

Teaching children's literature to school children through digital educational resources

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Abstract

This study aimed to provide and use literature education with digital educational resources for students and was designed according to this purpose. In this context, it is aimed at carrying out a study in the school environment. The research was created and implemented in the 2021–2022 spring academic year. 184 volunteer students participated in the research. In the research, the study group participating in the study was given a 3-week online education with digital education resources and literature education. In order to collect data in the study, the 'Digital Education and Literature' data collection tool, which was developed by the researchers and whose validity and reliability were obtained, was used. The data collection tool used in the research was delivered and collected by the online method. The analysis of the data was made by using the Statistical Package for the Social Sciences programme, frequency analysis, *t*-test, and the results were added to the research in the presence of tables. As a result of the research, it is seen that the working groups participating in the research have achieved the results that digital education technologies and education literature subject teaching bring success.

Keywords: Students, digital education technology, literature education;

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1. Introduction

It is known that some terms in the field of literature take the first place in the ties of visual and communication skills; in real life, words are used with literary acquisition majority of the time when in the form of literature and verbal words (Gurban & Zeibel, 2021). It is known that literature and speaking skills play an important role in students' understanding of the events in their lives, their self-realisation, raising their standard of living and even leading a better life (Mimoso et al., 2021). With each event and factor, the meanings of literature have started to be examined more comprehensively and realistically by their own field experts, but it is known that literature has more place in communication than usual, especially in the school-age period (Hafeez, 2021).

It is known that speaking skills are preferred to expand the concept of literature and give meaning to literacy skills. It also is known that children and even adults continue their way by listening to the literary terms described in some of their education processes (Nezhyva et al., 2022). Telling and conveying literature, making it the favourite activity of children and narrating with literary expression have taken an important place in social life from the early ages until today. People resort to storytelling to convey their memories and the information they learn from their experiences (Hallam et al., 2022). Literature, which is in more than one position in a cycle as a concept, has become printed with the invention of the printing press and the writing of words on paper (Arslanboyevich, 2022). Although the most commonly used type of literary expression today is the narration of literary transfer, as a result of technological advances in world conditions that continue to develop and change, stories have started to progress with technology and digital stories have emerged (Alam, 2022).

It is seen that different solutions are produced in accordance with the conditions at each step with a different dimension and developing with technology. Every segment of education in the field of academics, teachers, students and parents has tried to adapt to the 'education system of the changing world' that they have not experienced before (Samonova et al., 2022). It is known that the lessons that combine and develop with technology contribute to the expression of literature and also benefit the students in learning some terms, and it is known that one of these situations is digital and theoretical content (Simpson & Goodyear, 2022). Along with the theoretical courses, the theoretical parts of the applied courses are taught by distance education and some courses are given as digital education, and also the preferred education management systems instructor; It allows opening classes, creating lessons, adding and editing activities, archiving activities, as well as reporting and assessment and evaluation follow-ups (Pfenninger, 2022). In other words, these platforms are considered as areas where students and instructors meet with digital technology within the scope of the course and where the planned area is managed in the text. However, during the synchronous and asynchronous processing of the lessons, it is seen that the student and the instructor interact in different virtual environments (Gothwal et al., 2022). In addition to these, it is thought that giving the lessons in the school environment using literary technologies and digital education technologies, transferring the applications of the live and online course recordings in the lessons to the people or supporting them only in certain lessons will give a different meaning and position to the literature (Critten et al., 2022).

In this research, the concept of digital education technologies and literature will be designed to make sense to the people participating in the research, and it is expected to progress according to the thoughts in this environment.

1.1. Related studies

Pulimeno et al. (2020) in the year of the work they have done in this paper, the role of students in promoting the holistic development and well-being of children's literature in order to highlight pedagogical, didactic and psychological/therapeutic sought a review to examine the dimensions, and as a result children's literature and storytelling, curriculum are involved in school activities when students are able to offer help in promoting global development and prosperity they have achieved.

