

children spend on screens also multiplies. Further studies may show the extent to which online education and the reduction of real peer contacts have influenced children and affected their behaviour. This fact also shows the need for acquisition of media and digital competencies in teachers. We do not mean only the control of programs and communication channels, above all it is important to help children acquire classic skills and learn to think critically, as well as to use digital media in a reasonable way so that they are not lost in a digital world full of diverse information.

Our findings, as well as the current situation, show the interconnectedness and close link between digital and media literacies, which is reflected in the ongoing VEGA 1/0748/20 research project on *Diagnosing Digital Literacy of Primary School Teachers in the Context of Undergraduate Training and Educational Reality*.

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