



# MULTIMEDIA OMNIBUS - OR FIVE DIDACTIC/METHODICAL EXAMPLES OF THE APPLICATION OF PCs IN ELEMENTARY SCHOOLROOMS

## MULTIMEDIJSKI OMNIBUS – ALI PET DIDAKTIČNO METODIČNIH PRIMEROV UPORABE RAČUNALNIKA V OSNOVNIH ŠOLAH

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### **Povzetek**

Ustvarjalnosti se ne more naučiti ali priučiti niti pridobiti na univerzah. Učitelj jo enostavno ima ali nima. Multimedijски razredi niso potrebni niti za kakovostno delo niti niso sodobno didaktično orodje ... Vendar če je učitelj popolnoma predan svojemu delu, če je strokovnjak z veliko mero domišljije in inovativnosti ter z otrokom globoko v svoji duši, ga skupaj z njegovimi učenci ne bo nič presenetilo, šokiralo ali preplašilo, da ne bi razkrival novih znanj in spretnosti ... Ta znanja in veščine naj bodo odskočna deska za razvoj zapletenih oblik abstraktnega mišljenja, da bi predstavili raznoliko kognitivno, motorično in manipulativno znanje in spretnosti ... Potrebno jih je predstaviti na različne privlačne načine, da bi spodbudili trajno in dopolnilno znanje, ki je bistvenega pomena za modrost in raziskovanje v kasnejših letih mladostnika. Predstavili bomo pet učnih poglavij/enot iz naše lastne izkušnje pri uporabi osebnih računalnikov v razredih od prvega do četrtega razreda osnovne šole.

### **Summary**

Creativity is not taught and learnt, gained at colleges and universities, a teacher either has it or not. A multimedial classroom is not necessary for his high-grade work nor is modern didactic tools... But, if a teacher is completely devoted to his work, if he is an expert full of imagination and innovation, and a child deep down in his soul, he will be able to be amazed, shocked or alarmed at nothing together with his pupils, reveal new knowledges and skills... Those accomplishments and skills/proficiency must initiate the development of complex forms of abstract



thinking in order to present heterogeneous cognitive, connative, motoric and manipulative knowledge and skills... They need to be presented in different attractive ways to stimulate permanent and additional knowledge which is vital for worldly wisdom and exploitation in later life of the young. We shall present five teaching chapters/units from our own experience in the use of PCs in classrooms from first to fourth grade of elementary school.