Dey and Bandyopadhyay (2019) in the work they have done in the year of digital audiovisual content online with expert tutors facilitated by traditional models of classroom interaction in synchronous e-learning that combines an internet-enabled sought the transfer of the blended learning platform, and as a result quality digital content, expert online teachers and teaching assistants in places as the coordinator together with the class in the classroom, blended learning platforms, they reached the conclusion that it creates a learning environment that can greatly improve the learning achievements and well-being of students, regardless of their socioeconomic status.

Martínez-Domínguez and Fierros-González (2022) households at different socioeconomic levels in the work that has done in the year in school-age children to access the Internet use and aimed at studying the determinants of productive use, and as a result, access to the Internet and the use of children (homework, courses, and blogs) about the possibility of having, education level, economic status, digital skills and place of residence, as well as on the existence of household electronics and informatics tools, it is seen that the conclusions reached are that it is connected to.

Related research literature on students who study the transferred and rated digital works at the same time are conducted, but it is important to be in the forefront of primary school students and their education. This study shows that the gain is applied internally by expecting the same factors.

1.2. The purpose of the study

In this study, it was aimed to provide and use literature education with digital educational resources to students and answers to the following questions were sought for the general purpose:

1. What are the digital education use cases of the participant groups included in the study?
2. What are the use cases of the participant group included in the study using literature education with technologies?
3. What is the purpose of using digital educational technologies in daily life of the participant group included in the study?
4. Is there a significant difference between the digital educational resources according to the gender variable of the participant group included in the study?
5. What are the opinions of the participants included in the study about digital educational resources and literature education after the study?

2. Method

It is seen that in the method part of the research, information is given that some of the data are transferred meticulously. It is seen that information such as some use cases, gender, class, how the application is formed and information about the application is mentioned and included.

2.1. Research model

As a research model within the study, it is seen that support is received through the quantitative research model and that the study is patterned according to the quantitative research method. The quantitative research method, which is very common and well-known, deals with in-depth analysis and explanations made as a result of numerical data. It is known that some methods are applied while conducting quantitative research (Uzunboylu et al., 2021). In this sense, the study also aimed to provide and use literature education with digital educational resources for students and was patterned on the creation of an appropriate environment for using this situation.

2.2. Working group/participants

When the study group part is considered, it is seen that it is applied and patterned in the 2021–2022 spring academic year, with 184 volunteer students who continue their education in Kazakhstan. The group of participants participating in the research are taking part in the activity studies created through a live lesson.

2.2.1. Gender

It is seen that some data on the gender dimension of the groups of participants in the research are transferred and defined in this section *r*, and it is known that the group of participants in the study was educated in Kazakhstan. This information is presented in Table 1.

Table 1. Distribution of the group of participants participating in the study according to the gender variable

Gender Variable	Male		Female	
	<i>F</i>	%	<i>F</i>	%
	93	50.54	91	49.46

When Table 1 is examined, it is seen that the percentage and numerical values of the gender criteria are included. In this context, it is seen that 50.54% (93 people) are male, while 49.46% (91 people) are female. These findings reflect the actual gender distribution.

2.2.2. Digital education use cases of the participant groups participating in the research

The problem statement in research literature related to education and educational environment for applications created as digital use cases discussed in this environment, activities and surveyed the daily basis of how often relevant information is researched and the results are given in Table 2.

Table 2. Digital education use cases of the participant groups participating in the research

Digital Education Usage during the day	1 hour		2 hours		3 hours or more	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Variable	17	9.24	48	26.09	119	64.67

When Table 2 is examined, the digital education use cases of the participant group participating in the research are seen. In this context, 9.24% (17 people) expressed spending 1 hour on

digital training, 26.09% (48 people) expressed spending 2 hours in the day and 64.67% (119 people) expressed spending over 3 hours on digital training. Majority of the participants preferred spending 3 hours or more on digital training.

2.2.3. Devices used by the groups of participants included in the study for digital educational technologies

In this section, the devices used by the participant groups included in the study for digital educational technologies are investigated and examined. Detailed information is given in Table 3.

