

FROM PAPER TO SCREEN: HOW THE DIGITAL ENVIRONMENT IS CHANGING SCHOOL READING

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Abstract

The concept of “school reading” refers to a set of literary works that students are expected to read as part of their Croatian language curriculum in primary and secondary schools. Historically, these texts were available in print. Still, with advancements in digital technology, there has been a notable shift in how literature is accessed, moving from physical books to digital screens. This paper examines the impact of the digital landscape on school reading, mainly through the lens of digital literary exploration and the wide range of resources accessible online. It assesses the role of technology in shaping students’ access to literary works, outlining both the advantages and challenges that digital tools introduce to education and reading practices. The paper explores various online platforms that provide literary content, analysing how these platforms influence the reading experience and support the learning process. The interactivity of these resources is given particular attention, exploring how online tools actively engage readers. In doing so, this paper underscores the need for educational approaches to evolve in line with contemporary technological trends to nurture a love for literature in the digital era. Additionally, a critical analysis of websites offering literary resources or pre-packaged reading materials is conducted. The focus is on three popular platforms: e-lektire, Lektire.hr, and Lektirko – summarised texts for primary school students, which distinguish themselves through their unique interpretations of literary works and their use in the classroom.

Keywords: reading, online reading, digital environment, shift to digital, websites

INTRODUCTION

Reading plays a vital role in education, and it is the responsibility of both schools and teachers to highlight its importance to young people. It is not only about teaching students how to read but also about encouraging them to explore and experience the world through literature. Reading broadens vocabulary, increases knowledge, and contributes to the formation of one’s character and worldview. Therefore, selecting appropriate reading material is crucial to

motivating students to engage with books. The 2019 Curriculum outlines that students in the first and second grades of primary school must read a total of ten literary works, two of which are mandatory. The requirement for students in grades three to eight is eight books, with two compulsory titles included. Apart from the obligatory reading, students are encouraged to choose one book on their own each year. Teachers are urged to give students more flexibility in their book selections, as this approach can boost their enthusiasm for reading and foster long-term reading habits. Moreover, it is important to motivate students to read outside the formal school framework. Establishing a positive relationship with reading at an early age is essential for building a culture of reading and promoting intellectual development. Through literature, students gain insight into various perspectives and experiences while also developing critical thinking, empathy, and analytical skills. It is crucial to provide them with opportunities to explore a range of literary genres and authors and to support their active participation in the literary world.

Literature - The Foundation of a Reading Culture

Literature, defined as the collection of written texts, including both complete works and excerpts, is an essential part of education. According to the *Croatian Encyclopaedic Dictionary* (2002, p. 665), it encompasses any reading material used within the framework of the Croatian language curriculum in primary and secondary schools. The role of literature in education lies in its ability to stimulate students' interest in reading, thus shaping their reading habits and contributing to the overall educational experience. As part of Croatian language instruction, literature holds a central position in fostering literacy and a passion for reading. The term "literature" comes from the French *lecture*, which in turn is derived from the Latin word *lectura*, meaning "reading," rooted in the verb *legere*, which translates to "to read." Literature is fundamental to the development of a reading culture, a view strongly supported by Rosandić (2005), who emphasises its importance in achieving a high level of literary education. Literature fosters creativity, enhances critical thinking, and contributes to a richer and more nuanced inner life. Gabelica and Težak (2019) argue that literature involves much more than just reading books; it also provides an opportunity for discussion, stimulates personal expression, and encourages creativity in various forms of media. They highlight the role of literature as a tool for fostering a meaningful and enduring connection between a child and the world of books. Similarly, Benček (1985) points out that reading is not only the foundation of all forms of learning but also an essential part of developing independent learning skills, particularly in the early years of primary education. Reading goes beyond knowledge acquisition, influencing emotions, thoughts, and actions. Despite its profound significance, however, literature often becomes perceived merely as another school task by students. According to Gabelica and Težak (2019), several factors contribute to this attitude, including the compulsory nature of the reading list, the disconnect between the themes of literary works and students' interests, the practice of keeping reading journals, the grading of reading, and uninspiring methods of teaching literature. Evaluating students' comprehension of literature often focuses only on

