

ABSTRACT

We consider argumentation skills to be a necessary attribute of effective communication in the present day for full application in both personal and social life. For this reason, these abilities are purposefully incorporated into education at primary and upper primary schools in the form of a key communicative competence. Pupils' argumentation skills can be developed through targeted teaching activities on appropriately chosen topics that encourage discussion. The purpose of this work was to map the skills of formulating one's own arguments in the topic of tick-borne diseases and the possibilities of their prevention among pupils in upper primary school. For this purpose, a complex task was constructed and presented to 369 pupils. Pupils' formulated arguments were evaluated according to their frequency, effectiveness and factual correctness. The pupils' argumentation skills were shown to be at a low level. It was found that the pupils' arguments were influenced by the grade and their personal attitude towards the topic under consideration. For the effective cultivation of this skill, we consider it desirable to pay systematic attention to it in primary and upper primary education through targeted activities.

KEYWORDS

communicative competence, communication skills, argumentation skills, natural history teaching, tick-borne diseases, vaccination