Development of E-Book «Children's Literature» Using Google Presentations

Alla A. Kharkivska, Nataliia V. Bakhmat, Vladyslava V. Liubarets,
Irina V. Polyakova and Nataliia L. Rodinova

Abstract--- In the process of scientific research, the authors have determined that Google presentations are more convenient for the development of e-book «Children's literature». In the article, the researchers present in detail all stages and peculiarities of the development of e-book «Children's Literature» with the help of Google presentations from the beginning of the creation of own accounts to the publication of the textbook. The authors prove that the use of electronic textbooks represent a significant advantage for the future philology professionals in Ukrainian language and literature is since it allows to carry out text referencing using the stylus to allocate the fragments necessary to combine a short and all-embracing story from a large volume of short stories and novels. The authors conclude that 'Children's Literature' e-book, developed and implemented in the educational process of future specialists in philology disciplines, », and being further advancing with the help of Google presentations, will allow improving the quality of studies and raising interest of students in studying literature, as well as promoting the diversification of educational activities through the use of a significant amount of multimedia textbook and illustrative material. The scholars contend the prospects of further research–in the development of not only «Children's literature» e-book, but also the electronic writing books and vocabularies.

Keywords--- e-book, Google Presentations, Future Professionals, Children's Literature.

I. INTRODUCTION

Problem statement

The adoption of new information and communication technologies in the teaching process directly depends on the professional competence of research and educational staff.

The Law of Ukraine «About the Concept of the National Program of Informatization» states: «…The conditions for broad computerization and mathematization of natural sciences and arts, entry to world information databases, and knowledge and network should be created. The informatization of the science of our country will allow increasing its practical efficiency and accelerate integration to world science» [16].

Progress trends of the development of information and communication technologies allow in the short term to consider different electronic applications as the main method of the teaching process. This will allow the further advancement from the classical version to an electronic textbook of the new generation.

Alla A. Kharkivska, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council. E-mail: kharkivska_hgpa@ukr.net

Nataliia V. Bakhmat, Kamianets-Podilskyi Ivan Ohiienko National University. E-mail: bahger.teacher@gmail.com

Vladyslava V. Liubarets, National Pedagogical Dragomanov University. E-mail: v.v.lubarets@ukr.net

Irina V. Polyakova, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council. E-mail: irypolyakova@gmail.com

Nataliia L. Rodinova, National Pedagogical Dragomanov University. E-mail: rodinova2010@gmail.com

The corroboration of reasonability of the given transition is the result of our conducted social network-survey of 180 parents of 1-5 grade schoolchildren. It was revealed within the framework of the study that the parents support the adoption of e-book in their children's teaching process. Among the explanations given are not only the increase of possibilities to awake children's interest in learning material, the development of their self-reflectiveness, creativity and critical thinking, and the growth of children's intellectual development, but also the care about their health. The respondents noted that schoolbags of their children weigh about 7-8 kilograms. In the comments, the parents also wrote that schoolbags were too heavy for children, so the parents had to help carrying these bags to the school to help the children.

The involvement of new technological devices, information and communication technologies, and an optimal combination of lessons in classrooms with the technology of electronic teaching create comfortable teaching space that allows students to acquire professional competences and contribute to the increase of the quality of training [10].

The main aim of such changes, and also the vital problem that has to be solved, is the creation of new information space, which will be able to ensure successful communication between students and the teacher, including the use of electronic textbooks. This transition from print to the electronic textbook is the global trend.

The evidence of the effectiveness of the use of electronic textbooks also has economic aspects. The parents of schoolchildren and students do not have to buy additional devices to use electronic textbooks as the electronic textbook is the program, which can be downloaded on a tablet or a laptop gadget; it is also suitable for the use on school or home computers, tablets, or smartphones.

For the full harmonious development of the personality, it is necessary to consider all aspects of education and training. So up to now, the education procvess literary denotes «the introduction of those who learn to the highest cultural achievements, universal and national values, advancement of aesthetic education, high reading and general culture, as well as the development of immunity against low-quality mass culture» [21].

