

Teaching Kazakh novels with electronic book applications; Teacher and student opinions.

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Abstract

Changes in the understanding of Education have led to the emergence of new approaches to teaching, strategies for teaching teachers, tools, methods and techniques. The purpose of this study is to evaluate the preparation of Kazakh novels for a book with electronic additions from the point of view of teachers and students. This study is based on high-quality research models, real scientific models. To collect data, the researcher created a semi-structured type of interview with the teacher and a semi-structured type of interview with the student. Study participants include 25 literature teachers from Almaty and Kazakhstan secondary schools and 122 students from various secondary schools. The study was conducted in the 2020-2021 academic year. As a result of the study, part of reading Kazakh novels in print or electronic form was evaluated, and it was noted that the teacher likes printed stories. The results of students' responses also show that reading printed Kazakh stories is higher than reading electronic Kazakh teaching.

Keywords: e-book; Kazakh stories; myth; Kazakh mythology; memories of students; memories of teachers.

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1. Introduction

In accordance with the needs of our century, a new understanding of Education moves from the past to the present. Changes in the understanding of Education have led to the emergence of new approaches to teaching, strategies for teaching teachers, tools, methods and techniques. In accordance with this, the problems of mythopoetics in artistic prose are also raised to a new methodological level. The problems of mythopoetics in artistic prose, which provide unlimited opportunities for the accumulation and reflection of the body, spirit and philosophy of human thought in general, occupy a special place in the field of literature. Writers have eaten this inexhaustible source, universal ideas and moral problems in mythopoetics are perfectly combined with the acute and urgent problems of our time. There is reason to believe that the appearance of Legends and legends in Kazakh prose is a unique phenomenon in the work of writers. Of course, despite the fact that religious and mythological motives had a great influence on the development of the Kazakh literary process in the twentieth century, its development was not uniform. Mythological network of the twentieth century. In the 1930s and early 60s, it was interrupted by ideological reasons that dominated literature, and later, since the 1970s, this continuity in Kazakh prose continued.

In the prose works of Kekilbayev, Isabekov, Magauin, Doszhanov, Bokeev, Sanbayev of the 1970s (Kazakh literature of the 19th century in the kazakh language, n.d.), the Kazakh master of artistic expression continues the epic metaphorical continuation and connection with ancient folklore and mythological culture in the early works of Auezov. Mythologism in Kazakh prose grew out of the works of writers Auezov, Mukanov, Musrepov and others, expanded its artistic horizons, and the tradition of using mythopoetic forms in modern Kazakh literature became more complex (Takirov et al., 2019).

In Kazakh literature, the works of Kekilbayev ("Steppe ballads", "The end of the legend"), Bokeev ("Snow White", "Muztau"), Sanbayev ("Longing for Legend", "Many-death"), Iskakbay ("The Legend of shame") and others are distinguished by a special "Game" style, blurring genre boundaries, the ability to go beyond the former aesthetic and ideological norm ((Kazakh literature of the 19th century in the kazakh language, n.d.). Consequently, today, changes in the world of education are accompanied by rapidly developing technologies and have led to the formation of educational materials and an educational environment with the integration of technologies. The technology-integrated educational environment creates new paradigms in education, including in the field of literature (Yang and Wu, 2012).

As a result of the introduction of technologies into the educational environment and educational content and the expansion of the opportunities offered, the number of studies on the integration of technologies into education in the field of literature on the problems of mythopoetics in artistic prose is increasing day by day (Vogt, Tilya and Van den Akker, 2009). Among them, in our research work, we suggest studying the history of Kazakhstan on the topic of teaching using applications for e-books; feedback from teachers and students.

1.1. Theoretical and conceptual framework

The impact of technological developments on society has become one of the most discussed topics of today's world. Views and solutions regarding both the transformation in technological advances and their impact and consequences on the social structure are developing in parallel with technological progress (Pektas, 2017).

Information and Communication Technologies have been developing rapidly in recent years, called the Information Age. Accordingly, the necessity of people to keep up with this technology has arisen. Thanks to emerging new technologies, people can meet their needs quickly. Education is one of the areas where information and communication technologies are most needed. In addition, serious problems may arise if individuals working in the field of education do not follow today's technologies carefully (Sarıkaya and Yarımsakalli, 2020).

