of the said materials is also increased by their broad context, showing the issues discussed from different points of view (Skibińska, Kwiatkowska, Majewska, 2014). Analysis, synthesis, as well as comparing information consequently result in the development of cognitive skills (Juszczyk, 2003, pp. 155–159). Also the multimedia nature of the data and exercises conducive to both the general development of interests and the thought processes of people in different age groups, is not insignificant.

In the case of working with the tablet, applications designed to make notes and drawings also appear to be helpful. They allow for voice recording, as well as saving the image on the tablet screen. Developed materials may be posted on the Web, or left for personal use. Computer recording allows tablet users to play back the course of lessons, pause at any time, fast-forward or rewind it by a specific time period. Unlike traditional notes, electronic documents prepared with the use of tablets allow for an analysis of the sequence of operations carried out to solve a problem.

The acceptance of the tool, as well as a positive attitude to working with the device fosters the application of various working methods, including problem-based teaching. Motivation seems extremely important in this context.

The introduction of tablets to the educational process is also supported by Lev Vygotsky’s thesis which emphasizes the social nature of human development.

References