The children's literature takes one of the main places in the child's life since it introduces the child to the adult life through the parallel world of fairy tales, stories, and other works.

Future teaches of philological specialty should consider all aspects which affect the formation of a child's personality when studying children's literature. The scientific- pedagogical staff of high educational establishments should use such methods, forms, and means of teaching, which instill a love for a child and for literature, and develop a creative approach along with artistic abilities, promoting self-development in the future teaching professionals.

After analyzing the available online sources, as well as the content of libraries' sites of secondary and higher educational establishments, the authors realized there are no current e-books on children's literature for students of pedagogical higher educational establishments (preservice teachers). That is why we have chosen this particular line of research as one of the most perspective from informational and educational points of view.

II. MATERIALS AND METHODS

The development of electronic textbooks has been at the stake for several decades. The analysis of scientific pedagogical and special literature, namely researches V. Anokhin [1], O. Balalaeva [2], L. Belousova [3], N. Bogdanova [4], K. Bugaychuk [5], V. Vasyukevich [20], M. Paguta [14], P. Polyansky [15], O. Udovichenko [18], N. Figol [7], J.Gow, S.Sutherland [8], E. Johnson [9],W.Lehner, K.-U Sattler [12], D.Marinescu [13] and others allowed to considering different aspects of using ICT and computer technologies in teaching process, as well as the problems of informatization of education, and adoption and development of electronic means.

Thus, T. Vakaliuk and Yu. Konchakivsky in the article «Advantages of using electronic books in educational establishments of Ukraine» presented prospects of electronic education and singled out absolute advantages of using electronic books in the teaching process [19].

V. Fedorchuk in his research «Electronic textbook as means of informatization of modern education» analyzed the essence of the concept of informatization and summarized the experience of the use of electronic textbooks in the teaching process [6].

V. Kukharsky and O. Oseredchuk in the article «Electronic textbook in Ukrainian higher educational establishments: from the idea of creation to realization» described the system of requirements as the compilation of electronic textbooks, stages, peculiarities and principals of its preparation, and influence of hardware-and-software on the process of development [11].

B. Sus in his work «Creation and development of electronic textbooks» considered the problems of development and creation of electronic books, especially on physics. The scientist emphasized that electronic textbooks differed in brevity, had a printed version and opportunity to expand and deepen the content through the system of hyperlinks [17].

Analyzing the works of domestic and foreign scientists, and also taking into account the results of the pedagogical experiment, it was established that the works, which covered issues of the development and adoption of e-book in teaching process in schools and higher educational establishments, were scientifically substantiated; however, the sources lacked the availability of the e-book on children's literature. That is why the research in this direction is necessary and relevant, as the process of adoption of such a textbook promotes not only the informatization of the teaching process but also increases the quality of future specialists training, and affects the development of creativity and critical thinking.

The purpose of the presented article is to develop the fragment of e-book on children's literature with the help of Google presentation.

III. RESEARCH RESULTS

E-book changes the attitude to educational process,; it varies in forms and methods of presenting educational contents, provides interaction between its participants, promotes independent educational cognitive activity of students and development of personality, gives opportunity of accompaniment and support of every student by a teacher, and therefore appears as a means of organization and support of cooperative learning.

During the development of electronic textbook, it is recommended to take into account its typical model, the specificity of selected thematic direction, intended stages of education, including numerical characteristics of type paragraph content of the electronic textbook.

In our opinion, e-book is the most appropriate and effective way to stimulate the improvement of quality of students' educational process while studying the discipline «Children's literature». The opportunities to use the e-book for reading, performing interactive exercises, viewing presentations or video plots are already a mainstream.

The example of the development of a fragment of the electronic textbook is presented below.

To produce an electronic textbook, you would have to create a Google account or to use the existing one.

