ELECTRONIC BOOKS IN EDUCATION

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In modern education system electronic or digital textbooks become a major component of technology-based education reform. They may serve for both a traditional face-to-face class and online courses. The use of electronic books in education and advantages provided by them are considered in the article.

Key words: electronic book, information and communication technologies, e-learning, digital book.

The aim of the article is to consider the influence of electronic books on the quality of teaching foreign languages and its advantages. An **electronic book** (or **e-book**) is a book publication made available in digital form, consisting of text, images, or both, readable on the flat-panel display of computers or other electronic devices. Although sometimes defined as "an electronic version of a printed book", some e-books exist without a printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-reader devices. However, almost any sophisticated computer device that features a controllable viewing screen can also be used to read e-books, including desktop computers, laptops, tablets and smartphones.

In the 2000s, there was a trend of print and e-book sales moving to the Internet, where readers bought traditional paper books and e-books on websites using e-commerce systems. With print books, readers are increasingly browsing through images of the covers of books. With e-books, users can browse through titles online, and then when they select and order titles, the e-book can be sent to them online or the user can download the e-book.

A **digital textbook** is a digital book or e-book intended to serve as the text for a class. Digital textbooks may also be known as **e-textbooks** or **e-texts**. Digital textbooks are a major component of technology-based education reform. They may serve as the texts for a traditional face-to-face class, an online course or degree, or a massive open online course (MOOC).

A major selling point of digital textbooks is that they offer the opportunity for students to access multimedia content, such as embedded videos, interactive presentations and hyperlinks. Tests and other assessments can be included in the textbook, classmates can work together, and student progress can be tracked. Touchscreen technology offers students the chance to participate in projects, research or experiments. This may offer a different or better learning experience than printed textbooks. Digitization also promises to offer improved access to textbooks for student with disabilities. For example, high-contrast displays, or text-to-speech programs can help visually impaired students use the same textbooks their classmates use. The creation of interactive and customizable content is an important part of digital textbook development. Interactive digital content is costly to produce.

E-textbooks, designed as a specific tool (as revealed by the Hebrew word for school, the "house of the book"), are inserted inside the screen as an attempt to keep up with the computer revolution! Realizing they are being forced into a system which "speaks a different language", and trying to absorb the digital novelties, the "digitized textbooks" (digitalization of paper bound textbooks) are enriched with animated pictures, videos, and interactive exercises.

A massive number of products are being released exploring the virtual open space, creating new educational environment. They answer difficulties of affording all the paraphernalia necessary to enter the digital age, the important need of reaching students geographically isolated, and they amplify the learning space and possibilities of a student. Today, more and more higher educational establishments which have digital infrastructure facilities and capable teachers are adding to the regular textbooks, instruments offered mainly by Google or Microsoft to diversify their classroom activities. These new environments, however, run the risk of taking the "digital textbook" to become a collection of digital items, missing the main educational message of

offering a meaningful educational learning environment. There is no doubt that the information and communication revolution is shaking the basis of the educational system! If we understand pedagogy as the body of concepts and practices that determines the way the educational system is built, a new pedagogy paradigm has to emerge to define an educational system suitable for the 21st Century. Moreover, we are facing an era where the digital world became a natural learning space. The interaction with technology allows for an autonomic acquisition of knowledge, where students get hold of their learning process. Education is not imposed from outside, but engaged through one´s relationship with technology. The understanding of this relationship is what should determine the practices of the educational system, and help us understand the new pedagogical paradigm. The literature points out to a few aspects which are becoming very relevant; most have only acquired new weight, but a few are apparently emerging as new skills:

1. Autonomy: As emphasized by Piaget, intellectual autonomy should be at the heart of any educational system. Today, more than ever, the digital world requires autonomy as a basic and essential skill.

2. Ownership of their learning process: "Students are more interested in what they can do with technology, than with what technology can do for them". When students assume an active role about their learning, their motivation and engagement gain a substantial boost. Their ability to move and explore the digital world, leads them to the "in charge" position over their learning capacities.

3. Self-esteem strength: the possibility of changing and acting upon the virtual environment in search of possibilities that fit each individual's need, strengthens one's feeling of "Yes I can".

4. Curiosity and Exploration are natural learning mechanisms, which have gained an unprecedented environment with the digital world. They can be stimulated by Inquiry-based learning methods which has been a pedagogic goal, however not easily taken into practice in traditional educational settings.

