

ABSTRACT

The submitted bachelor's thesis focuses on the analysis of visual components in the themes subsumed under the thematic area of Organic compounds in lower-secondary-school chemistry textbooks granted with a valid approval clause from The Ministry of Education, Youth and Sports of the Czech Republic. In the first part, the author deals with the theory, validation, evolvement and research of the textbooks. In the other parts, the author achieves the results through set out objectives and methods and offers a final evaluation. The conducted analysis is based on an altered method of Slovenian author N. Zupanc and provides an objective comparison of different textbooks and their selected chapters. The aim of this thesis is comparison of chosen chemistry textbooks from the point of their visuals and transitions between levels representing individual components. The textbooks, which were published after the introduction of the current curriculum, are considered to be processed didactically better – those are the two textbooks published by Nová Škola and Fraus. The differences between these two textbooks are rather on the level of chapters, subchapters and transitions between the visuals more than between the textbooks as a whole. The disparity between the textbooks as a whole is clear when comparing the didactically better ones and the didactically worse ones (such as textbooks published by Prodos or Fortuna). The observation and analyzation of the visuals on different levels is necessary not only for illustrative purposes, but also for better understanding of chemical phenomenons by pupils. The outcome of this thesis, which is necessary to be seen in the context of other works, could be helpful for chemistry teachers when deciding which textbooks are suitable for their teaching classes or for scientific members focusing on this particular issue.

KEYWORDS

Textbook analysis, nonverbal elements, chemistry education, textbooks comparison