Next, select the **Google app icon** and click **Other Google services** (see fig. 1)
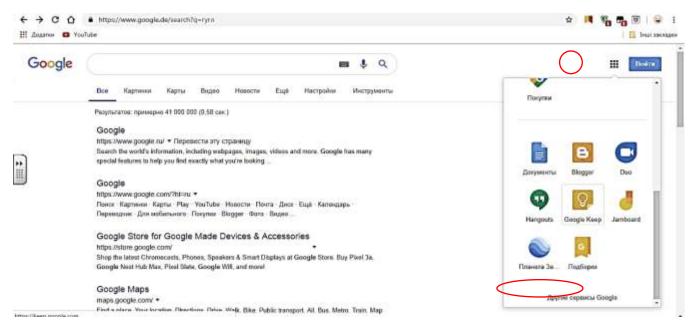

Fig. 1: Opening Google Presentation

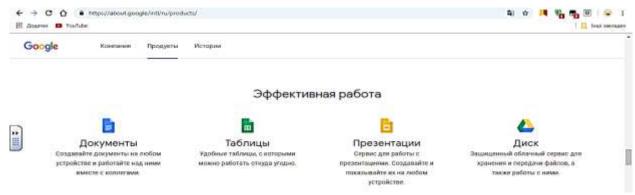Look for the next page in the section **Effective work** presentations (see fig. 2).

Fig. 2: Google Product Page

Click to see the start page to work on the presentation. Next, click on the **Open Google Presentation** button and proceed to the next stage to create your electronic textbook (see fig. 3).
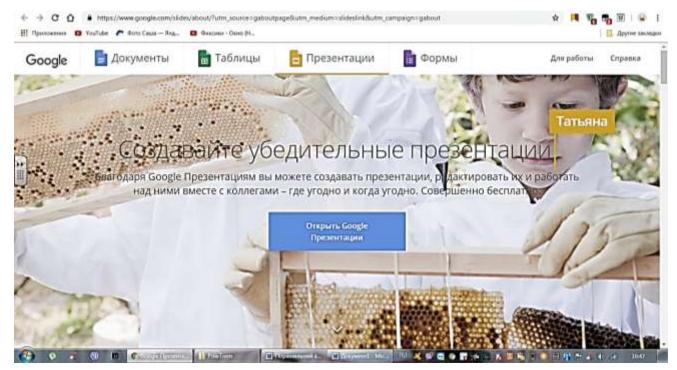
Fig. 3: Google Home Page Presentation

The next step is to choose a template for your future electronic textbook. You can also choose a blank template or customize it on your own (see fig. 4).
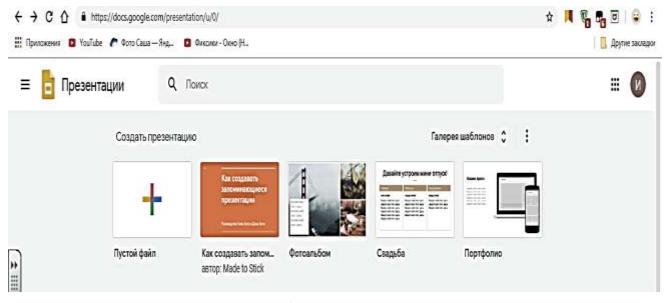

Fig. 4: Page for Choosing a Template

After you have chosen a template, you will see the main presentation window in which you will create your e-book (see fig. 5).
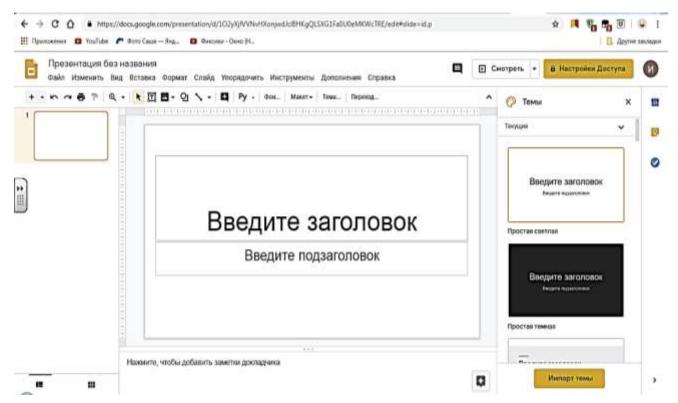
Fig. 5: The Main Window for Creating Electronic Presentation

