

ABSTRACT

Cell biology is a dynamic but also complex and abstract scientific field. Therefore, it is crucial that teachers have sufficient quality teaching material to teach it. This paper aims to assess the quality of the cell biology chapters in five Czech textbooks for 6th-grade science. Specifically, the textbooks of Fraus, Nová Škola, Prodos, SPN and Taktik publishers are the set under study. The content analysis of the textbooks focuses on six aspects: scope of the material, terminology, difficulty of the explanatory text (measured by the Hrabí method), content accuracy, the cognitive difficulty of the accompanying tasks (according to Bloom's taxonomy) and the nature of the non-verbal component of the textbooks. Differences were found in the didactic equipment and the correctness of the content of individual textbooks. In four of the five explanatory texts it is possible to find incorrect information (at least three and at most twelve false statements). Most of the accompanying tasks are aimed at the lowest levels of Bloom's taxonomy. The nonverbal component on average occupies almost one-third of the page space, with the most common type of pictorial component being a sketch. The most suitable textbook, based on the examined criteria, is the textbook published by SPN, followed by the textbook published by Nová škola, which is deemed rather suitable. However, there is not one particular textbook that exceeds all the others in all criteria.