5. Collaborative problem solving: Specially used at the digital gaming world, students, through their own initiative, are actively collaborating with "others" as a way of attaining their goals. Group work became meaningful (not merely a task produced by several people), allowing for a diverse contribution towards a common goal.

6. Critical thinking (peer review, and exposition on social networking). The collaboration naturally embedded in most virtual activities, is developing a much more natural acceptance and even need for peer review.

7. Relevance: Bringing the world inside the classroom has impacted significantly learning activities. Not only theoretical concepts can be contextualized by daily examples, examples can be experienced inside the classroom but moreover, relevant others (peers, family) can participate actively in students' life

8. Diversity as a plus: Not only students' diversity can be much easily dealt by the wide range of possibilities of the digital world, but moreover, can be perceived as an added value within a diverse world which requires a wide range of skills. Instead of struggling to fit into an specific pedagogical model, with the consequent feeling of self-inadequacy, a much more varied environment may provide a positive motivation to search for each one's suitable fit.

9. Freedom of choice. The development of an ability to prioritize, select, and choose is vital for students to navigate and reach their goal.

10. Environmental flexibility: The whole concept of educational environment is being amplified to meet the different educational models, and the different individual needs.

11. Virtual mobility: Teachers are now realizing that students that did not respond at schools settings are now being able to perform significantly better when they can choose when and where to complete the assignments. An assignment group can be formed with students physically far from each other, narrowing distances. The concept of reaching out everywhere is a natural mobility for students' today.

12. Interactivity: Interactivity allows for the practice of important cognitive skills. It stimulates several cognitive functions related to the learning process. The motor activity accompanying the cognitive one towards the same aim, leads to a faster and more efficient learning.

13. Multi stimuli exposure: As students are reading, interacting, listening, viewing, and analyzing content, they're practicing skills that are critical for success in tomorrow's workforce.

14. Personalization: "Students, perhaps without realizing it, are already seeking out ways to personalize their learning. Looking to address what they perceive as deficiencies in classroom experiences, students are turning to online classes to study topics that pique their intellectual curiosity, to message and discussion boards to explore new ideas about their world, or to online collaboration tools to share their expertise with other students they don't even know.

15. Connectivity: The possibility given by internet of connectivity and exchange of ideas facilitates the learning process, not only engaging and motivating the students, but allowing the student to find common grounds to his knowledge (association) transforming it in something new (adding knowledge and creating ideas). Internet can be overwhelming and distracting, at the same time that it enriches by allowing learning and creativity.

16. Diversifying the Knowledge Source: The teacher has been the main source of knowledge, role which demanded too much from the teacher, especially as information became much easily accessed by the students. Many teachers embraced this added resource, allowing students to contribute actively (raising their motivation). "Rather than feeling threatened, the best teachers will see this as an opportunity to move to the next level and understand their authority differently. They're not merely conveyors of data, but conveyors of meaning. They're now free to help students connect these data points, make sense, and develop context.

How is the world adopting such educational changes? It possible to conclude that there is a clear interest towards digitalizing the educational system all over the world, or at least, this is the content of most politicians' discourses, and a growing interest of publishers on digitalizing textbooks.

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Полежаева Елена Викторовна
Электро́нный уче́бник в образовании

Электро́нная кни́га — версия книги, хранящаяся в электронном (цифровом) формате. Данный термин применяется как для произведений, представленных в цифровой форме, так и в отношении устройств, используемых для их прочтения. Электронными текстами называются и учебные электронные пособия, в состав которых, помимо текста, включаются примеры данных, упражнения, специально написанные комментарии и ответы на возможные вопросы.

Ключевые слова: електронный ученик, информационные и коммуникационные технологи, электронное обучение,цифровой учебник

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Електронний підручник в освіті

Електро́нна кни́га (англ. *e-book, e-text*) — версія книги в електронному (цифровому) форматі. Такі книжки можна читати за допомогою комп'ютерів, мобільних телефонів чи спеціалізованих пристроїв. Електронними текстами називають також навчальні електронні

посібники, до складу яких, окрім тексту, належать приклади даних, вправи, спеціально написані коментарі й відповіді на можливі запитання.

Ключові слова: електронний підручник,інформаційні та комунікаційні технології,електронне навчання, цифровий підручник