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Should Primary School Children Use Mobile Phones and Other Gadgets at School?

The issue of the use of tech or other gadgets in primary school is controversial. Some observers speak out on behalf of the comfort and liberty of the young generation; others highlight the necessity to follow discipline and regulations. Some people say that cell phones provide a modern teaching tool; others believe that they are nothing more than a serious distraction.

It is hard to imagine a person without a mobile phone today. Having this ubiquitous gadget at hand helps us to stay in contact, get and send messages, communicate with our friends, search for needed information and just have fun (Earl, 2012). It is no secret that children want to copy adults in what they do. So they try to follow their habits and the way they behave. As a result, children are quite good at using various modern devices.

There's just one striking difference between these two age groups. With school children, studies take a great deal of their time and they have to demonstrate much effort and sufficient academic progress. So, any distracting factor can influence their studies and grades rather negatively (Owen, 2017). The situations when children use their cell phones to take calls, text and surf the Internet tend to disrupt lessons over and over again.

A number of applications like 'Calculator', 'Camera', 'Viber' and many other options are likely to immediately catch young owners' attention. It can be hard to resist the temptation to communicate online, find the correct answer to the test or send a funny meme to your mates.

For this reason, some schools impose very strict rules to prohibit bringing mobile phones to school. The arguments which the principals and teachers use are quite convincing. The main problem with cell phones in school is that it is really hard for the children to focus their attention for a long time and resist distractions (Earl, 2017). So the prohibition on using mobile phones can be qualified as a natural attempt to help young children gradually develop their attention spans.

Additionally, there are a number of risks involved in bringing a phone to school such as losing the phone or having it stolen. Banning technical gadgets from school helps ensure that personal items will be safe. On the other hand, it has to be mentioned that there are phones at schools and children can use them in the emergency case. This way of communication is available for everyone (Freed, 2017). Another factor which makes the teachers be against the idea of using mobile phones at school is that children use their gadgets to cheat on tests. They use web resources to get good grades. As a result, their knowledge remain at a low academic level.

Issues of personal academic achievement and overall discipline at school are not the only considerations. In fact, many children use their gadgets to harass group mates. They find it rather entertaining to record the episodes of their lives and then place them on websites like Youtube so that the rest of their group mates can watch them. Having fun is surely a good thing, but the problem is that young children are seldom tolerant toward their peers. Also, primary school children hardly ever care about the consequences of their actions, particularly when they are involved in online activities.

So, by forbidding the use of various gadgets at school, teachers speak preserve moral values, protect self-dignity for the children and keep them away from mischief (Owen, 2017). Generally, when children learn to follow rules, their moral values become stronger. Also, they will learn to be tolerant with each other and have less motive to disrupt their class. After all, the idea of implementing restrictions at school has a considerable number of advantages. The process of

forming a well-mannered personality takes time and has to be gradual. Though the process of training and upbringing requires effort and passion, the outcomes are rewarding. When children learn to obey rules, they gain a better chance to grow up and become people with high moral values, strong ethical principals and the ability to behave adequately in any life situation.

Works cited

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