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

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Abstract

Parallel to the changes in society and its globalization, the development of technology also affected the changes in the educational system. To adapt to this change, digitization of books was introduced as an attempt to renew the education system and adapt to the demands of new programs. We will refer to the printed book and the digital version as two coherent issues. They are mediums through which study enlivens, pushes, orients, encourages, as well as initiates and enables the fulfillment of commitments given at school and at home. Although an aid, the application of books in the education system, which began in the fourth grade, marked changes in the acceptance of the same by teachers and students, but also by all other subjects involved. Today, as time marks the experience in use, we can announce the positive and negative sides of the application of the book. In order to gather experiences and findings about the impact of using the digital book, a questionnaire was carried out with 50 teachers working in fourth grades. The research will reveal qualitative data and analysis extracted from the questionnaire carried out in Google forms in the different groups of primary schools. The data collected from the questionnaires will be analyzed with statistical procedures and methods. The percentage was used to measure the variability of the data and the Pearson correlation was used to determine the relationship between the variables. The results obtained about this research are in favor of the positive sides of the digital book, while the negative sides of the use of the digital book in the fourth grades are mainly health.

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

Introduction

We will refer to the printed book and the digital version as two coherent issues. The book is considered the main tool of all adaptation, but not only. Since the digitization of books is already an inalienable issue since the new generations from early childhood have started with it, the older generations refuse since they are taught to read the book by touching it, feeling it, turning it back whenever they want, underlining , imagined, analyzed, etc. Therefore, this paper, in its entirety, is oriented towards providing answers to some questions about the use of the digital book, which are a matter of study in the field of pedagogy and why not informatics. The research aims to give a concrete answer to the question: Is the digital book suitable as an aid to the lessons in the fourth grades? Does the quality of the students' achievements also increase with the increase in the quality of the book's content? Do you think digital books for fourth graders have more pros and cons? Digital textbooks integrate ICT into teaching and thus modernize teaching. By doing so, they not only develop students' ICT skills, but also encourage their creativity and learning autonomy. Digital texts can include all forms of audio and visual materials, including written and spoken text, music, animations, photographs and videos, and can be linked to various presentations such as sound images, spoken expressions with written text. , video material with the text for translation, etc. The ability to engage students in a variety of learning activities makes digital textbooks an interactive, engaging and stimulating learning tool.

Their interaction can be enhanced by being "programmed" to provide feedback on the accuracy of the answers to the questions and tasks they ask students and to direct students to additional activities that are tailored to their learning progress and level. of achieving the expected results. This makes digital textbooks adaptable for use by students with disabilities. In addition to being used in the classroom, in physical contact with students, digital textbooks can be a tool powerful to support distance learning (in distance learning) ("New concept for primary education", 2021:32)

In our country, we have not found research on the digital book in the fourth grade, therefore, this paper will serve the Ministry of Education, the Ministry of Education, the teachers, students and parents, from the suggestions, conclusions and recommendations derived from the research. The work and research in question will present the attitudes of the teachers that will be collected from the questionnaire which will be prepared in order to answer the given questions that clarify the implementation of learning through digital books, its strengths and shortcomings according to attitudes of 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 curriculums 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 ICT 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 schools, 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 center, democratic atmosphere, permanent assessment with feedback information, cooperative students, parents etc. Therefore, I think that teachers who have proved to be users of ICT 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; Receiving of information; Fast and frequent updating with scientific news; Easily reachable; Enables interaction with the reader/user; It's so attractive 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 passive reader; Expensive to buy; Saving problems; The entry in the libraries 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 ICT 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 is the attitudes of the teachers for digital books like auxiliary tools for the realization 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 increase in the quality of the content of the book, the quality of the students' achievements also increases. H.2 Digital books for fourth grades have more positive sides than negative 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 sent to different school groups. After collecting the questionnaires, the collected data will be elaborated with statistical methods.

Results

From the data and results of the question, although the digital book is an aid in the teaching process, does it correspond to the teaching programs, the teachers for the contents or terms of the teaching programs, the teachers in these cases declared, always 20%, often 38%, sometimes 38 %, rarely 4%. Based on the fact that 58% of teachers have stated positively, then it reflects the finding that digital books correspond to the contents or terms of the curriculum. Regarding the question of finding out whether the book corresponds to the assessment standards, results from the most diverse appear. While 14% of teachers answered always, 40% often, 30% sometimes, 10% rarely and 6% of them did not answer. Based on the higher frequency of statements, although not very convincing, we can conclude that digital books often correspond to the evaluation standards. Does the digital book as a complementary tool in the learning

process correspond to the 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 this distribution, since again no convincing percentage appears, we can conclude that digital books often correspond to digital learning resources. How many activities are included in the digital books, the teachers stated as follows. 18% of teachers were determined for every time, 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 to educational programs, which are often completed with educational activities.

The digital book as an aid in the fourth grade, which has good book content, increases the quality of the students' achievements

Regarding the fact that the digital book as an aid in the fourth grade will increase the quality of the students' achievements, the digital books are qualitative in terms of content.
According to the results collected by the teachers based on Pearson's correlation, a high correlation is clearly seen, 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.