Today, the so-called 'traditional education system' has a uniform, teacher-centered, book-bound and punishing reward system (Turk and Sari, 2017). The transfer of new technologies to educational environments

has added a new dimension to the understanding of education, but it has also brought with it a changing understanding of online reading, from reading and digging in printed books. A learning teaching activity using only printed resources is no longer enough for today's world, and online resources have become an important part of being able to carry out effective learning teaching activities. However, the integration of technology into education is being carried out behind the planned process, and although the use of technology in daily life of adults and children is increasing rapidly, technology in education is not yet widely available in various classrooms from elementary to high school (Hutchison and Reinking, 2011).

However, technology integration is an important component in the education reforms of many countries around the world, and the integration of technology into learning-teaching activities has accelerated (Chen, 2010). In the 21st century education concept, reading activities are carried out through tools such as computers, tablets, mobile phones and billboards, except for tools such as books, magazines and newspapers. Multiple electronic media such as animation, video, pictures, graphics, photos, interactive images and audio stories in digital internet environments constitute an important alternative to printed books (Mayer and Moreno, 2003).

The term electronic book (e-book) is derived by Van-Dam and generally expressed as tools that store and transmit writings and images via electronics. (Huang, 2014). According to Vassiliou and Rowley (2008), e-books are defined as digital objects that have the characteristics of traditional books.

Individuals with traditional literacy skills have difficulty performing effective reading and writing in digital environments with these skills. Gaining technology-based literacy skills is a prerequisite for effective literacy in digital environments. Therefore, technology causes differences in the conventional concept of literacy, necessitates an extraordinary field of competence and the need to meet these requirements is increasing day by day (Dagtaş, 2013). The use of digital resources in the field of education is seen as an important tool in the development of students' language skills (Mouri and Rahimi, 2016).

With the rapid development of technology, communication technologies have rapidly penetrated daily life (Gunaydin, 2017). Dagtaş (2013) reveals the fact that individuals need to add technology-based literacy skills alongside traditional literacy skills in order to travel the same level as other individuals without facing digital fragmentation in the information society.

The literary and subcultural phenomenon of Kazakh literature includes high literature, mass literature and "nonfiction" literature. The main features of modern children's literature include international character, social conformity, gender targeting, two-way, sequention, connection with cinema and computers, playing games, and the transformation of traditional literary genres for children and adolescents (Fictionzov et al., 2021). Today, it is seen that the act of reading novels called literary texts is also reshaped by the influence of digital technologies. This new reading environment, where access to information sources through the Internet is enriched, is supported by electronic books, opening the doors of a new world to students. Considering the world of electronic books, which has opened its doors in recent years, it is considered that teaching Kazakh novels with electronic book applications is an important requirement.

1.2. Related research

Research in the field of the effective use of electronic books in learning reveals that digital books have been an effective material in recent years. In the Dagtaş (2013) survey; he noted that teachers have a positive attitude regarding the use of digital texts in digital books in the educational environment. In the study, teachers found that digital books; they agreed that it contributes to education in terms of preventing paper waste, getting rid of the hassle of carrying books, rapid access, diversity of resources and gaining the habit of reading screens. Aktas and Yurt (2017), in their research; they evaluated the effects of the use of digital stories as learning materials on the student. As a result of the research, it was revealed that digital stories have a positive effect on academic success, motivation and memory.

In their work, Duran and Topbasoglu (2015) evaluated the effect of narrative texts on understanding reading environments (from printed or digital-interactive books) and student opinions on digital-interactive books. As a result of the research, the average comprehension score of students reading from a digital-interactive book was 1.2 points higher than the average comprehension score from printed material.

In their research, Smeda, Dakich and Sharda (2014) explored the pedagogical aspects of digital storytelling and the impact of digital stories on teachers and students. As a result of the research, it was revealed that digital stories are one of the innovative pedagogical approaches that can involve students in deep and meaningful learning.

Bozkurt and Bozkaya (2013) discussed the function of electronic books from the past to the present. Although the use of electronic books has many advantages, the researchers found that although it is not preferred at the level expected from the age of technology for some reasons such as emotional habits, lack of knowledge, lack of hardware.

1.3. Purpose of the research

The purpose of this research is; To evaluate the teaching of Kazakh novels through electronic book applications in terms of teacher and student opinions.

For this purpose, the following sub-objectives were searched for answers.

1. What is the teachers' perception of teaching Kazakh novels through electronic book applications?
2. What is the perception of students about learning Kazakh novels through electronic book applications?

