

A successful course of lifelong education of all pedagogical workers, including chemistry teachers, is part of necessary background for implementing changes concerning our contemporary education system (the educating reform, general educating programs, a creation of a unified system of evaluation and so forth). The need for further education is caused both by new professional and didactic approaches within the particular school subject and by a quick development of new information technologies.

Besides the most common forms of further education such as courses, seminars, laboratory practices, field trips, educational programs and further professional studies at universities, there are also teachers' exchange stays and activities based on a cooperation among schools within the framework of systemic projects of European structural funds.

The thesis discusses one of the newest forms of further education, e-learning. Its goal is to outline a scenario for the preparation of a basic distance e-learning education of chemistry teachers. The theme was chosen in regard to the important area of evaluation and autoevaluation of education results, and it is approached from the viewpoints of the school and the student. It concerns basic tools as is the mathematical problem and its application in didactic tests. The second scenario is created as an application of e-learning for students, as not only teachers, but also students should get accustomed to working with didactic tests in chemistry.