ABSTRACT

The aim of the thesis is to analyze experimental activities in chemistry textbooks for primary schools in the Czech Republic. The types of activities and their placement in the phases of teaching, cognitive demand are examined. The analysis includes the most used textbooks of chemistry – textbooks by Fortuna: Základy chemie 1, 2 and Základy praktické chemie 1, 2. Textbooks by Nová škola, Fraus and Taktik for 8th and 9th grade. All textbooks contain suggestions for practical activities, most of them are in the ZCH, FR and NŠ textbooks. Different types of activities are identified in the chemistry textbooks, such as independent student activity, observation of teacher demonstration, laboratory work, watching videos, pictures and solving problems. Independent student activity and observation of teacher demonstration are the most common. FR and T textbooks also offer interactivity through videos. Practical topics focus mainly on the exposure phase of the lesson. In terms of the development of cognitive operations, the tasks in the chemistry textbooks focus on lower-level operations such as memorization, comprehension, and application. Higher operations, especially the development of making, was mainly in the textbooks for grade 8. The textbooks published by NŠ had a balanced representation for both grades.