of both digital media and educational technology in working with children with special educational needs. This is also indicated by numerous research studies conducted all over world, in which the importance of educational technology, primarily assistive technology in inclusive classes, was determined (Schwartz, 2015; Nowell, 2014; Oravec, 2012). What we wish to emphasize is the difference in the achievements of the two students in the final test. The student from the experimental group obtained grade three (3), while the student from the control group obtained only one point. It is believed that the experimental method of work performed with the use of digital media greatly assisted the experimental group student in mastering the teaching material.

The analysis of the student survey questionnaire results showed that the surveyed students appreciated the method of work performed with the use of digital media, and that most of them would like to learn in this way more often. The digitalized information can be more easily assembled with the use of images, animation and sound; they simultaneously affect more than one of the senses providing more complete information. Teaching accomplished in this manner can facilitate learning and understanding of teaching contents. Digital media not only contribute to the efficiency of teaching, as confirmed by the results of this research as well, but they also represent a factor of creativity and innovativeness of students in class (Hoban, Nielsen & Shepherd, 2013). Also, they contribute to the increase in general digital literacy, including music literacy (Park & Burford, 2013). Regardless of the undoubted importance of digital media, they are insufficiently used in teaching even in countries with developed education systems (Fry, 2015). This confirms the general hypothesis which was the starting point of this research that digital media significantly contribute to the efficiency of teaching Music Education in lower primary school grades, but that teachers do not use them sufficiently in their work.

The results of this research provide a basis for further research which would be oriented towards students as the users of digital media in classes of Music Education, in terms of their need and motivation to use such a form of education, as well as towards teachers as the organizers of the teaching process.

References