To change the title of the presentation (or your textbook), just click on the **Presentation without a title** tab for editing the textbook title (see fig. 6).
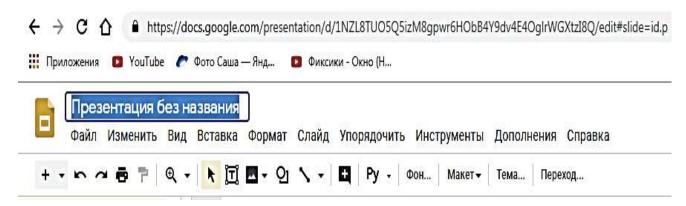

Fig. 6: E-book Title Change

The next step is to change the page size setting. To do this, you need to perform the following actions: **File→Page setup→**type **Other** and set up the size 21x28. Then click the **Apply** button. All these actions are pictured below (see fig. 7).

Fig. 7: Changing the page Size Setting

Then choose the background of your textbook. To do that click **Change background** on the tool bar (see fig. 8).
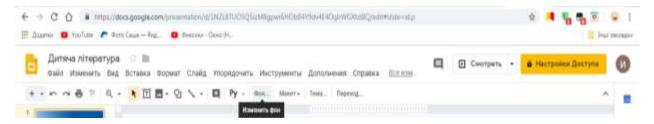

Fig. 8: Changing the Background of the Presentation

Rught after the dialog window for background change pops up, choose a single-color background or ~~to~~ load customized image. To do that press **Choose image** for the next dialog window. This window offers several versions for a load of the background, namely: **Load, Take a picture, Enter URL, My albums, Google Disk, Search** (see fig. 9).
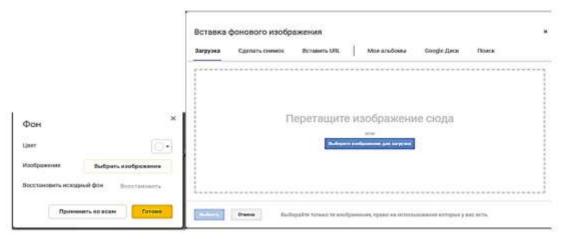

Fig. 9: View of Dialog Window for Background Change

After the load of the background is completed, it is necessary to create the title of the e-book on the banner page. To do this, click on the **Enter heading** and write down the title of your e-book. You don't have to keep the written text on the toolbar to change the style; a panel for editing will appear on the top toolbar, text (see fig. 10).
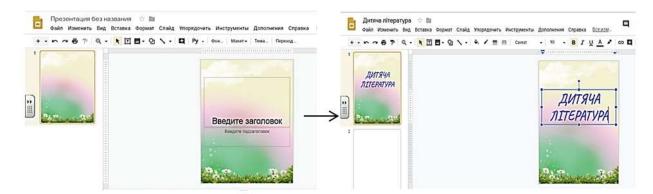

Fig. 10: Filling the Heading

After you have filled the heading, you may want to change the style. If you do not need a subheading, which is located below the main heading, you can leave it highlighted. (see fig. 11)
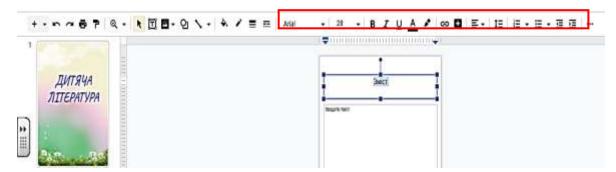

