

Abstract

Argumentative skills are essential for conducting an effective discussion both in professional and personal life. In schools, these skills should be developed as part of the development of the key competence of communication. A greater number of suitable topics for discussion are offered in each subject. The aim of this work was to map the ability to formulate arguments on current environmental topics among pupils of the second grade of primary school. More precisely, it was the topic of ecological projects and the topic of reducing emissions. For this purpose, a worksheet with two complex tasks was created, which was completed by a total of 262 pupils. Student arguments were evaluated in terms of frequency, ad rem validity, relevance to the given topic and factual correctness. Pupils' ability to formulate arguments turned out to be poorly developed, however, it was found that the year of study and the attitude have an effect on the ad rem validity, relevance and factual correctness, only the year has an effect on the number of arguments, no effect was shown for the attitude. In order for argumentation skills to develop, it is desirable that special attention be paid to them in teaching.