Abstract

This thesis deals with the analysis of teaching coordination chemistry at secondary schools. Coordination chemistry serves as a bridge between inorganic and organic chemistry, expands fundamental concepts and encourages students to think logically. Therefore, it has great importance in continuous chemistry education. The work examines the diversity of teaching methods and explains the disadvantages of teaching coordination chemistry, particularly in terms of nomenclature. It explains why this area is important for chemists. The study analyses the teaching of coordination chemistry in university teacher programs, in school educational programs, in model questions for admission exams for chemically-oriented programs in Prague, and lastly, it addresses the approach to coordination chemistry in secondary school textbooks. The aim of this work is to highlight the inconsistency of school educational programs in the teaching of coordination chemistry, why the teaching of coordination chemistry is limited to nomenclature, and the reasons behind it.

Keywords

coordination chemistry, school curriculum, educational program, chemistry education, secondary school.