surface-level aspects, overlooking its deeper effects on their emotional and intellectual development. Literature lessons should offer a space for students to share their perspectives, engage in profound analysis, and express personal experiences, as the purpose of art—literature included—is to enrich and elevate the individual. In the educational setting, both teachers and students play key roles in the creative process. When teaching literature, this process fosters linguistic and artistic expression. What distinguishes this activity is that it occurs in an environment where students are encouraged to showcase their spontaneity and creativity, with their efforts being valued even when immediate results are not apparent. Building trust and mutual respect between teachers and students is essential for this process to succeed. One of the limitations of modern education is that it often prioritises the memorisation of facts over fostering critical thinking and emotional growth. To deliver an effective literature lesson, it is crucial for the teacher to be well-prepared and methodologically skilled, capable of engaging students in fresh and motivating ways that stimulate their interest in reading.

Reading Lists

The first official reading list in Croatia was introduced in 1954 as part of the Curriculum. Before this, literary works were only sporadically included in teaching plans. Over the years, the reading lists for primary schools underwent changes, with a significant shift occurring in 1972 when they became mandatory, albeit allowing for some degree of adaptation within various plans and programmes. The establishment of a standardised reading list marked a turning point, significantly increasing literature's prominence in the market (Hameršak, 2006). Gabelica and Težak argue that reading lists should serve as recommendations from literary professionals to educators. They believe these lists should remain adaptable, with the ongoing aim of fostering reading habits and cultivating a love for books (2019, p. 20). A well-rounded reading list should encompass a range of genres and themes. For first-grade primary school students, the list should focus on topics that align with their worldview, such as stories about children, animals, nature, family life, exciting adventures, and play (Gabelica & Težak, 2019, p. 26). As students progress to higher grades, the themes evolve, and their interpretation of literature matures in line with their personality development. Many experts agree that reading lists should be regularly updated and supplemented with both new domestic and international publications. Gabelica and Težak (2019) stress the vital role of literary critics and librarians in tracking current literary trends. If the same reading titles are used across generations and the approach to literature remains static, students may resort to plagiarism or become overly dependent on the internet for interpretations (Lazarich & Čančar, 2020). They suggest reducing the number of required readings and increasing the number of optional ones, placing greater emphasis on the teacher's ability to select relevant works, demonstrate sensitivity to the content, and employ sound pedagogical methods. While it is often suggested that students should have the opportunity to choose books for themselves, it is essential that the entire reading list is not left entirely to their discretion. Younger students still lack fully developed literary and aesthetic criteria for independently selecting quality works (Gabelica & Težak, 2019). A 2014

study on students' reading habits in Zagreb revealed that many teachers are concerned that students may stop reading if there is no mandatory reading list. Conversely, students believe their interest in reading would increase if they had more freedom in choosing books. The study also indicates that students differentiate between required reading and books they read for pleasure, with required reading often being the only literary work they engage with at least once a month. Many students find the required reading tedious because they are not allowed to select the titles themselves. According to the study, novels and short stories are the most popular genres among students. The most favoured books among fourth-grade students include *Družba Pere Kvržice*, *Vlak u snijegu*, *Emil i detektivi*, and *Mama je kriva za sve*. In contrast, less favoured titles include *Duh u močvari* and *Priče iz davnine* (including *Regoč* and *Šuma Striborova*) due to outdated and harder-to-understand vocabulary. Teachers are divided on the relevance of the reading list, but many agree with students that children should have more freedom in choosing books to read. Additionally, an issue arises with required reading often being listed separately in the school register, which, due to grading and time constraints, further burdens teachers and limits space for more creative content (Gabelica & Težak, 2019). Different nations approach the enhancement of reading culture in their own unique ways. For instance, in Argentina, there is no fixed reading list, allowing teachers complete discretion in selecting literary works. In many countries, instead of a compulsory reading list, there are book recommendations from which educators choose the texts students will read. In Spain and Germany, books reflecting national identity are often selected, while in Italy, classic works are offered in modernised and linguistically updated versions. In the United States, teachers also enjoy significant freedom in selecting titles based on their students' interests. A deep understanding of students' preferences is key to making a more suitable selection of reading materials (Gabelica & Težak, 2019).

