teaching in the fourth grades, the positive and negative sides. Education is one of the most important aspects for the society, then our purpose on this research is examination of thoughts and attitudes of teachers related to digital books as helping tools for the realization of teaching in the fourth grades highlighting its positive and negative sides. Relying on the verification of the topic that we will research this general hypothesis is presented: H. We assume that, the digital book as a helping tool adapts to the lessons of the fourth grades. H1. We assume that, with the with the increase in the quality of the content of the book, the quality of the students' achievements also increases. H.2 We assume that, digital books for the fourth grades has its positive sides. H.3 We assume that, digital books for the fourth grade has its negative sides. For the elaboration of the issues a questionnaire will be prepared for teachers. The research in question includes 50 teachers of primary school, teachers of fourth grade in the school year 2021-2022. The questionnaire will be done online with Google Forms in different groups for primary education teachers and contains 3 questions, while the last question contains 24 subquestions. The questionnaire was send in different school groups. After collecting the questionnaires, the collected data will be elaborated with statical methods.

Results

The digital book as an aid in learning process and correspondece with the educational program
Regarding the fact that, even though the digital book is an aid in the learning process does it correspond with the educational program which is based on: (for every aspect that is mentioned,
determine your answer on the scales provided)., we have reached these results:
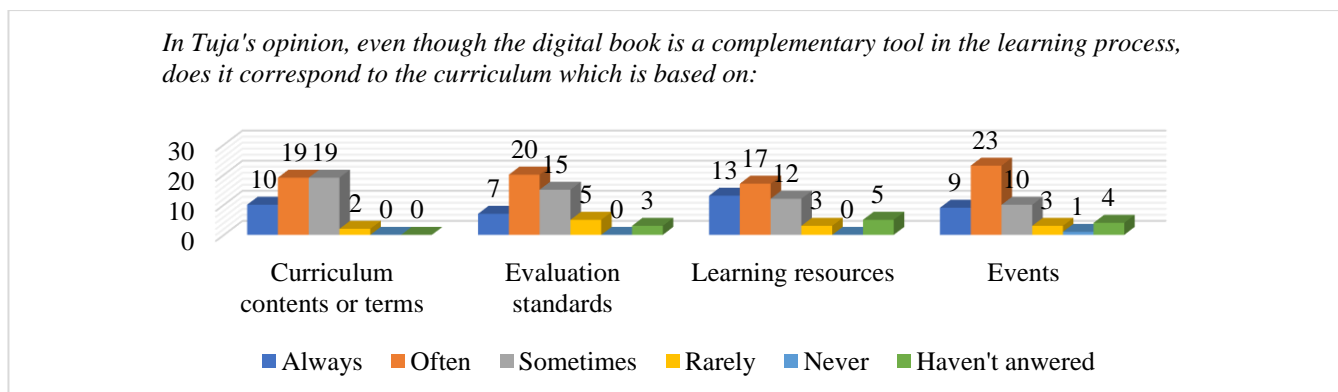
Graph nr 1. Questionaire for the teachers

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From the results of the question, the digital book even though it is an aid in the learning process, does it correspond to the the educational programs, teachers for the content or the terms of the educational program, teachers in this case declared, always 20%, often 38%, sometimes 38%, rarely 10%. Based on the fact that 58% of the teachers stated positively, then it reflectsthe finding that the digital books correspond to the contents or the terms of the educational program. Regarding the question of finding out whether the book corresponds to the assessment standards, results from the most diverse appear. While 14% of the teachers answered always, 40% often, 30% sometimes, 10% rarely and 6% of them did not answer. Based on the higher frequency of statements even though not very convincing, we can conclude that the digital books often correspond to the assessment standards. Does the digital book correspond as a complimentary tool with learning resources, we received a variety of answers. Always stated 26%, often 34%, sometimes 24%, rarely 6% and 10% did not answer the questionnaire. According to the distribution, since again no convincing percentage appears, we can conclude that the digital book often corresponds to digital learning rescources. As to how many activities are included in the digital books, teachers stated as follows. 18% of the teachers were determined for always, 46% of them often, 20% sometimes, 6% rarely, never 2%, and 8% of them were not determined in any judgment. Based on these answers we can conclude that digital books correspond with the educational programs that is often completed with educational activities.

