ABSTRACT

The aim of this thesis is to analyze strategic and other documents and data that are focused on distance learning in primary schools. The aim is also to describe how distance teaching took place in primary schools using digital technologies and to point out its specifics, including positives and negatives. Strategic and other documents are the basis for determining the readiness of teachers and schools for the transition to distance learning. Due to the COVID-19 pandemic, schools were closed and it was necessary to move to distance learning, which was online. Schools and educators had to adapt and implement digital technologies in education in a short period of time. The diploma thesis focuses on the implementation of digital technologies in education in distance learning. In the modern world, every person is increasingly dependent on the use of technology which is not the case in education. Teachers are key players in implementing digital technologies in education. The implementation of digital technologies in education must be seen not only as a technological process, but also as a pedagogical process. This work is a qualitative analysis that deals with digital technologies during distance learning. The theoretical part is developed on the basis of a search of professional literature focused on digital technologies. Digital technologies are described in detail, including the meaning, characteristics, types of digital technologies and type of literacy. The second part of the diploma thesis is a secondary analysis of strategic and other documents. The goal of national programs and strategies is to set the conditions and processes in education that digital technology can enable. The implementation of digital technologies in education is considered effective and beneficial, but they certainly cannot replace a real teaches. Because digital technologies in teaching should serve as a tool or aids to achieve goals. Even if distance learning is mediated by digital technologies, the teacher will always be the leader. Everything also depends on the digital competencies of not only teachers but also pupils.

KEYWORDS

Digital technologies, digital education, distance learning, pedagogical staff, pupils, further education of pedagogical staff.