

## **ABSTRACT**

This bachelor's thesis focuses on the use of material didactic tools in teaching chemistry at lower-secondary schools in the Czech Republic. The research primarily concentrated on instructional tools and didactic technology due to their closer relation to the content, methods, and forms of teaching. Special emphasis was placed on the use of textbooks and their structural components. The goal of the bachelor's thesis was to identify which material didactic tools are present in the lessons, as well as their duration and mode of use in teaching. Specifically regarding textbooks, the thesis aimed to map out which structural components of textbooks are utilized in chemistry lessons and with which topics. Therefore, in the theoretical part, the thesis addresses the characteristics of these selected tools, followed by an examination of their significance in teaching. The research method employed was systematic observation of chemistry lessons in lower-secondary schools across the Czech Republic. The analysis of the collected data revealed that blackboards, worksheets, printed materials, and various ICT tools were most frequently used in chemistry lessons. Textbooks were used in 21 % of the observed lessons. The data also indicated that the type of tool used was influenced by the topic being discussed. The research findings could serve as a basis for the development of modern and interactive chemistry teaching in Czech lower-secondary schools.

## **KEYWORDS**

teaching chemistry, material didactic tools, instructional tools, didactic technology, textbooks, structural components of textbook