2. Method and Materials

In this section, information about the method by which the research is carried out, who the working group consists of, what are the data collection tools, in what process the data is collected and by what methods are evaluated.

2.1. Research methods

This research is designed from qualitative research patterns in fact science pattern. Factology focuses on making common sense about a phenomenon from the life experiences of more than one person (Creswell, 2006). This approach refers to a methodological and detailed examination of how people perceive the researched phenomenon, how they define it, how they judge it, what they remember, what they give it and what they talk about it with others (Locke, 2002). In this study, it was appropriate to use the fact science pattern in this evaluation, since the opinions of teachers and students regarding the teaching of Kazakh novels with electronic book applications were evaluated.

2.2. Participants

In this research, easy-to-access situation sampling was used from purposeful sampling methods. The teachers and students who participated in the study were selected according to the easily accessible situation sampling technique from the sampling methods for the purposes. Easy-to-access case sampling is a frequently preferred type of sampling to delve deeper into qualitative research (Miles, Huberman and Saldana, 2014). Therefore, in this study, purposeful sampling was preferred instead of random sample selection. The 25 teachers who agreed to participate voluntarily in the research teach Literature in various secondary schools in Almaty. The 122 secondary school students who agreed to participate voluntarily in the study are also educated at various secondary schools in Almaty. Demographic characteristics of the participants of the study are included in the "Results" section.

2.3. Data collection tools

In the research, two semi-structured interview forms were used, teacher semi-structured interview form developed by the researcher and student semi-structured interview form for the purpose of collecting data. Validity and reliability studies of structured interview forms used in qualitative research are carried out at certain stages. In this context, valid; internal validity and generalability (external validity) and reliability audit should be carried out. The internal validity is how accurate the results of a study are, whether the purpose of the research and the social reality of those who participated in it are accurately reflected. Generalability (external validity) is generally accepted if the results of a research study can be applied to other similar environments and communities. Reliability in quantitative research is the same conclusion when the measuring tool is used more than once. But the main source of research in qualitative study is the researchers themselves. Therefore, even if the same measuring tool is used, a similar sample group is studied, and the same subject area is selected, the research data may not be repeatable. Therefore, the way to obtain a measure of reliability in qualitative research is to create an "audit trail" or "decision track". Recording the data collected during the research with an audit trail allows other researchers to follow the same process. The data presented by this method will be systematic and understandable (Daymon and Holloway, 2010). Accordingly, the answers to the questions in the semi-structured interview forms are categorized based on validity and reliability criteria. Semi-structured interview forms consist of 2 parts. The first section contains questions about the personal information of the teachers and students who participated in the research. In the second part, there are questions about the teaching of Kazakh novels by teachers and students through electronic book applications. Semi-structured interview forms are given at the end of the research in the form of Annex-1 and Annex-2.

2.4. Data collection process

The collection of data related to the research was carried out in two dimensions: interviews with both teachers and students. Two separate semi-structured interview forms were used parallel to each other for teachers and students. Taking into account the Covid-19 pandemic process, it was decided that it would be unhealthy to hold the talks face-to-face. The teacher semi-structured interview form was delivered to the teachers by e-mail and they were asked to fill out the form. Video calls were made with the students and the interview process was recorded. The students' responses were then transferred to semi-structured interview forms. It took about 2 months to collect the research data.

2.5. Data analysis

Responses to semi-structured interview forms used to collect data in the research were analyzed using the content analysis technique. Content analysis is the most common technique for analyzing qualitative research data. In content analysis, data is systematically presented by creating categories (Forman and Damschroder, 2007). The answers given by the participants to the questions in the semi-structured interview form were given by creating frequency and percentage tables.

3. Results

In this section, teachers and students' responses to semi-structured interview forms used in the research are evaluated.

3.1. Teacher Semi-Structured Interview Form

Table 1 provided demographic characteristics related to the gender and professional experience of the teachers who participated in the study.

Table 1: Distribution of teachers' gender and professional experiences

Experience	Gender		Sum
	Female	Male	

1-4 Years	2	3	5
5-8 Years	6	4	10
9-12 Years	3	1	4
13 Years +	4	2	6
Sum	15	10	25

In Table 1, the gender and professional experience distributions of the teachers participating in the research are given. Fifteen of the teachers surveyed were women and 0 were men. 5 teachers have 1-4 years, 10 teachers have 5-8 years, 4 teachers have 9-12 years and 6 teachers have 13 years+ experience. A total of 25 teachers participated in the study.

