ABSTRACT

Diploma thesis deals with the possibility of implementation of methods of drama education into chemistry teaching, specifically into the teaching of thematic unit Chemical reactions. Involvement of dramatic methods into the teaching should help pupils understand otherwise relatively abstract curriculum related to chemical reactions better. Moreover, this connection has a potential to improve pupil´s attitude towards school subject chemistry. The theoretical part first deals with the problematics connected to drama education, then with historical development and current form of chemistry teaching. Bigger attention is then paid to thematic unit Chemical reactions. The form of this thematic unit in Framework Educational Programmes for Secondary Education (RVP ZV and RVP G) and also its representation in textbooks for primary and grammar schools is presented. In the end of theoretical part, research of already created activities connecting methods of drama education with chemistry teaching is presented. The practical part first deals with the analysis of school educational programmes (ŠVPs) of chosen primary and grammar schools, which focuses on elaboration of thematic unit Chemical Reactions and on inclusion of drama education into the ŠVPs. Subsequently, three interviews with the teachers of chemistry from chosen schools were executed. The interviews found out their view on the thematic unit Chemical reactions and their opinions on the drama education. Within the practical part, also three activities connecting methods of drama education with the curriculum of Chemical reactions were processed. These activities were subsequently tested in the school and the process of realization was described with the use of case studies. During their realization, all activities met with positive assessment both from the pupils and from the pedagogical workers. Specifically, we can name activities oriented on the Beketov range of metals and on factors affecting speed of chemical reactions, whose process was fully smooth. Problem only occurred at activity oriented on the types of chemical reactions.