Table 3. Devices used by the groups of participants included in the study for digital educational technologies

Devices used	Computer		Tablet		Smartphone	
	F	%	F	%	F	%
Variable	11	5.98	25	13.59	148	80.43

When Table 3 is examined, the devices used by the participants included in the study for digital educational technologies are seen. In this context, 5.98% (11 people) used computers, 13.59% (25 people) used tablets and 80.43% (148 people) used smartphones. In this context, it can be said smartphones are the most used smart devices.

2.2.4. Class status

In this section, it is seen that the data were examined according to the class of the participant group included in the study and added to Table 3.

Table 4. Distribution of the group of participants included in the study according to the class status

Class	2nd year		3rd year		4th year	
	F	%	F	%	F	%
Variable	53	28.80	61	33.15	70	38.05

When Table 4 is examined, the numerical distribution of the group of participants participating in the study according to their class status is seen. In this context, 28.80% (53 people) are in the second year, 33.15% (61 people) are in the third year and 38.05% (70 people) are in the fourth year. It is seen that it is in education in class size. These findings reflect the actual distribution.

2.3. Data collection tools

It is known that the quantitative methods in the research have taken their place in the literature as a means of collecting data on situations, an event, a thought, a tool used to retrieve information and reveal all the values there. It is seen that information about the data collection tool is contained and provided in this section addressed to this. The data collection tool has been carefully prepared and created for this study by the researchers who created the study, and the substances that cannot be suitable have been examined by experts and simplified by removing them from the study. It is seen that the personal information form created by the researchers, which is called the 'literature with digital education' data collection tool and is applied to the audience of participants included in the

study, is used. The scope validity of the developed data collection tool was examined by five experts with the title of professors who conduct research on digital education and literature education. Unnecessary items were removed from the measurement tool was simplified and rearranged.

1. Personal information form (demographic data): In the personal information form, information such as gender, class, digital education usage and information status of preferred devices in case of problems are included.
2. Literature data collection tool with digital education: A 5-point Likert-type data collection tool has been prepared in order to create some values in the participant groups. 15 items of the measuring tool consisting of a total of 21 items were used and 6 items were removed from the measuring tool, thanks to the experts' opinion. The opinions of the participant group were from two factorial dimensions, such as 'digital education' and 'literature education'. The Cronbach alpha reliability coefficient of the data collection tool as a whole was calculated as 0.93. The measuring tool was in the range of 'strongly disagree' (1), 'I disagree' (2), 'I am undecided' (3), 'I agree' (4) and 'I absolutely agree' (5). The data collection tool was also collected from the participant groups in the form of an online environment.

2.4. Application

In this section, it is seen that the application dimension is created by considering all the factors that will be appropriate for the problem situation of the research. Students who work in various primary schools in the region, Kazakhstan and 184 live events and digital video programme created using Microsoft Teams to participate the study of literature on education and live events prepared by experts in the field of the environment and this activity is done by showing the live event environment. When the activity environment of the research is over, the students are offered digital education and literature, etc. such information will be transferred to the participant groups in the form of live environments and they are expected to participate every week. After 3 weeks of training, the information form and data collection tool were collected by online application method to the participant groups participating in the study, and the data were collected in Table 3. Most schools of education through the application programme that uses the Microsoft distributed teams in each section will be limited to designated in section 4 and up to 50 participants with 35 minutes for the interview and 10 minutes for questions and answers, totalling 45 minutes of a live event, and to all persons who participated in the research were expected to attend the training with microphone display by using smart devices. The measurement tool applied to the participants of the study was collected through the Microsoft Teams online survey tool and coded in the calculation programmes environment and transferred to the Statistical Package for the Social Sciences programme.

2.5. Analysis of the data

Opinions about digital education and literature for the purpose of the analysis part of the numerical values given in the tables section of the form you will be given information about and at the same time, the statistical data obtained from research participants were analysed using the frequency (*F*), percent (%), average (*M*), standard deviation (*SD*) and *t*-test using the statistical programme. Numerical values are given to the data obtained from the programme in tables, accompanied by comments in the Findings section.

3. Findings

In this section, the findings related to the digital education and literature status of the participants participating in the research are included, each of the findings of the research are added to the tables in the findings section and presented in this section accompanied by comments.