The digital book like a helping tool in the fourth grade, which has a good content of the book, increases the the quality of the students' achievements.

 Regarding that, the digital book like a helping tool in the fourth grade, will increase the quality in the

Correlations
***Table no.1*** *Correlation of Pearson*

		Do you think that digital books are of high quality in terms of content?	Do you think that the digital book as an helping tool in the fourth grade will increase the quality of the students' achievements?
Do you think that digital books are of high quality in terms of content?	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	50	50
Do you think that the digital book as an helping tool in the fourth grade will increase the quality of the students' achievements?	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

achievement of students and digital books are qualitative in terms of content, we have reached these results: According to the collected results from the teachers based on the Pierson's correlation, the high correlation is clearly visible, even that of 0.870. The correlation in question allows us to conclude that with the increase in the quality of the content of the book, the quality of the students' achievements also increases without a doubt.

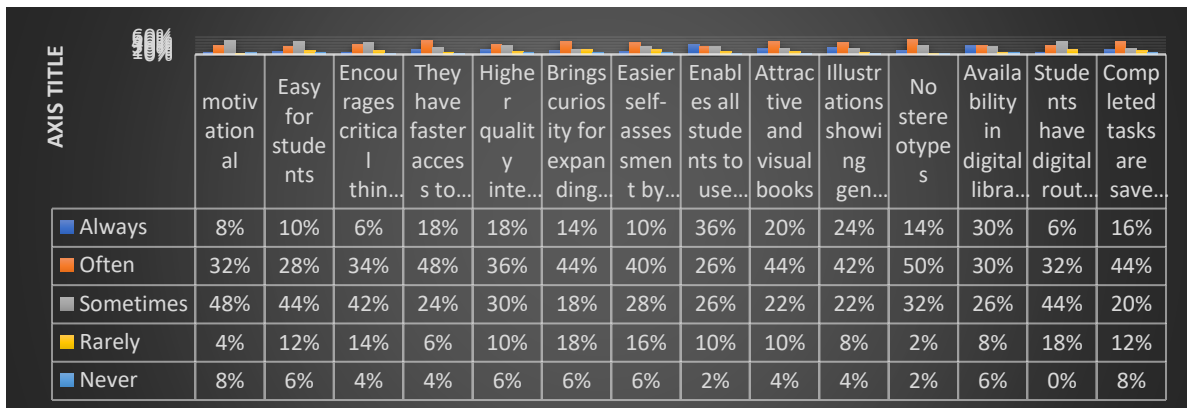**The digital books for the fourth grade positive and negative sides**

In this questions we have many subquestions , since the subquestions contain positive and negative sides of the digital book as a helping tool as it is seen in chart no. 1, therefore this question we will divide it in two sub-questions where the two research hypotheses will be proven.
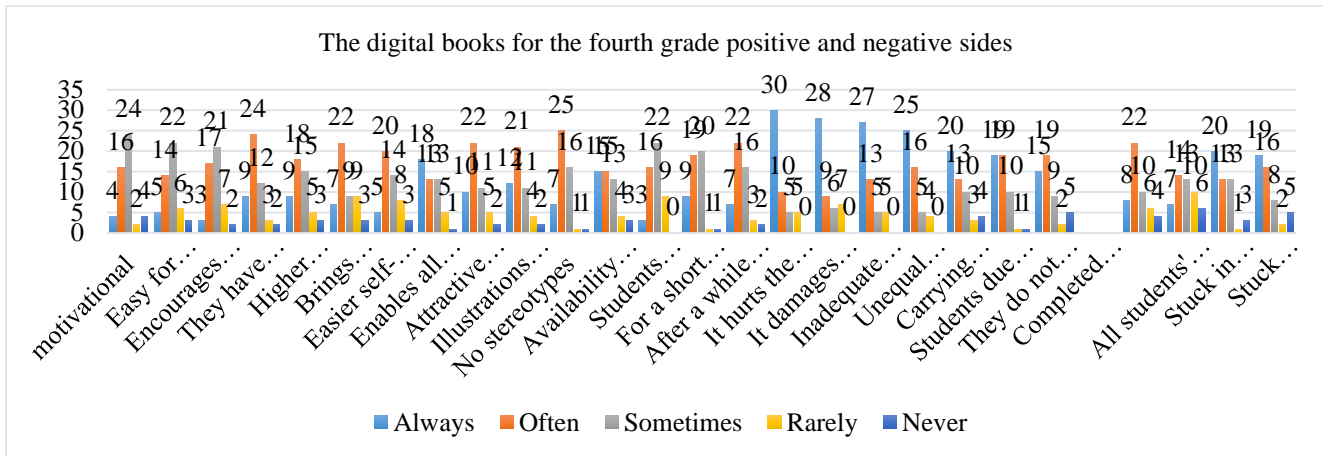
Graph no.1. The digital books for the fourth grade positive and negative sides

