

ABSTRACT

This thesis deals with the comparison of didactical equipment of Chemistry Textbooks for Basic Schools in the Czech Republic. The first part of the thesis is dedicated to the theory of textbooks and their research within it. The next part, which includes comparison of the textbooks, is pursued by the author from the perspective of two methods: the first being The Degree of Didactical Equipment and the second one The Determination of Didactical Criterion. According to the results of this thesis, the Chemistry Textbooks for Basic Schools in the Czech Republic are alike in its didactical equipment. There are similar structural components in each analysed textbook. There were found only small differences between the best didactically equipped textbooks (the textbooks of the publishers Nová škola and Fraus) and those with the lowest outcome (the textbooks of the publisher Taktik), although the time period between publishing the newest and the oldest textbook is more than 25 years. Due to homogeneity of the results and therefore lower possibility of comparing textbooks the method of the Determination of Didactical Criterion was applied. The method does not offer the final account of the most suitable textbook for school education but it presents different view of analysed textbooks, for example the perspective of the questions, tasks, pictures, experiments that can testify to the quality of each textbook. The highest equipment was discovered in the first textbook of the Fraus publishing house and *Základy chemie* textbook. On the other end of the spectrum of equipment were found in the textbook of the publisher Taktik and *Základy praktické chemie*. The results of this work can be used by the teachers in case of choosing the right textbook for school education or by the authors of the new textbooks.