Fig. 11: Toolbar for Text Editing

The next step is adding a new slide. To do this, press plus sign in the top left corner, as shown in the figure. You will also be asked to fill the heading and to enter the text on the next slide. In this case, it will be the content of your textbook (see fig. 12).
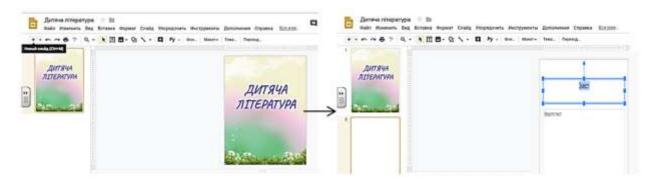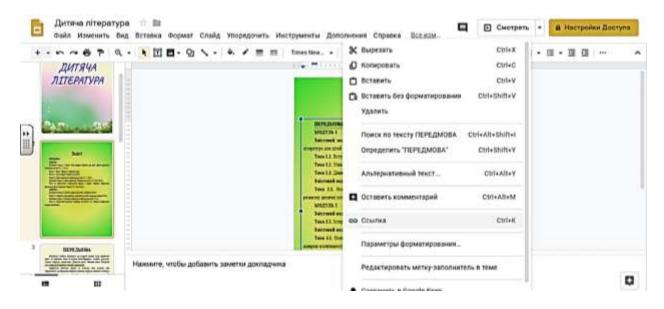

Fig. 12: Ad/Editing of a New Slide

The content should contain the hyperlink to the pages (slides) of the book (presentations). To achieve that, the complete content should be written down or copy pasted. Then highlight the word **PREFACE** and click the right

button of the mouse. Click **Link→Slides in presentation after** the dialog window appears**,** and then choose the slide with,-and click the **Apply** button (see fig. 13).
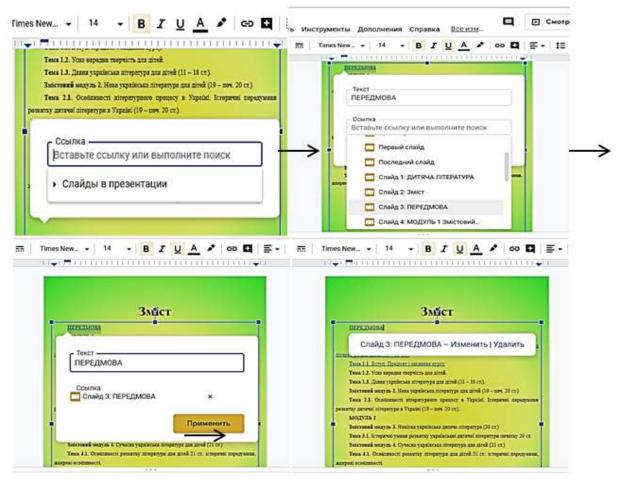

Fig. 13: Creating Presentation Hyperlinks

After that, the word **Preface** will change its color and will become underlined. It will mean that this word has a hyperlink. The same action should be performed to all the text. Please don't forget to make a backlink to **Content**.

The next stage is filling interactive exercises, training videos, and other educational material.

To do this, you need to take a screenshot of the task or training presentation, insert it on the slide and set up a hyperlink to the educational material. Then, enable the picture and enter hyperlink following the instruction, load the address in the window, and click the **Apply** button (see fig. 14).
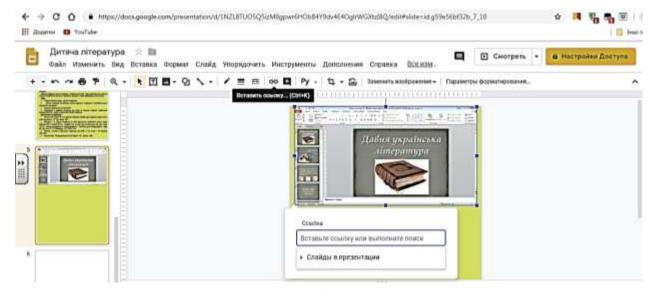

Fig. 14: Extension of Interactive Exercises

One of the most important components of any textbook is the pagination. To set it up you need to choose **Paste→Slide numbers…** (see fig. 15).
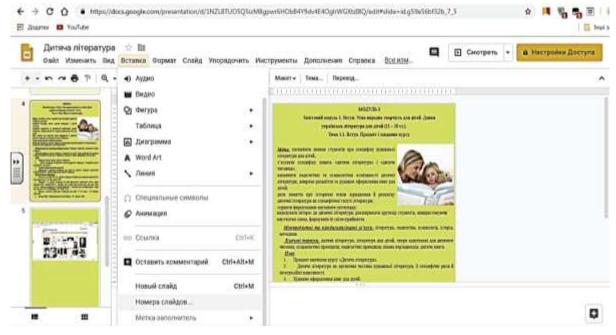

Fig. 15

When the next dialog window appears, check mark opposite ON and Except title slides in order not to have numbering on the first slide (see fig. 16).