Positive sides of the digital book

In connection with that, digital books for fourth grade positive sides of it,we have arriver in these results:

	motiv ation al	Easy for stude nts	Encou rages critica l thin...	They have faster acces s to...	Highe r qualit y inte...	Brings curios ity for expan ding...	Easier self-asses smen t by...	Enabl es all stude nts to use...	Attrac tive and visual books	Illustr ations showi ng gen...	No stere otype s	Availa bility in digital libra...	Stude nts have digital rout...	Comp leted tasks are save...
■ Always	8%	10%	6%	18%	18%	14%	10%	36%	20%	24%	14%	30%	6%	16%
■ Often	32%	28%	34%	48%	36%	44%	40%	26%	44%	42%	50%	30%	32%	44%
■ Sometimes	48%	44%	42%	24%	30%	18%	28%	26%	22%	22%	32%	26%	44%	20%
■ Rarely	4%	12%	14%	6%	10%	18%	16%	10%	10%	8%	2%	8%	18%	12%
■ Never	8%	6%	4%	4%	6%	6%	6%	2%	4%	4%	2%	6%	0%	8%

Graph no.2.Digital books for fourth grade,it's positive sides.

From the questionnaire these data were processed according to graph no. 2 for the positive sides of the digital books as an aid in the fourth grade we reached these results that we will present in the continuation of the paper. The first sub-question is the students motivation when using the digital book, from the data it can be seen that, always 8%, often 32%, sometimes 48%, rarely 4%, never 8%. From this we can conclude that 48% of the teachers claim that the digital book as an aid is sometimes motivating for the students.

How easy is the digital book as an aid for the students, the teachers have affirmed that 10% always, often 28%, rarely 12%, and never 6%, the largest percentage 44% of the teachers affirmed that digital books as an aid is sometimes easy for the students.Connected to that how much the digital book like a helping tool encourages the critical thinking at students, teachers declared that: always 6%,usually 34%,often 42%, rarely 14% and never 4%.The biggest percentage, that too 42% of the teachers claim that digital books like a helping tool often encourage the critical thinking at students. How much the book in question offers quicker access for

informations, teachers declare standings like: always 18%,usually 48%,often 24%, rarely 6% and never 4%.Based from the big percentage, that too with 48% of the teachers which declare this fact, we note that digital books offer this opportunity. Does the book enable students to carry out better quality research, teachers declared always 18%, often 36%, sometimes 30%, rarely 10% and never 6%. According to the attitudes of the teachers 36% of them think that often from the digital book as a helping tool for students, reach to conduct better quality research. According to the data related to the awakening of curiosity for expanding knowledge, the following statements are presented: with always were determined 14% teachers, often 44%, sometimes 18%, rarely 18% and never 6%.Does it enable easier self evaluation from the side of the tests in it, according to the data we present the data: 10% of the teachers heve selected always, often 40%, sometimes 28%, rarely 16% and never 6%. The answers presented above lead to the conclusion that the most frequent part is determened that digital books often allow self evaluation. Regarding the issue of how much the digital book as an aid enables students to use technology for all students, we have the following presentation: 36% of the teachers determinded always, often 26%, sometimes 26%, rarely 10% and never 2%. From their answers where 36% of them have declared that they can affirm the impact of the use of digital books in increasing the competences of students in the use of technology.