Selection of Literary Works for Reading

Stjepko Težak (1969) underscores the need for a thoughtful selection of literary works to foster the development of future readers and creators. Teachers and librarians are central to this process, and their choices should adapt to the shifting interests of students, which naturally evolve with age (Gabelica & Težak, 2019). Choosing appropriate literary works is the initial step in an ongoing engagement with books. These selections should match students' emotional and intellectual growth (Leniček, 2002). The ideal book for a student should offer a connection to their own experiences, making the author's world feel more accessible. Težak (1969) argues that selecting a book beyond a child's cognitive abilities is ineffective and that educators should be attuned to their students' intellectual strengths to avoid such mismatches. A more frequent issue is not necessarily a lack of understanding of the book but rather its emotional or content-related unsuitability. According to Lučić-Mumlek (2002), students may feel discouraged due to rigid reading diary requirements, the absence of choice in selecting books, and conventional teaching methods. The problem of dull and uninspiring reading often stems from the teachers themselves. Jerkin (2012) highlights the mistake of focusing on classic works and

choosing titles familiar to the teacher while overlooking contemporary authors and themes that could engage today's students. It is important to allocate more time for joint reading sessions with students rather than sticking strictly to the required literature. Reading should be an enjoyable activity, not just another task. Allowing students the freedom to choose books fosters a stronger connection to the material, enhancing their enjoyment (Centner, 2007).

Current studies reveal that the interests of primary school students evolve as they progress through the grades. For instance, students prefer dynamic texts in the first and second grades; by the third grade, their interest shifts towards fantasy; and in the fourth grade, adventure novels become more popular (Blažević, 2007). Creating a positive connection with books is essential to fostering a lifelong love for reading. At the beginning of the school year, a simple survey can help teachers adapt the reading list to suit their students' individual interests (Lučić-Mumlek, 2002). While students should be given some freedom in choosing what to read, teachers play a vital role in guiding them towards a range of literary genres. This not only broadens their reading experiences but also helps them develop their own taste and aesthetic preferences (Jerkin, 2012). Teachers should have the flexibility to select materials based on their knowledge of students' needs and preferences, as they are in the best position to understand their interests (Lazzarich, 2018). Plazibat (2002) suggests involving literary experts in the selection process can add value by ensuring the reading list reflects current trends and aligns with children's evolving interests. To make literature more engaging, it is important to encourage students to read for enjoyment and provide a variety of books that cater to their personal tastes and emotional needs.

Criteria for Selecting Literary Works

Gabelica and Težak (2019) argue that the reading list should be regularly updated, recommending the inclusion of newer works from both domestic and international authors alongside classical texts. This is important, as new literary works are published every year. In selecting these works, it is crucial to apply a variety of criteria to ensure the content is diverse and appropriate for the students. The criteria for selecting literary works are numerous. According to the Curriculum (2019), the selection process should consider how students perceive and understand literature, as well as the characteristics of different genres, literary styles, and values. A balance between domestic and foreign works should also be maintained, representing various historical periods. Gabelica and Težak (2019) further suggest several factors to guide this selection, including the literary and artistic quality of the works, their relevance to the school programme, their adaptability to students' cognitive and experiential abilities, student preferences, diversity, and the availability of books. Težak (1969) identifies several important criteria for selecting literary works, focusing on psychological, aesthetic, ethical, socio-political, epistemological, and organisational-technical aspects. In addition, Leniček (2002) emphasises the significance of factors such as the artistic and educational value of the work, appropriate communication methods, thematic and genre diversity, and the development of language skills.

