

Abstract

This master's thesis addresses the issue of using geography textbooks by Czech teachers at the lower secondary education level. The uniqueness of this work lies in its focus on the specific aspects of teachers' approaches to textbooks, a topic that has not been explored in the Czech educational context. Given the variety of possibilities for working with textbooks, the main goal of this work is to identify the key features of textbooks that lead to teachers' decisions not to use them. One of the subsidiary goals is to perform an analysis of geographical topics in relation to the extent of textbook use in teaching.

To fulfill these goals, semi-structured interviews were conducted with 25 geography teachers at the lower secondary education level. The interview scenario was based on the professional literature directly related to the topic. All interviews were subsequently transcribed and open coding of respondents' answers was conducted. The card sorting method was incorporated into the interviews, through which the most important functions and selection criteria for textbooks were evaluated by statistical methods.

Subsequent analysis found that the method and extent of textbook use depend on the teacher's concept of teaching. It emerged that teachers consider the ability to present information to be a key quality of textbooks. A fundamental obstacle in using textbooks is the risk of being. The analysis of the use of textbooks related to geographical themes revealed that teachers work with textbooks more in physical geography, because the socio-economic part of the curriculum is more dynamic.

The work also presents recommendations for practice that emerge from the respondents' answers. New textbooks should incorporate more digital elements that would allow for the updating of presented data. At the same time, textbooks should contain research-oriented tasks that target more cognitively demanding goals than current textbooks.