According to the attitudes of the teachers that digital books are attractive and visual and according to them,always 20%,usually 44%, sometimes 22%,rarely 10% and never 4%, where the standing of 44% teachers is that usually the digital books are attractive and visual books.The digital book like a helping tool for fourth grade has illustrations where is shown gender equality, according to the data teachers answered always 24%, usually 42%, sometimes 22%,rarely 8% and never 4%.From their answers where most are declared that too 42% teachers, we conclude that the digital book usually like a helping tool for fourth grades has illustrations where it presents gender equality.The digital book like a helping tool for the fourth grades are without stereotypes,according to the teachers always 14%,usually 50%, sometimes 32%,rarely 2% and never 2%.The increase of frequency, respectively 50% of the teachers have declared that sometimes the digital book like a helping tool for fourth grades are without stereotypes.The digital book as a helping tool for the fourth grades are available at the digital library even that 24 hours, according to the data the teachers answered always 30%,usually 30%, sometimes 26%,rarely 8% and never 6%. From the answers, we verificate availability of the books at the digital library for 24 hours.As for the daily routine, based in the results where with always are defined 6%,usually 32%, sometimes 44%,rarely 18% and never 0%, we can conclude that 44% of the teachers think that the students often own a digital routine for the digital book.Connected with the archiving of the students achievement in the electronic equipment we can conclude that 44% of the teachers blame that sometimes these evidences of the students are documented in the electronic equipment, while with always are declared 16%, from them, with usually 44%, often 20%, rarely 12%, and never 8%.

Negative sides of the digital book
Regarding that, digital books for the fourth grade negative sides of it, we have reached the following results:
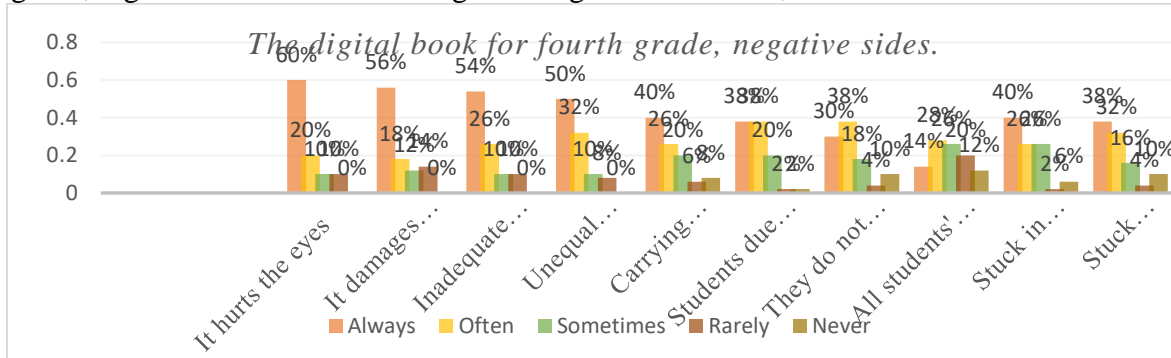
Graph no.3 Digital book for the fourth grade negative sides of it

From the questionaire these data were processed according to graph no.3 for negative sides of digital book as a helping tool in fourth grade we reached these reached these results that we will present in the continuation of the work.