Fig. 16: Dialog Window for Slide Numbering

Also noteworthy is that Google designed Google Docs to auto save almost constantly, preserving each edit shortly after a user makes it. Due to this feature you wouldn't have to worry about unsaved data in case your computer will turn off unexpectedly.

The next step is saving of the presentation in PDF format, but in the way that all interactive exercises and links will be able to work properly.

To do this, **File→Download as…→Document PDF** (see fig. 17).

Fig. 17: Memorization of e-book in PDF

Now your e-book is ready to be used in the teaching process.

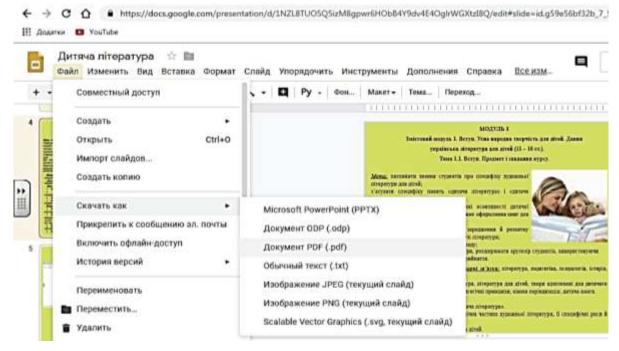The authors of the presented article conducted an analysis of scientific- pedagogical and special literature on the feasibility of developing an electronic textbook (e-book). As a result of scientific research, it has been established that the transition from classical versions to electronic applications is predetermined by modern changes in society as a whole and the educational sector in particular. Researchers conducted an online survey among the 180 parents of schoolchildren of 1-5 grades concerning the expediency of this transition. It was established as a part of the research that this transition represents an essentially important stage in the educational process and promotes the development of children's ingenuity and creative thinking, and increases interest in the educational process. And just as importantly, children now wouldn't have to carry heavy schoolbags.

Within the framework of the presented study, the authors describe the features of electronic textbooks such as readability and usability (search and navigation system); freedom to explore a large amount of information; availability of interactive tasks and exercises; mobility, etc.

The authors have analyzed the available online data and reviewed the libraries` sites of secondary and higher educational establishments. As a part of the conducted analysis, the topical significance of up-to-date e-book on children's literature for students of philology and future teaching professionals was established, which confirmed the relevance of the chosen line of the research. The outcome of the research also became an argumentative fact, supporting the development of the e-book dedicated to the very discipline of «Children's literature».

IV. DISCUSSION

Having analyzed the scientific developments of the domestic researchers V. Anokhin, A. Balalayev, L. Belousova, N. Bogdanova, K. Bugaichuk, V. Vasyukevich and foreign academicians J. Gow, S. Sutherland, E. Johnson, W. Lehner, K. U Sattler, D.Marinescu, the authors revealed that mentioned scientists devoted their studies to the consideration of the numerous issues of the use of information and communication technologies in the learning process, the problems of informatization of education, the development and implementation of e-learning tools; however, but the idea of developing e-book on children's literature via Google presentation has not yet become the subject of research.

A social network survey with the participation of 180 parents who support the introduction of e-Learning tools has also confirmed the relevance of work in this area, as it contributes to the development of creative thinking, intellectual skills, and vital competencies.

After developing a fragment of the «Children's Literature» e-book with the help of Google presentation, the named fragment was introduced into the educational process of preservice teachers of Ukrainian language and literature. Students pointed out its convenience and accessibility in comparison with the ordinary printed textbook, as well as the opportunity to make notes and annotating text, use of hyperlinks, etc. Students also noted that the use of the «Children's Literature» e-book during their pedagogical internship, increases motivation for learning in students and promotes creativity.

