There was and is written a big amount of literatuře with the topič of three-dimensional imagery, this literatuře afflicts almost all areas connected with this problematic. But just a few places are given to the possibility ofusing information technology for development of three-dimensional imagery. Simultaneously the children grow into the world of computers and we can not neglect this fact. Children approach to computers with a quite commonplace and without fear (in contrast to adults). They are moving in virtual environments, which simulate a real world more and more punctually and also with its physical rules. Every of these experiences can influence their three-dimensional imagery.

Also the ability of transformation of the surrounding three-dimensional world into the picture-two-dimensional form (and of course contrariwise) - it closely bears on the three-dimensional imagination. Mainly the ability to read the planar pictures and to use the gained information in the creation of three-dimensional conceptions. This ability is at school knowingly evolved, for example through channelling the body in free parallel projection. Emphasis insists on the work with real models and their pictures.

In my work I try to refer to the advantages and crags of using computer programmes, which simulate to us real models and work with them. These programmes we can find for example on web pages: http://www.fi.uu.nl/wisweb/en/. which contain a wide range of applets, which can be used in education. The advantage of using these programmes can be the lower demand for gentle motorics, which is usually one of the reasons of non-success with the work with models by the less skilful children. Moreover the work with computers is for our children (Czech Republic) a very motivating factor.