Like the first sub-question is the digital book like an aid damages the eyes,from the data is clear that, always 60%, often 20%, sometimes 10%, rarely 10%, never 0%. From this we can conclude that 60% of the teachers affirm that the digital book like an aid damages the eyes at students.According to the attitudes of the teachers they affirmed that, the digital book like an aid damages the spine even that: always 56%, often 18%, sometimes 12%, rarely 14% never 0%.In the digital book like an aid, the teachers affirmed even that, always 18%, often 48%, sometimes 24%, rarely 6% and never 4%, the largest percentage 48% of the teachers affirmed that, in the digital books like an aid often have faster access for informations. The digital book as an aid affects an inadequate reading attitude, teachers declared always 54%, often 26%, sometimes 10%, rarely 10% and never 0%. According to the attitudes of the teachers, 54% of them claim that the digital book as an aid for students always affects an inadequate reading attitude. The digital book as an aid brings unequal technological conditions for all students, as some can intervene to write in it , some cannot, according to the data, teachers answered always 50%, often 32%, sometimes 10%, rarely 8 % and never 0%. From their answers, where more than 50% have declared, the digital book as an aid brings unequal technological conditions for all students, since some can intervene to write in it, some cannot. Because of the digital books as an aid, the students carry the tablets from school to home and vice versa, according to the data the teachers answered, always 40%, often 26%, sometimes 20%, rarely 6%, never 8%. From their answers, more than 40% stated that because of digital books as an aid, students carry tablets from school to home and vice versa. Students due to age lose concentration in using the digital book in every class, according to the data teachers answered always 38%, often 38%, sometimes 20%, rarely 2%, never 2%. From their answers, where more have always been stated and often where it can be concluded that students lose concentration in using the digital book in every class due to their age. According to the attitudes of the teachers that the students do not have access to the digital book without internet, they declared that always 30%, often 38%, sometimes 18%, rarely 4%, never 10%, where the attitude of 38% of the teachers is that often students do not have access to the digital book without internet. In the digital book as an aid for the fourth grades, on all students' tablets the pencil does not work to write in the digital book, according to the data the teachers answered always 14%, often 28%, sometimes 26%, rarely 20%, never 12%. From their responses, where the majority of 28% of teachers declared, in the digital book as an aid for the fourth grades, often all students' tablets, the pencil does not work to write in the digital book. The digital book as an aid for fourth graders, stuck in freehand spelling. (Students do the written tasks in the digital book, respecting freehand spelling on the tablet)., according to the teachers, always 40%, often 26%, sometimes 26%, rarely 2%, never 6%. From the collected data, where 40% of teachers affirm that every time in the digital book as an aid for the fourth grades, they get stuck in freehand spelling. (Students complete the written tasks in the digital book, respecting the freehand spelling on the tablet). The digital book as an auxiliary tool for the fourth grades, there is a delay in realizing, drawing 2D and 3D shapes precisely in the digital book, according to the data, the teachers answered, always 38%, often 32%, sometimes 16%, rarely 4%, never 10%. From their answers where they are stated and that every time in the digital book as an aid for the fourth grades there are delays in realizing, drawing 2D and 3D shapes precisely in it.

Qualitative analysis of the results obtained

For the verification of hypothesis 1, the results obtained from questions 1, 2 and 3 for teachers were analyzed. The data obtained show that the respondents think that based on these answers we can conclude that the digital books correspond to the content or terms of the curriculum since 58% have declared that they always and often correspond to those with positive answers, digital books often correspond to evaluation standards, we find that digital books often correspond to digital learning resources, digital books correspond to educational

programs which are often completed with learning activities, according to Pearson's correlation we can conclude that with the increase in the quality of the book's content, the quality of the students' achievements will also increase. After the positive answers collected that the digital book as an aid in the fourth grade has terms or teaching content, it corresponds to the assessment standards, digital teaching resources, teaching activities and according to Pearson's correlation, so from this we can conclude that hypothesis 1 is confirmed, which is: H1.We assume that, with the increase in the quality of the content of the book, the quality of the students' achievements also increases.

For the verification of the 2 hypothesis the obtained results are analysed from the 3rd question which contains 14 sub questions for teachers. The obtained data shows that the respondents think that based on these answers we can conclude that, sometimes the digital book is motivating for learning for students, digital books as a helping tool sometimes is easier for students, digital books as a helping tool sometimes encourages critical thinking in students, students often have faster access to information in digital books as a helping tool, often students from the digital book as an auxiliary tool manages to carry out better quality research, the digital book as an auxiliary tool often brings curiosity for expanding knowledge, the digital book as an auxiliary tool often enables easier self-assessment from the side of the tests in it, the digital book as an auxiliary tool always enables for the use of technology by all students, often digital books are attractive and visual books, digital books as a tool for fourth grades often have illustrations that present gender equality, digital book as a tool for fourth grades are often without stereotypes., digital book as a tool for fourth grades are available in the digital library and for 24 hours , sometimes the students in the fourth grades have digital routine for the digital book, often in the digital book as a helping tool for the fourth grades the done work is saved on the tablet. Since you always have 1 statement, often 8 statements and sometimes 5, so from this we can conclude that hypothesis 1 is confirmed, which is: H.2 "We assume that, digital books for fourth grades have its positive sides."

