

## ABSTRAKT

The thesis delves into teaching with elements of inquiry-based education, with a focus on invertebrate animals in the school garden environment. The theoretical section addresses the instruction of invertebrate animals at the 2nd level of primary school, characterizing representatives commonly encountered by students in the school garden. Simultaneously, it identifies the potential of the school garden for natural science education. This section also describes activating teaching methods to be implemented in the proposed educational program. The practical part of the thesis thoroughly explores the design of an educational program with an emphasis on investigative elements. This program includes the production of tools for collecting and capturing invertebrate animals, such as creating insect hotels, beetle traps, and pitfall traps. The thesis also meticulously examines the practical utilization of various tools for identifying captured invertebrates. The proposed educational program has been carefully implemented and subsequently thoroughly verified in practice. In the research section of the thesis, a systematic study was conducted using pretests and posttests to examine the impact of the applied educational program on changes in students' knowledge and attitudes towards invertebrates. This approach aimed not only to gather data but also to gain a deeper understanding of the effectiveness of inquiry-based teaching and the specific impact of this methodology on the educational process. The test results indicate that completion of the training programme has led to an improvement in pupils' knowledge. The programme has developed skills, observation, a better understanding of nature in our environment and a relationship with the environment which can contribute to a higher level of environmental protection.