ABSTRACT

This diploma thesis focuses on the issue of digital competences of high school students when using mobile phones. In the theoretical part, basic concepts such as digital technology, digital competences, digital generation, digital literacy, digital exclusion, digital addiction and digital detox are introduced. Furthermore, the importance of digitization and e- Government, information and communication technologies in education, including key competencies in framework and school education programs, is described. The thesis also includes the history and present of mobile phones and mobile phone networks, defines a high school student and mentions several interesting facts related to the use of mobile phones.

The empirical part deals with a detailed analysis and evaluation of selected digital competencies based on data from a structured questionnaire. The aim of the research was to map the level of digital competences of high school students. The research used stories to detect heterogeneity in the style of students' answers, which can also be used as a basis for the creation of so-called anchoring vignettes method. The method of data analysis from a structured questionnaire in quantitative research was used to solve the problem.

The results show that high school students have different levels of digital skills and different ways of using mobile phones. The findings suggest that students who spend more time on mobile phones have higher digital competence in using applications and searching for information. Furthermore, it was found that students who use mobile phones mainly for study purposes show a higher level of digital competence than those who use them mainly for leisure activities. Students who are satisfied with their ability to use mobile apps and the internet show higher digital competence than those who are dissatisfied.

KEYWORDS
digital technology, digital competence, digitization, high school students, mobile phone