For the verification of the 3rd hypotheses important are the results obtained from the 10 sub-questions of the given question for the teachers.

From the data obtained from the respondents and based on these answers, we can conclude that, often and sometimes by the teacher, they claim that the digital book for a short time becomes demotivating for reading in students, often digital books as an aid in the classrooms quarters after a while brings monotony, digital books as a tool always hurts the eyes of students, digital books as a tool always damages the spine of students, digital books as a tool students often have faster access to information, digital books as a tool for students always affects an inadequate reading attitude, the digital book as an aid always leads to unequal technological conditions for all students, as some can intervene to write in it some cannot, always because of digital books as an aid the students carry the tablets from school to home and vice versa, every time and often where it can be established that the students due to age lose concentration in the use of the digital book in every class, often students do not have access to the digital book without internet, in the digital book as an aid for the fourth grades often all students' tablets the pencil does notwirk for them to write on it, every time in the digital book as an aid for the fourth graders is stuck in freehand spelling. (Students do the written tasks in the digital book, respecting the freehand spelling on the tablet), every time in the digital book as an aid for the fourth grades there is a lag in realizing the drawing of 2D and 3D shapes accurately in it. Since you always have 8 statements, often 4 statements, so from this we can conclude that hypothesis 2 is confirmed, which is: H.3 "We assume that digital books for fourth grades have its negative sides." With what hypothesis 3 is confirmed. With the verification of all the special hypotheses, the general hypothesis in this research is confirmed, which is:" H. "We assume that the digital book as an aid adapts to the lessons in the fourth grades".

Conclusions and recommendations

The latest world trends claim for a perfect digitalization in education, where time by time in all the countries,the introduction of digitalization is a process that comes and grows, improves, innovates, since the children of the

time in which we live from early childhood they begin to use technology, therefore it is more than necessary to strengthen digital and informational technology as much as possible and to train teachers for their use.Therefore, in this paper we elaborated on the topic of the digital book for the fourth grades, where from this paper we extracted and researched some of the segments of the digital book that was in use in the fourth grades. Since the topic has to do with digital books in the fourth grades, which system from the next few years will start to be implemented in the following generations, where I would suggest the Ministry of Education and Science, the Bureau for Education Development, teachers, parents and students as the digital book has its positive sides and is often easy and attractive to use by students, has gender equality, without stereotypes, increases the quality of students' achievements, the autonomy of students and teachers, facilitates the work of teachers and students, enables faster answers, enables students to use informative technology, research, self-assessments... therefore, the Ministry of Education and Science to supply all schools with laptops for students and teachers.Why not tablets, but laptops, since tablets are carried from school to home and students at a young age cannot protect them from breaking, then many tablets that are older than 2021 cannot be written on, including tablets that donated by the Ministry of Education, inadequate posture on the bench, damage to the axis and eyes, when writing there is no good handwriting and enough space to write, in mathematics, especially in the part of geometry, the student cannot precisely measure lengths and draw 2D, 3D shapes, segments, etc., it loses the concentration of primary school students if it is used every hour, it becomes monotonous for the students to turn on the tablets and learn the teaching units, activities, tasks, etc. from the tablets, it is a concern for not saving the tasks done by the students, there are schools that don't even have internet or weak internet, websites limited by the internet (resources) where students can search for materials, etc.

Therefore, in order to move on with time, development, innovations, the state must invest as much of its budget as possible in education, because what we plant, we will reap. The output and input of a state in education is the school, to have a healthy future after 20 years.

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