Table 2 includes the opinions of the teachers who participated in the research on the benefits of teaching Kazakh novels through electronic book applications.

Table 2: Teachers' views on the benefits of teaching Kazakh novels through electronic book applications

Teacher Feedback	F	%
Providing learning motivation	19	76
Providing a fun learning environment	13	52
Permanent learning	11	44
Providing the student with ease of understanding what they are reading	7	28
Providing technological learning opportunities	5	20
Prevent paper waste	4	16

The teachers who participated in the study expressed their opinions on the benefits of teaching Kazakh novels through electronic book applications. 76% of teachers defined providing learning motivation, 52% providing a fun learning environment, 44% identify learning as permanent, 28% providing students with ease of reading comprehension, 20% providing technological learning opportunities and 16% identifying paper waste as beneficial.

Table 3 contains the opinions of the teachers who participated in the study on the limitations of teaching Kazakh novels through electronic book applications.

Table 3: Teachers' views on the limitations of teaching Kazakh novels through electronic book applications

Teacher Feedback	F	%
Not being able to access every book easily	21	84
Impairing eye health	16	64
Causing technology addiction	14	56
Difficulty in supplying reading tools	5	20

The teachers who participated in the study expressed an opinion on the limitations of teaching Kazakh novels through electronic book applications. 84% of teachers defined not being able to easily access every book, 64% describing impaired eye health, 56% as causing technology addiction and 20% describing difficulty in obtaining reading tools as limitations.

In Table 4, the frequency of teachers reading printed Kazakh novels and the frequency of reading electronic Kazakh novels are given.

Table 4: Frequency of teachers reading printed and electronic Kazakh novels

Teacher opinions	Always		Sometime		Rarely		Never		Sum	
	F	%	F	%	F	%	F	%	F	%
Frequency of reading printed Kazakh novels	14	56	9	36	2	8	-	-	2	10
Frequency of reading electronic Kazakh novel	6	25	11	44	7	28	1	4	2	10

The frequency of reading Kazakh novels in print or electronically was evaluated. Teachers read printed Kazakh novels; 56% always stated that 36% expressed sometimes, 8% rarely. The frequency with which they read electronic Kazakh novels; 25% always defined 44% as sometimes, 28% as rare and 4% as never.

3.2. Student Semi-Structured Interview Form

Table 5 contains demographics related to the gender of the students participating in the study and the class distribution in which they studied.

Table 5: Gender of students and the class distributions in which they study

The class in which he studied	Gender		Sum
	Female	Male	
5th Grade	8	13	21
6th Grade	26	19	45
7th Grade	21	11	32
8th Grade	12	12	24
Sum	67	55	122

Table 5 provided gender and class distributions of the students who participated in the study. 21 of the students are 5th grade, 45 are 6th grade, 32 are 7th graders and 24 are 8th graders. Of the students surveyed, 67 were girls and 55 were boys. A total of 122 students participated in the study.

Table 6 contains the opinions of the students who participated in the study regarding reading electronic books.

Table 6: Students' views on reading electronic books

Student feedback	Agree		Undecided		Disagree		Sum	
	F	%	F	%	F	%	F	%
Electronic books increase motivation to read	82	67,2	7	5,8	33	27	122	100
Electronic books are easy to obtain	14	11,5	26	21,3	82	67,2	122	100

Electronic books are interesting	91	74,6	3	2,4	28	23	122	100
Electronic books negatively affect health	65	53,3	32	66,2	25	20,5	122	100
Electronic books increase reading habits	71	58,2	19	15,6	32	26,2	122	100

The students who participated in the study were evaluated in 5 articles regarding reading electronic books. The students responded to the articles with "I agree", "I am undecided" and "I do not agree". Students increase the motivation to read electronic books; 67.2% agreed, 5.8% were undecided and 27% disagreed. Students, supplying electronic books is an event; 11.5% agreed, 21.3% said I disagreed and 67.2% disagreed. Students, electronic books are interesting; 74.6% agreed, 2.4% were undecided and 23% disagreed. Students, electronic book negative effects on health substance; 53.3% agreed, 66.2% said I disagreed and 20.5% disagreed. Finally, students increase their habit of reading electronic books; 58.2% agreed, 15.6% said I disagreed and 26.2% disagreed.