V. CONCLUSIONS AND PERSPECTIVES FOR OF FURTHER RESEARCH

Modern electronic textbooks are characterized by such features as freedom to explore considerable information content, convenient and effective retrieval system and navigation, opportunity of interactive exercises and spell check testing, and comparable portability due to which such textbook can be used practically everywhere in contrast with a program installed on the office desktop or even on a laptop, with all the advantages described above.

The presence of technological possibilities of highlighting the significant parts of the text in the e-book contributes to creating additional motivation of students via such type of learning activities as writing essays and abstracting. The latter forms of educational process are essential in studying the "Children's literature" discipline since they allow selecting the large amount of text from stories and novels and highlight the essential points. The process of text abstracting is much easier with e-books; it can also be accelerated if the student, has the opportunity to highlight the important material using the stylus or finger (by analogy with underlining with a pencil or marking in the margins). In this mode, the students have an opportunity to study more material in comparison with reading usual textbooks. It is quite clear that opportunities of highlighting significant parts of the text, realized in electronic textbooks, along with creating user's bookmarks and notes will have positive effect on students' skills of semantic reading.

The «Children's literature» e-book created by authors using Google presentations, us, allows diversifying the process of qualitative professional training of future philological specialists using a significant amount of multimedia options, the opportunity to place emphasis on basic concepts, demonstration of supporting patterns, and fulfilment of interactive tasks.

The prospects for further research may be seen in developing not only «Children's literature» e-book, but also in creating electronic workbook and vocabulary.

REFERENCES

[1]	Anokhi`n V. M. Vimogi do suchasnikh elektronnikh navchal`nikh vidan` i` mozhlivosti` yikh reali`zaczi`yi u seredovishhi` adobe captivate. 2012. URL: http://ena.lp.edu.ua:8080/bitstream/ntb/15074/1/14-Anokhin-71-76.pdf
[2]	Balalayeva O. Yu. Evolyuczi`ya ponyattya "elektronnij pi`druchnik". Onovlennya zmi`stu, form ta metodi`v navchannya i` vikhovannya v zakladakh osvi`ti: zb. nauk. pracz`. Naukovi` zapiski Ri`vnens`kogo derzhavnogo gumani`tarnogo uni`versitetu. Vip. 9(52). 2014, S.113–117.
[3]	Bi`lousova L. I`., Grizun L. E. Naukovo-praktichni` aspekti stvorennya i` vprovadzhennya elektronnogo pi`druchnika dlya vishhoyi shkolia. I`nformaczi`jni` tekhnologi`yi i` zasobi navchannya. 2012. #2 (28). URL: http://journal.iitta.gov.ua/index.php/itlt/article/viewFile/657/493
[4]	Bogdanova N. G. Elektronnij pi`druchnik yak zasi`b navchannya. Gumani`zaczi`ya navchal`no-vikhovnogo proczesu: zb. nauk. pracz`. Slov'yans`k: SDPU, 2011. Vip. LV. Ch. I`I`. S. 79–88.
[5]	Bugajchuk K.L. Elektronnij pi`druchnik: ponyattya, struktura, vimogi. I`nformaczi`jni` tekhnologi`yi i` zasobi navchannya. 2011. #2 (22). URL: http://journal.iitta.gov.ua/index.php/itlt/article/view/437
[6]	Fedorchuk V. Elektronnij pi`druchnik yak zasi`b i`nformatizaczi`yi suchasnoyi osvi`ti. Pedagogi`chna osvi`ta: teori`ya i` praktika. 2012. Vip. 12. S. 153–158.
[7]	Fi`gol` N. Elektronnij navchal`nij posi`bnik chi pi`druchnik: do problemi viznachennya. Vi`snik Nacz. un-tu «L`vi`vs`ka poli`tekhni`ka»: Seri`ya «Problemi ukrayins`koyi termi`nologi`yi» 2012. # 733. S. 53–56.
[8]	Gow, J.I., Sutherland, S.L.: Comparison of Canadian masters programs in public administration, public management and public policy. Canad. Publ. Admin. 47(3) Autumn, 379–405 (2004)

