

ABSTRACT

The aim of this diploma thesis is to describe the role of the digital technologies in the homework preparation of the pupils, how do they use the digital technologies and whether they use it for the learning at all. This thesis evaluates also if the pupils can use the digital technologies for learning and in which way they use them, what is their vision of learning, what pluses and minuses in the digital technology usage see the pupils from the sixth to ninth grade. How do the parents encourage their children to use these technologies for the homework.

The theoretical part focuses on the role and possibilities of using digital technologies in the education and homework of pupils as well as on the possible positive and negative aspects of using DT in the life of sixth to ninth grade pupils of nine-year primary school. It also describes the developmental characteristics of older school-age children and net generation.

The practical part deals with a research survey performed among 169 pupils of a primary school in Most with the aim to discover whether and in which way are the pupils using the digital technology for the homework and what are the preferred technologies. The thesis focuses further on the results of the semi-structured interviews with the parents of the pupils to find out, how far are they supporting the children in usage of the digital technologies for their homework, whether they control the content and time spent by the children using the digital technologies and if they try to regulate this amount of time.