

Abstract

The goal of this dissertation thesis is to describe the necessary conditions and possibilities of integrating information and communication technologies (ICT) into teaching Czech language and literature. Modern information and communication technologies are part of daily life of students and teachers. As especially teachers are involved into implementation of ICT into the education process, this thesis is focused on the issue from teachers point of view.

The theoretical part of the thesis introduces the new trends and concepts of integration ICT into primary education which are discussed in the world and it describes revision of Bloom's taxonomy of educational objectives, which could be as Bloom's digital taxonomy used in setting learning objectives in the information society of the 21st century. Based on the known typologies of implementation ICT into teaching, this thesis introduces a new typology, which is primarily oriented on educational field Czech language and literature. Finally in this part, the thesis summarizes the pros and cons of implementation of ICT into education.

The practical part presents two research areas: action survey and a survey of using computers in teaching Czech language. Action survey analyzes long-term observation of teaching Czech language and literature, including visits of the computer labs, which was performed by the author during one school year. Based on own pedagogical experiences and the conclusions from the survey, which shows insufficient use of computers in teaching Czech language and literature, the author suggests specific ways of using selected applications in teaching Czech language and literature, and offers teachers suitable procedures for integration of these applications into individual parts of the lesson.

Keywords:

Computer, Information and Communication Technologies (ICT), Czech language and literature, Internet, computer aided learning