Digital books for the fourth case positive and negative side

In this question we have many sub-questions, as the sub-questions contain the positive and negative sides of the digital book as an aid, therefore we will divide this question into two sub-questions where the research hypothesis will be proven.

Positive sides of the digital books

From the questionnaire, these data were processed for the positive sides of the digital book 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 student's 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 the digital book as a tool is for students, the teachers affirmed that always 10%, often 28%, sometimes 44%, rarely 12% and never 6%, the largest percentage 44% of teachers affirmed that digital books as a tool auxiliary is sometimes easy for students.
Regarding the extent to which the digital book as an aid promotes critical thinking in students, the teachers also stated that: always 6%, often 34%, sometimes 42%, rarely 14% and never 4%. The largest percentage, even that 42% of teachers affirm that digital books as an aid sometimes promote critical thinking in students.
As far as the book in question provides faster access to information, the teachers express their attitudes as: always 18%, often 48%, sometimes 24%, rarely 6% and never 4%. Based on the largest percentage, even the one with 48% of teachers who affirm this fact, we find that digital books offer this opportunity.
Does the book enable students to carry out better quality research, the 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 they often use the digital book as an aid for the students to conduct better quality research.

According to the data regarding the awakening of curiosity for expanding knowledge, the following statements are presented: 14% teachers were always determined, 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: always 10% teachers have selected, often 40%, sometimes 28%, rarely 16% and never 6%.

The responses presented above lead to the conclusion that the most frequent part is determined by the judgment 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 teachers always determined, often 26%, sometimes 26%, rarely 10% and never 2%. From their answers, where 36% were declared, we can affirm the impact of the use of digital books in increasing the competences of students in the use of technology.

According to teachers' attitudes that digital books are attractive and visual books and according to them, always 20%, often 44%, sometimes 22%, rarely 10% and never 4%, where the attitude of 44% of teachers is that often digital books are attractive books and visual. The digital book as an aid for the fourth grades has illustrations where it presents gender equality, according to the data the teachers answered always 24%, often 42%, sometimes 22%, rarely 8% and never 4%. From their answers, where 42% of the teachers have declared, we conclude that often the digital book as an aid for the fourth grades has illustrations that present gender equality. The digital book as an aid for the fourth grades is without stereotypes, according to teachers always 14%, often 50%, sometimes 32%, rarely 2% and never 2%. The increase in frequency, respectively 50% of the teachers have stated that often the digital book as an aid for the fourth grades is without stereotypes.

The digital book as a tool for the fourth grades is available in the digital library and that 24 hours, according to the data the teachers answered, always 30%, often 30%, sometimes 26%, rarely 8% and never 6%. From the answers, we verify the availability of books in the digital library for 24 hours.

As for the digital routine, based on the results where 6% are always determined, often 32%, sometimes 44%, rarely 18% and never 0%, we can conclude that 44% of teachers think that students sometimes have a digital routine for the book digital. Regarding the archiving of students' achievements in electronic devices, we can state that 44% of teachers consider that these students' records are often documented in electronic devices, while 16% of them always declare, with often 44%, sometimes 20%, rarely 12% and never 8%.

Negative sides of the digital book

From the questionnaire, these data were processed about the negative sides of the digital book as an aid in the fourth grade, we reached these results that we will present in the continuation of the paper. 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 information. 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 find that with the increase in the quality of the content of the book will increase and the quality of student achievements. 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 verification of hypothesis 2, the results obtained from question 3, which contains 14 sub-questions for teachers and 10 sub-questions of the question given for teachers, were analyzed.

The data obtained show that the respondents think that based on these answers we can conclude that sometimes the digital book is motivating for learning to students, digital books as an aid sometimes is easy for students, digital books as an aid sometimes encourages critical thinking in students, students often have faster access to information in digital books as an aid, often students from the digital book as an aid manage to carry out better quality research, the digital book as an aid often brings curiosity to expand knowledge, the book digital often as a tool enables easier self-assessment from the side of the tests in it, the digital book as a tool always enables all students to use technology, digital books are often attractive and visual books, the digital book as a tool for fourth grades often have illustrations that present gender equality, the digital book as a tool for the fourth grades are often without stereotypes., the digital book as a tool for the fourth grades are available in the digital library and that 24 hours, sometimes the students in the fourth grades have digital routine for the digital book, often in the digital book as an aid for the fourth grades, the tasks worked are shaved 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.

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 students carry tablets from school to home and vice versa, every time and often where it can be concluded that students due to age lose concentration in using the digital book in every class, often students do not have access to the digital book without internet, to the digital book as a tool aids for fourth grades often all students' tablets do not work the pencil to write on it, every time in the digital book as an aid for fourth grades there is a hang 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.2 Digital books for fourth grades have more positive sides than negative sides. " By which hypothesis 2 is confirmed.

With the verification of all the special hypotheses, which proves the general hypothesis in this research, which is:" H. "We assume that the digital book as an aid it 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 countries, the introduction of digitalization is a process that comes and grows, improves, and innovates since the children of the time in which we live from early childhood 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 grade, where from this paper we extracted and researched some of the segments of the digital book that was in use in the fourth grade. Since the topic has to do with digital books in the fourth grade, 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 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, and 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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