3.1. The purpose of using digital educational technologies in daily life of the participant group included in the study

In this section, the purposes of using digital educational technologies in daily life of the participant group included in the study are investigated and detailed information is given in Table 5.

Table 5. The purpose of using digital educational technologies in daily life of the participant group included in the research

Variable	F	%
Digital education technologies purpose of use in daily life		
In literature education	123	66.85
Developing themselves with other courses	53	28.80
Other	8	4.35
Total	184	100

When Table 5 is examined, the digital education technologies usage purposes of the participant groups participating in the research were investigated according to the problem situation of the research and it was seen that the relevant information was added. 28.80% (53 people) chosen the option of 'improving themselves with other courses' and 4.35% (8 people) chose the 'other' field. In this context, it can be said, based on Table 5, that literature education was preferred by most people according to the problem situation of the research.

3.2. Digital education status of the participant group included in the research by gender variable

In this section, the data obtained from the research and the digital education status and detailed information according to the gender variable of the participant group included in the research are given in Table 6.

Table 6. Digital education status of the participant group included in the research by gender variable

	Gender	N	M	SD	Df	t	p
Digital Education Status	Male	93	4.32	0.19	184	0.286	0.324
	Female	91	4.29	0.24			

When Table 6 is examined, the digital education status of the participants included in the study regarding the gender criterion is seen and there are no significant differences according to the gender criterion [Df (184) = 0.324, $p < 0.05$]. When the digital education technology status of the participant

groups included in the research is examined, it is seen that the male participant group has an average score in this area ($M = 4.32$), while the female participants have an average score in digital education usage status ($M = 4.29$). In this context, it can be said in the findings part of the research that the mean score of the men included in this study is higher than the scores of the women participants, and that it is also higher by the value of two.

3.3. Post-study digital education resources and literature education views of the participant group included in the research

In this section, the post-study digital education resources and literature education opinions of the participant group included in the research were given and the values examined were added on Table 7.

Table 7. Post-Study Digital Education Resources and Literature Education Views of the Participant Group Included in the Research

No	Ingredients	M	SD
1	I recognise and know the materials I use while using digital education technologies and literature education.	4.30	0.37
2	I have always used smart device technologies while using digital education technologies.	4.36	0.36
3	I was happy to use digital education technologies and literature education while preparing course materials.	4.31	0.37
4	I was happy to be in contact with my educators while using digital education technologies and literature education.	4.29	0.26
5	I saw that digital education technologies and literature education benefited my professional competence.	4.36	0.38
6	I saw that I was more successful in education with digital technology.	4.27	0.27
7	I can express my ideas very easily with the help of technology while listening to the lecture.	4.29	0.38
8	It made me happy to use digital education technologies and literature education for my students in every sense with the help of technology.	4.32	0.39
9	I did not experience any difficulties in the size of the education I received	4.25	0.34
10	I knew who to contact when there was a problem in the training I received.	4.35	0.32
11	Technology and educational technologies give me the opportunity to do it again in my school area during the day, and thanks to this opportunity, I use stronger course materials.	4.24	0.39
12	The education I receive in online education classes of digital education technologies and literature education allows me to improve myself.	4.29	0.34
13	Thanks to digital technology, my old habits have made a difference against the course I teach to my students.	4.24	0.31
14	I take more responsibility to succeed in school with technology	4.41	0.29
15	Using this training with the live event method allows me to better understand the distance education studies.	4.45	0.28
Grand Total		4.31	0.33

As can be seen in Table 7, it is seen that the groups of participants included in the study have findings that their views on literature education with digital technology were included and reached after the study. After the study, it is observed that the values of the groups of participants participating in the study are high and there is a significant difference ($p < 0.005$). This is a significant value in all the expressions, it is seen from the opinions of the research participants that the training they received to be used with the live event distance education method provides a better understanding of the work ($M = 4.45$), followed by taking more responsibility with the technology to succeed in school ($M = 4.41$). In addition, it is seen that the most prominent statements of the group of participants included in the research again are 'I knew who I should contact if there is a problem in the education I received' ($M = 4.35$), followed by 'I have always used smart device technologies while using digital educational technologies' ($M = 4.36$).