In Table 7, the frequency of reading printed Kazakh novels and the frequency of reading electronic Kazakh novels were given.

Table 7: Frequency of students reading printed and electronic Kazakh novels

Students' opinions	Always		Sometimes		Rarely		Never		Sum	
	F	%	F	%	F	%	F	%	F	%
Frequency of reading printed Kazakh novels	4	36	62	50,	1	10,	3	2,5	12	10
	4		8		3	7			2	0
Frequency of reading electronic Kazakh novel	1	9,8	17	14	6	55,	2	20,5	12	10
	2				8	7	5		2	0

The frequency of reading Kazakh novels in print or electronically was evaluated. Students read printed Kazakh novels; 36% always expressed 50.8% sometimes, 10.7% rarely and 2.5% never. Students read electronic Kazakh novels; 9.8% always defined it as 14% sometimes, 55.7% rarely and 20.5% never.

4. Discussion

In the research, teachers' views on the benefits of teaching Kazakh novels with electronic book applications are in the form of providing learning motivation, providing a fun learning environment, providing the student with ease of reading comprehension, providing technological learning opportunities and preventing paper waste. The opinions of the teachers who participated in the study on the limitations of teaching Kazakh novels with electronic book applications; not being able to easily access every book, impairing eye health, causing technology addiction and having difficulty in providing reading tools. In their study, Duran and Ertuğrul (2012) stated that electronic books have advantages such as supporting content with visuals and sound, interactive training, protection from paper waste and increasing teacher motivation. In the study, health threats, lack of infrastructure and service, lack of readiness and developmental differences of students are listed as disadvantages of electronic books.

When the frequency of reading Kazakh novels in print or electronically was evaluated, it was found that teachers' tendency to read printed books was higher than their tendency to read electronic books. In their study of the use of electronic books in social sciences, Chrzastowski and Wiley (2015) found that the reading rates of printed books were higher in the reading rates of electronic books. Dyson and Haselgrove (2001) noted in their research that the most common finding regarding electronic books is that reading from paper is more functional than reading from the screen, and reading from the screen is slower than reading from paper.

Students' views on reading electronic books are that electronic books increase reading motivation, that it is not easy to obtain electronic books, that electronic books are interesting, negatively affect health and increase reading habits. In his study, Jeong (2012) found that electronic books cause eye strain.

The frequency of reading Kazakh novels in printed or electronic media by the students participating in the research was evaluated, and it was concluded that the rate of reading the printed novels of the students was higher than the rate of reading the electronic novels. Martin and Platt (2001) also revealed in their research that students prefer printed books rather than electronic books. Shelburne (2009), on the other hand, revealed in her research that the usability of electronic books is gradually increasing, and students' interest in electronic books has started to change in a positive way compared to the past.

5. Conclusion

In the last few years, when distance education has become a necessity rather than a choice due to the Covid-19 pandemic, the electronic learning performance of students has become extremely important.

In this direction, in this research, it is aimed to evaluate the teaching of Kazakh novels with electronic book applications in terms of teacher and student views. Research results teachers; They claimed that teaching Kazakh novels with electronic book applications is beneficial in terms of providing learning motivation, providing a fun learning environment, permanent learning, providing ease of reading comprehension, providing technological learning opportunities and preventing waste of paper. The limitations of teaching Kazakh novels with electronic book applications were defined by the teachers as not being able to reach every book easily, disrupting eye health, causing technology addiction, and having difficulty in obtaining reading tools. The students who participated in the research stated that electronic books increase the motivation to read, it is not easy to obtain electronic books, electronic books are interesting, affect health negatively and increase reading habits.

In addition, when the frequency of reading Kazakh novels in printed or electronic media was compared, it was found that teachers preferred printed novels more. The findings obtained from the answers of the students also show that they have a higher tendency to read printed Kazakh novels than to read electronic Kazakh novels. Although teachers and students are more likely to read printed books, research findings reveal that teachers read more Kazakh electronic novels than students.

6. Recommendations

In line with the results obtained from the research; reveals that teachers and students have a weak attitude in teaching Kazakh novels through electronic books. Consequently;

1. Giving in-service training seminars on teachers' interest in electronic books and their use in education,
2. Removing the barriers to students' access to electronic books,
3. Reorganizing the course content to improve students' e-book reading habits

It is thought that teaching Kazakh novels with electronic book applications will become widespread when these requirements are eliminated.

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