

## Summary

The dissertation entitled *Form of communication and memorising content. On the example of younger children in the primary school* deals with the issue of the communication efficiency of the content which is used in primary schools. Academic dissertation presents the results of experimental analysis whose aim was to check dependencies between the level of memorising content and the form of its communication. The research has been conducted on a group of 232 ten-year-old pupils.

The dynamic growth of computer technology brings noticeable changes in every aspect of human life, therefore, it is obvious that these changes began to affect the education and that is why more and more research concern functioning of children nowadays referred to as the generation of *digital natives* (Prensky M., 2001). Amongst research related to communication of content, attention should be drawn to those of them which concern the use of visual means of communication (Francis M. Dwyer 1987; Stanisław Dylak 1995; Hesham M. Meshab 2009). In the course of research presented in this study, the same content but in a different form was communicated to each of the five experimental group (audio group, audiovisual group, *silent reading* group, video group, *live lecture* group). Experimental analysis gave an answer to the following main questions:

- 1) To what extent is the level of memorising content amongst ten-year-old pupils dependent on form of its communication?
- 2) Is the direct communication (as a dominant in education) more effective than indirect?

The analysis of the results of research, by applying statistical tools (One-way analysis of variance ANOVA with the post-hoc tests), shows a statistically significant difference between levels of memorising content and applied forms of communication. The highest results of the test have been achieved by schoolchildren from the audiovisual group.

This dissertation is divided into eight main parts, of which five (*Between monologue and dialogical education, Characteristics of younger children in the primary school, Learning and memorizing, The category of memory, Research on communication of content*) provide a theoretical basis for the purpose of these considerations, demonstrating the path of scientific understanding which has been chosen by the author.

In the sixth part, entitled *The forms of communication of content – own research methodology*, description and the results of experimental analysis are included.

The next part covers considerations relating to the audiovisuality in education, functioning of audiovisual means, using them in the process of teaching, preparing teachers for work with the media.

The last part of this dissertation focuses on consequences that widespread culture of the image and some sort of visual training which children undergo almost since birth would have for the education.

*Keywords: experiment, communication of content, memorising, dual-coding theory*