While the artistic value of a literary work is undeniably important, it is not the sole factor in choosing reading materials for primary schools, as Težak (1969) suggests. Before students can truly understand and appreciate high-quality literary works, they must be motivated to engage with books that are relevant to their interests and experiences. Furthermore, organisational and technical considerations cannot be overlooked. Težak (1969) argues that recommending works that are unavailable in libraries or the market is ineffective. Hence, it is essential to ensure that libraries have an adequate supply of books to meet students' needs. The National Curriculum for Croatian Language, introduced in January 2019, serves as a fundamental guideline for literature teaching in primary and secondary schools. As part of the "School for Life" reform, it was initially implemented experimentally in a select number of classes starting in the 2019/2020 school year, with plans to extend it across all grades. This curriculum is divided into three main areas: Croatian language and communication, literature and creativity, and culture and media. The literature and creativity section emphasises the importance of engaging with literary works as vehicles for artistic expression, language development, knowledge acquisition, and personal insights. Key objectives include helping students understand, interpret, and evaluate literary texts, promoting personal growth, and fostering creativity. Moreover, it stresses the role of language within broader artistic and cultural context. The aim is to acquire both theoretical and historical knowledge of literature, as well as to become familiar with significant works from Croatian and world literature. This is intended to stimulate both creative and critical thinking. The curriculum also seeks to integrate linguistic activities with a deeper understanding of texts and to encourage a positive attitude towards reading for enjoyment. Emphasis is placed on fostering the development of personal and national identity, as well as appreciating cultural heritage. Another goal is to nurture creative communication—both verbal and non-verbal—and to inspire creative expression based on various experiences and interpretations of literary works. Reading entire literary texts plays a vital role in achieving these objectives and in developing cultural literacy, allowing students to reflect more deeply on the world around them. During their time in primary school, students are expected to read a set number of prescribed texts, with specific works assigned for each grade. Additionally, they are encouraged to read independently to cultivate a reading habit and deepen their engagement with literature. The list of prescribed literary works is intended to give teachers professional freedom in selecting texts for full or partial reading based on their judgment. The curriculum recommends focusing on contemporary texts to stimulate interest in literary reading, ensuring students are exposed to modern themes and genres while also broadening their understanding through texts from various historical literary periods.

The Internet as a Central Element of Information and Communication Technology

The Internet consists of a vast network of interconnected computers, allowing data to be exchanged and enabling communication across different systems and technologies. Thanks to information and communication technology advancements, the Internet has become an es-

essential part of modern electronic communication, serving as the primary platform for global interaction. It allows sharing of various forms of digital content, such as text, images, and sound, all stored as digital files. For the successful exchange of information between computers, it is essential to define standardised protocols for data transmission, which all participants in communication must adhere to consistently. Based on precisely defined rules, these protocols form the foundation of the Internet's functionality. The set of protocols that enables computers to connect to the Internet is known as a protocol stack. The most commonly used protocol stack on the Internet consists of four layers developed within the context of the network itself. The Internet structure is based on continental backbones connected by high-speed communication links, which serve as primary points for the interconnection of national and regional networks. Local computer systems connect to these networks through access points. Every computer on the Internet has a unique address, known as an IP address, which enables its identification and association with specific networks within the global infrastructure. Access to the Internet is achieved through local computer networks or Internet Service Providers (ISPs), which provide users with broadband connectivity. Computer networks are interconnected through various technologies, such as optical cable systems and satellite links. The Internet provides a broad array of services, including file transfer, email, online forums, and remote access to computers. One of the most significant network services is the World Wide Web (WWW), which allows users to browse and access documents via web browsers. As a global system, the Internet has a deeply rooted impact on social, cultural, economic, educational, and scientific spheres, reshaping many aspects of everyday life and business. However, with the increasing use of the Internet, various challenges have emerged, such as the protection of intellectual property, user privacy, and the regulation of access to inappropriate or illegal content.

Reading Assignments on Online Platforms

In today's world, the time dedicated to reading books is decreasing due to the influence of various media, leading to a reading crisis. Books are often marginalised, and the youngest students are particularly affected by electronic media, which poses a significant challenge to the education system and the wider community. Teachers and parents are concerned that books no longer attract students as they once did, and children are increasingly avoiding reading, raising the question of whether books will serve only a decorative purpose in the future. From early childhood education onwards, educators express concern for the future of books, as the decline in reading could lead to a decrease in critical thinking skills. Given the pervasive role of the Internet in students' lives, it is essential for schools to adapt and take advantage of online resources in teaching while also educating students to evaluate the information available online critically. In his article, *A Creative Approach to Literary Works in Problem-Based Teaching*, Marinko Lazzarich references Plevnik's view that the role of books as the primary form of mass communication has diminished with the rise of new media. Researchers are increasingly con-

cerned that literature may lose its value in comparison to the Internet, especially among the younger generation. To counteract this, there is a growing emphasis on the need to educate students about the importance of books and reading while also recognising the benefits of the Internet. Ivana Vladilo addresses a key issue with reading assignments: evaluations often focus solely on confirming whether students have actually read the book or relied on secondary sources or online material. This approach does not fulfil the purpose of literary education and, in fact, works against it. Ivana Blažević shares this view, adding that media misuse allows students to conceal their lack of effort, making it difficult to assess their true understanding of a literary work. A solution to this problem can be found in moving away from the traditional method of taking notes while reading. Instead, a more creative approach to teaching reading assignments should be applied, preventing students from simply copying ready-made answers from online sources. Each literary work should be approached uniquely, encouraging students to develop new ways of thinking and problem-solving. This approach requires additional preparation and creativity from teachers but revitalises the teaching of literature and makes it easier to assess students' genuine comprehension of literary works. Special attention will be given to analysing three of the most commonly used websites: e-lektire, Lektire.hr, and Lektirko – Summarised Reading for Primary School, which stand out for their different interpretations of literary works and their intended use by students.

