ABSTRACT

The presented thesis describes the use of interactive textbooks by selected primary school teachers in their teaching. In the theoretical part of the work, the development of textbooks is briefly outlined, followed by a short chapter on the history of interactive textbooks. Further chapters are devoted to a summary of the functionalities of interactive textbooks by selected publishers and of related technical equipment in schools. The theoretical part concludes with a look at the Bring Your Own Device system and the Future Classroom Lab concept in the context of interactive textbooks. The empirical part of the thesis describes the use of interactive textbooks in the process of teacher preparation for teaching, their work with tools, features and content in teaching itself. In the research investigation a qualitative approach was used, where the interview method was chosen. To better place the data in context, this method was supplemented by observations that took place in the teaching practice of individual teachers. The data collected was coded and then subjected to analysis. The central part of the paper is the presentation of the results of a research investigation aimed at exploring the relationship of selected teachers in one school to the adaptation of interactive textbooks, their incorporation into the process of preparing for teaching, and the search for an answer to the question of how these teachers use interactive textbooks in their teaching. As shown in the investigation, the teachers did not use interactive textbooks as the main source of their preparation for teaching, nor did they adapt these textbooks to the individual needs of the students. These teachers' attitudes towards interactive textbooks were generally positive and when the conditions for incorporation, i.e. functional technology and network, were met, the use of interactive textbooks in actual teaching was dominant and teachers actively used the tools available in them.