

Abstract

The theme of the thesis is the Possibilities of using ICT at the first level of elementary school, but also the definition of negatives and limitations in teaching at elementary school. The thesis is divided into two parts, namely the theoretical part and the practical part of the work. I focus mainly on the use of ICT and on the prerequisites for introducing ICT into elementary schools and subsequently on the individual ICT tools in elementary schools and the possibilities of their use.

The use of ICT is understood as a tool for developing pupils' general and cross-curricular competence and for developing communication and critical thinking at the first level of elementary school. Innovative teaching methods based on active and empirical learning and expanded by information and communication technologies can increase the engagement of pupils and improve their results, as shown by the questionnaire survey and the chapters of the theoretical part of the thesis.

The methodology of the thesis is based on the analytical and comparative method in the theoretical part of the thesis and on the method of quantitative research in the form of a questionnaire survey in the practical - empirical part of the thesis. The theoretical part is based on a set of literature, which is presented at the end of the thesis. The questionnaire survey is based on the responses of first-level cantors, focusing on the use of interactive whiteboard in the classroom, which were obtained and subsequently evaluated during the survey. An important contribution to my work is the assessment of the main strengths and weaknesses of the current IT use as outlined in the last question of the questionnaire survey as they can be a valuable basis for increasing the attractiveness and efficiency of their use.

Keywords

Interactive whiteboard, information technology, teacher, pupil, teaching software, computer, electronic textbook, tablet, questionnaire survey, quantitative research.