Lektire.hr: A Literary Portal for Education

Lektire.hr is a literary portal that provides access to a wide range of analysed reading materials designed for primary and secondary school students. With over 900 processed literary works, the portal stands out as one of the most comprehensive and well-equipped sources of reading content in Croatia. Its collection includes works from both Croatian and world literature, covering various literary periods, from ancient to modern literature. The portal's collection of reading materials features texts suitable for students of all ages, starting from children's poems, stories, and novels for young readers to secondary school works from different literary periods, such as Antiquity, the Renaissance, Biblical literature, Romanticism, Realism, and Modernism. The portal also offers literary analyses that help students better understand and interpret novels, dramatic texts, and poetry. Additionally, it provides examples that can assist students in writing book reports and other literary assignments. One of the key reasons for the website's popularity among students of all ages is its clear layout, intuitive interface, and wide selection of reading materials, especially for younger primary school students. Users can easily search for content using the search bar or browse by author, making it highly efficient to find the desired works. In addition to core reading materials, the site offers extra educational resources, including guidelines for writing book reports, language tips, and explanations of literary terms, further enriching the learning process.

Lektire.hr is not limited to students alone; it also provides resources for parents and teachers, offering special guidance for assisting children with reading difficulties, such as dysgraphia and

dyslexia. The portal grants access to specialised materials that facilitate the reading and analysis of literary works, making them more accessible to all students, regardless of their individual needs. The content on the portal is systematically organised by grade level, allowing users to quickly and easily find the necessary reading materials. Reading tasks for elementary school students typically consist of comprehensive summaries, introductory analyses, and essential details about the text, including its genre, themes, and setting, as well as the fundamental traits of the main characters. The analyses follow a traditional format that has been used in primary education for many years. While the analyses typically do not include quotes, allowing users to reference specific parts of the work directly, students are encouraged to identify quotes and other relevant sources independently. The website was founded in 2010 and is continuously maintained and updated with new reading materials. Users of the portal have the option to submit requests for the analysis of new reading assignments, ensuring that the portal consistently meets the needs of the education system. The analyses are comprehensive and well-executed, while the author's information is typically checked and reliable, enhancing the portal's reputation as a trustworthy educational tool.

Through detailed analyses, the Lektire.hr portal provides students with all the necessary information for successfully understanding literary works and writing book reports.

Lektirko – Summarised Reading for Primary School

The analysis of the website provides insight into its features as well as its shortcomings. The site started operating in 2014 and is somewhat cluttered. The following conclusions are drawn in the site description: The website has a well-organised content structure, allowing users easier access to reading materials sorted by grade level. This organisation is very useful as it enables quicker access to the required materials. However, although this structure is a positive aspect, the question arises whether it can be further improved, for example, by introducing additional categories or advanced search features that would make it even easier for users to find the information they need. In terms of content quality, the descriptions of the reading materials provide important information about authors, themes, messages, plots, and characters, which is crucial for students who need to understand literary works. Although this information is helpful, the presence of grammatical errors undermines the overall impression. This not only reduces the quality of the content but also calls into question the professionalism of the site. A website aimed at education and supporting students should strive for perfection, especially in terms of linguistic accuracy, in order to provide reliable resources.

