Abstract:

This bachelor thesis deals with dialogical approach in physics teaching. In communication between teacher and pupil, we can explore communication approaches, discourse patterns, and teacher questions. In the thesis, an analysis of the recordings of the lessons (own, virtual observation) is created. Four communication approaches have been identified as well as their combinations. Feedback was created for two teachers and typical patterns of their teaching were identified (eg: D / I, A / I combination). The work also includes a summary of the use of communication approaches by all observed teachers. At the end of the thesis, a material proposal for the students of physics teaching for the acquaintance with dialogical teaching is created.

Keywords:

dialogic teaching, physics education