

ABSTRACT

The thesis deals with the teaching of the topic of conditions and manifestations of life at the 2nd stage of primary school. Its aim was to evaluate, on the basis of pre-tests, post-tests and post-tests with a time interval of one month from teaching, the knowledge of pupils in two parallel classes of 6th grade. In the experimental group, the topic was taught in the form of teaching developing critical thinking. In the control group, the same topic was taught in a frontal form of instruction. For the purpose of this study, lesson preparations were made for both groups for three lessons as well as a didactic test, which was used as a pre-test and post-test for the research.

In the initial testing using the pre-test, it was found that the students performed very similarly in both the experimental group and the control group before the topic was taught. The results of the post-test, which was included immediately after the topic was taught, were more different. Better results were obtained by the experimental group in which the teaching was in a form that developed critical thinking. There were also fewer differences in achievement among the students in this group. Thus, the curriculum was better mastered even by pupils with learning difficulties. Also, the results of the post-test administered with a time gap of one month were better in the experimental group. Here, it was found that pupils educated in the critical thinking form of teaching retained knowledge better and forgot less than those educated in the frontal form of teaching.