[9]   Johnson, E.B.: Contextual Teaching and Learning. Corwin Press, INC. A Sage Publications Company. Thousand Oaks, California (2002)

[10]   Kravchenya A. Suchasni` aspekti osvi`tn`o-kvali`fi`kaczi`jnoyi kharakteristiki majbutni`kh uchiteli`v i`nformatiki. Problemi suchasnoyi pedagogi`chnoyi osvi`ti. Ser.: Pedagogi`ka i` psikhologi`ya: zb. statej. Yalta: RVV KGU, 2013. Vip.39, ch. 3. S. 177–181.

[11]   Kukhars`kij V., Oseredchuk O. Elektronnij pi`druchnik v ukrayins`ki`j vishhi`j osvi`ti`: vi`d i`deyi stvorennya do reali`zaczi`yi. Vi`snik Naczi`onal`nogo uni`versitetu "L`vi`vs`ka poli`tekhni`ka". Seri`ya: I`nformatizaczi`ya vishhogo navchal`nogo zakladu. 2017. # 879. S. 84–90.

[12]   Lehner, W., Sattler, K.-U.: Web-Scale Data Management for the Cloud. Springer Science & Business Media, New York (2013)

[13]   Marinescu, D.C.: Cloud Computing: Theory and Practice. Newnes, New York (2013)

[14]   Paguta M., Petrechko A. Pedagogi`chni` zasadi stvorennya elektronnogo navchal`nogo posi`bnika. Zbi`rnik naukovikh pracz` molodikh vchenikh Drogobicz`kogo derzhavnogo pedagogi`chnogo uni`versitetu i`meni` I`vana Franka. 2012. Vip. 1. S. 164.

[15]   Polyans`kij P. B. Do pitannya pro perevagi ta vrazlivi` mi`sczya elektronnikh pi`druchniki`v. Problemi suchasnogo pi`druchnika: zb. nauk. pracz`. Kiyiv. : FO-P Steczenko I`. I`., 2010. #1(10). 783 s. S. 16, 22.

[16]   Pro Naczi`onal`nu programu i`nformatizaczi`yi: Zakon Ukrayini vi`d 04.02.1998 r. # 74/98-VR / Vi`domosti` Verkhovnoyi Radi Ukrayini. 1998. # 27–28. S. 181.

[17]   Sus` B. Rozrobka i` stvorennya elektronnikh pi`druchniki`v. Gumani`tarnij vi`snik Zapori`z`koyi derzhavnoyi i`nzhenernoyi akademi`yi: zb. nauk. pracz`. Zapori`zhzhya: RVV «ZDI`A», 2007. Ch. 4. S. 207–211.

[18]   Udovichenko O., Yurchenko A. Z dosvi`du stvorennya elektronnogo pi`druchnika yak zasobu pi`dtrimki navchal`nogo proczesu. Fi`ziko- matematichna osvi`ta. Naukovij zhurnal. tSumi: SumDPU i`m. A. S. Makarenka. 2014. # 1(2). S.27. (27–32).

[19]   Vakalyuk T. A., Konchaki`vs`kij Yu. O. Perevagi vikoristannya elektronnikh posi`bniki`v u navchal`nikh zakladakh Ukrayini. Komp'yuter u shkoli` ta si`m'yi. 2014. # 4 (116). S. 22–24.

[20]   Vasyukevich V. V. Vnedrenie e`lektronny`kh uchebno-metodicheskikh kompleksov po discziplinam v obrazovatel`nuyu praktiku vuza. Innovaczii v obrazovanii. 2010. # 2. S. 39–55.

[21]   Zarubi`zhna li`teratura. Programa dlya. zagal`noosvi`tni`kh navchal`nikh zakladi`v. 5–12 klasi / Keri`vnik avtors`kogo kolektivu Yu. I`. Kovbasenko; za zag. red. D. Nalivajka. Kiyiv; I`rpi`n`: Perun, 2005. 112 s.