The issue of excessive advertisements is serious. Unrelated content and ads can frustrate users, make navigation more difficult, and disrupt their browsing experience. This is a significant drawback that could deter users from using the site, so it would be wise to consider reducing the number of ads or better integrating them so they do not interfere with the user experience. Regarding the availability of analysed reading materials, although the site covers a

certain number of titles, there is a need to expand this offering, especially for primary school students. The lack of analyses for many books limits the user experience and may prompt students to seek alternatives from other sources, which can diminish the site's relevance and usefulness. The option to share content on social media is a positive feature, as it allows students to exchange materials with their peers. However, it is crucial to ensure that the shared materials are of excellent quality in order to uphold the site's reputation. Poorly written or grammatically incorrect content could negatively impact the public perception of the site. In conclusion, although the website provides useful information and has a solid foundation, there is significant room for improvement. The organisation and quality of the content, reducing disruptive ads, expanding the coverage of analysed readings, and correcting grammatical errors are key areas that need attention to maintain the professionalism and credibility of the site and improve the overall user experience.

e-lektire

The e-lektire portal provides free access to full literary works by Croatian and international authors for students in primary and secondary schools, as well as for teachers, in various digital formats. These formats are designed to be fully responsive, making them easy to use on a wide range of devices, which is especially important in today's technology-driven educational environment. The portal also offers a list of mandatory literary texts for Croatian language classes, including both classic and world literature, available for full reading or selected excerpts. Critically speaking, this approach is extremely useful as it provides a wide range of easily accessible materials, which can significantly improve the educational process and make it more accessible. However, the challenge may lie in ensuring that all users, especially students, have the necessary digital skills and access to appropriate devices to benefit from this offer fully. Digital literacy and access to technology in all schools and households are not equal, which can create disparities in user experiences. The portal offers more than 370 literary works, 160 audiobooks, 52 literary quizzes, 52 audio prompts, and 5 video prompts, providing a diverse range of content that can satisfy various tastes and needs of students. This diversity is a positive aspect as it supports different learning styles and allows users to choose content that best suits their interests and needs. What is particularly important is that, alongside the literary works, detailed notes about the authors and works are available, as well as pedagogical tools for 72 works, which include recommendations for adapting lessons. These tools are very helpful for teachers as they facilitate lesson individualisation, which is key to supporting diverse students, including those with special educational needs. However, although the pedagogical tools are valuable, it would be useful for the portal to offer additional support through teacher training on how to use these resources, ensuring their effective application in the classroom. It is commendable that some of the most famous literary works, such as *Priče iz davnine*, *Čudnovate zgode šegrta Hlapića*, and *Prosjak Luka*, are available in formats tailored for students with reading and comprehension difficulties, including digital Braille devices. This inclusive

approach demonstrates the portal's awareness of the needs of different users and its effort to ensure access to literary works for everyone. However, there could be further efforts to expand such adaptations to more works, ensuring broader accessibility of educational resources for all students, regardless of their challenges or limitations. In conclusion, the e-lektire portal offers rich and diverse content that can significantly enhance education. Still, there is room for further improvements in inclusivity, teacher support, and ensuring equal access to technology.

Digital Transformation of Access to Literature: A Comparison of Three Key Portals

In today's digital age, access to literary works and educational materials for students has greatly changed. Portals such as Lektire.hr, Lektirko, and e-lektire offer different approaches to online literature and educational resources, aiming to meet the needs of modern students and the educational system. While each of these portals has its own specific features, they all share a common goal – to facilitate students' access to literature and provide them with the necessary tools for analysing and understanding literary works. However, despite their shared mission, there are significant differences in the quality, organisation, and approach to the content they offer. Lektire.hr represents one of the most comprehensive sources of literary content in Croatia. With over 900 analysed literary works, the portal offers a wide range of materials, including detailed analyses, summaries, and information about authors. It allows users, especially those in elementary school, to search content easily, and the support for students with reading difficulties is especially valuable. Lektire.hr stands out for its clarity and usefulness, although some critics note that the analyses are sometimes too simplistic and lack quotes that would enable students to gain a deeper understanding of the text.

On the other hand, Lektirko is a portal primarily focused on elementary school students but with a more limited number of literary works compared to Lektire.hr. While it offers a good basic framework for searching for literature sorted by grade levels, its drawbacks include grammatical errors in the descriptions, an excessive number of ads that hinder navigation, and a lack of detailed analyses that would help students gain a deeper understanding of literary works. These issues can disrupt the user experience, and reducing the number of ads and improving language accuracy would certainly enhance the quality of this portal. The last portal, e-lektire, offers free access to complete literary works, as well as audiovisual materials such as audiobooks and video teasers. Additionally, the portal is distinguished by its high availability of resources, including methodological tools for teachers and adaptations for students with reading difficulties. While e-lektire provides rich content, the challenge remains ensuring equal access for all users, considering the unequal availability of technology and digital literacy in schools and households. Furthermore, expanding adaptations for students with different needs could improve the inclusivity of this portal.