Although positive results for each item of the survey are noted, the opinion 'The education I receive in online education classes of digital education technologies and literature education allows me to improve myself' had a value of $M = 4.29$, followed by 'Technology and educational technologies give me the opportunity to do it again in my school area during the day, and thanks to this opportunity, I use stronger course materials', with a value of $M = 4.24$. Finally, it is observed that the average score of the people participating in the research was $M = 4.31$. In this context, it is seen in Table 7 that the digital education, literature education and technology status of the people participating in the research have improved positively.

4. Discussion

Bouterakos et al. (2020) in the year of the work they have done in the 5-week, online, interactive, family-based training programme investigated the views of participants who completed the audio recordings of the talks were written down verbatim and were analysed using *in vivo* and also the results of the survey in schools in an innovative, engaging, and provide support from parents and teachers in the provision of education, but there seems to be of the high quality of such programmes, to be included in the school curriculum be aligned with the school's curriculum would benefit and have expressed that, in this context, this value when combined with the results of the research in digital education technology and education research, 3 weekly results have been achieved and benefit meaning for students of literature, it is seen that, in this context, it can be argued that the participatory groups is necessary for these technologies.

Hojeij et al. (2021) in the year of the work they have done in the teaching of students in courses on literature provided their perceptions on the use of project based learning since learners' motivation and, as a result of research, technology, literature by finding out about the benefits of integrating the results of the important conclusions reached, and evaluate the results they achieve to need more training time to achieve better results, it is observed that, in this context, when this research is combined with the results of the study, it is seen that the results of the research show that the gains of the data group in literature education have increased with digital educational technologies and at the same time benefit the field, and it can be said based on two studies that the gains of learning in literature are high.

In response to the increasing global digital technologies for teaching in Butler's (2022) research, an increasing supply of digital technology aimed to help students learn languages and as a result the need for critical discussion when designing digital technologies for students and using digital

technologies with young children; It has been concluded that students need to pay more attention to individual differences in their attitudes and preferences towards digital technologies. In this context, it can be said based on the related researches that if the mass group is educated with the right technology, it is successful.

In this context, it is among the expectations that technology provides benefits for literature education and that technology will benefit researchers and educators who will be us in the future. In addition, when it is thought that the research will make changes according to the population and model, it is among the expectations of the research to conduct this research at another time and place in this context.

5. Conclusion

When the results of the research are carefully examined, it is seen that the numerical values of the primary school teachers included in the research are given first, and it is seen that 184 participant groups were formed and participated in the research, also another value of research is the problem if a state educational research and digital applications are prepared in relation to our participants the information on this application some activities the day of my education to use digital iceris the time information has been researched and, as a result, most have been achieved, it is seen that the use of 3 hours and participant group. It is seen that the results of the participants included in the study who are the devices they access while using digital education technologies have been investigated and the results that they use as smart devices the most have been reached.

Another value of research which examined and addressed in the study, the participating groups and the study of literature in relation to the purpose of use of digital educational technology state were investigated according to the research problem and the relevant information will have been added to the picture, and cut towards the research problem in this context the problem of state according to the most used for the study of literature it is seen that the results have been achieved. Another result of the study to be included in the final value of approaching the study examined the gender digital educational status and gender of the audience according to the criteria on the criteria, no significant difference between the two values also reached the conclusion that it is seen that the numerical values of the highest. The final value of the research is that the groups of participants included in the research have their views on literature education with digital technology after the study and the results in which high values have been achieved. Study after study is a significant difference of the values of high and participant groups, the training they receive live event with the method to be used for distance education, they provide a better understanding of the work of the technology to take more responsibility for being successful in school, in education, there is no problem when I needed to contact to whom they know what they have, and always smart device when using digital technologies, educational technologies, it is observed that a positive value chosen place and many more.

In this context, while it is seen that the information that each value is positive for the research is included, it is seen that the working groups participating in the research have reached the results that digital educational technologies and educational literature subject teaching bring success as a result of the research.

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