Each of these portals offers valuable resources for education, but they differ in quality, scope, and content adaptability. Lektire.hr and e-lektire lead in providing comprehensive and well-or-

ganised materials, while Lektirko shows potential but requires improvements in terms of functionality and content quality. Nonetheless, all portals play a crucial role in the educational process, as they provide students with access to literature in ways that meet the contemporary needs of education.

CONCLUSION

An analysis of key literary concepts, the availability of literary works on the internet, the wide range of offerings, and the importance of nurturing critical thinking reveals that literature is not just a fundamental component of education but also a crucial instrument in developing critical thinking, empathy, and a deeper understanding of the human experience. In an era where the educational process is increasingly moving into the digital sphere, the availability of literature on the internet has become of utmost importance. Providing wide and easy access to literary works allows students to engage in reading and analysing texts that would otherwise be inaccessible due to geographical, financial, or other limitations. This availability not only democratises education but also encourages students to explore different cultures and perspectives, which is crucial for shaping open-minded and informed individuals. However, it is important to emphasise that the mere availability of content is not enough. It is necessary to ensure that these materials are carefully selected, relevant, and accessible to different groups of students, including those with special needs. For example, while it is a positive step that some works are adapted for students with reading and comprehension difficulties, it is important to continue expanding this offering to ensure that all students have equal opportunities to participate in the educational process. Critical thinking, a vital skill for today's world, is effectively fostered through the interpretation and analysis of literary works. Engaging with literature prompts us to question our beliefs, reassess our viewpoints, and explore various perspectives, thereby enhancing our ability to analyse complex issues and form well-founded conclusions. However, it is important to highlight that the development of critical thinking does not come automatically with reading. Teachers play a key role in how students approach texts by asking challenging questions and encouraging deeper thinking. Therefore, it is essential that the education system provides support to teachers through resources, training, and methodological tools that will help them effectively integrate critical thinking into their teaching. Ultimately, literature and its availability on the Internet have a significant impact on education and the development of young people's thinking. However, it is important to continuously work towards ensuring that reading is not seen solely as an obligation but as a key activity that enriches students' intellectual and emotional lives. Promoting reading, along with encouraging content diversity and ensuring its accessibility, represents an investment in the future of a society that values knowledge, critical thinking, and cultural diversity. Additionally, it is important to adapt educational content to the changing needs of students in the digital age to ensure equal opportunities for development and learning for all.

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OD PAPIRA DO EKRANA: KAKO DIGITALNO OKRUŽENJE MIJENJA ŠKOLSKU LEKTIRU

Sažetak

Pojam „školska lektira” označava popis književnih djela koje učenici moraju pročitati tijekom školske godine u sklopu nastave hrvatskoga jezika, prema Kurikulumu za osnovne škole i gimnazije. Osnovna je svrha školske lektire poticanje kulture čitanja, obogaćivanje rječnika i upoznavanje s pisanim jezikom.

Ovaj rad istražuje suvremeni pristup književnosti kroz koncept digitalnih književnih putovanja, s naglaskom na materijale dostupne na internetu. Analizirajući utjecaj tehnologije na pristup književnim djelima, rad razmatra prednosti i izazove digitalne ere u kontekstu obrazovanja i čitanja. Također se analiziraju različite mrežne platforme koje omogućuju pristup materijalima za čitanje, istražujući kako te platforme oblikuju iskustvo čitanja i olakšavaju proces učenja. Posebna je pozornost posvećena interaktivnosti, uz razmatranje načina na koje mrežni alati mogu angažirati čitatelje.

Ovom analizom rad naglašava potrebu za prilagodbom obrazovnih pristupa suvremenim tehnološkim trendovima kako bi se potaknula ljubav prema književnosti u digitalnom dobu. U radu se kritički pristupa evaluaciji mrežnih stranica koje nude informacije o literaturi ili pripremljene materijale za čitanje. Posebna je pozornost posvećena analizi trima najčešće korištenim mrežnim stranicama – e-lektire, Lektire.hr, Lektirko – prepričana lektira za osnovnu školu – koje se ističu svojim različitim interpretacijama književnih djela i namjeni učenicima.

Ključne riječi: lektira, lektira na mrežnim stranicama, mrežne stranice