

ABSTRACT

This bachelor thesis is focused on teaching geology and mainly mineralogy on grammar schools. Questionnaire was made for purposes of this bachelor thesis. Objective of this questionnaire was to ascertain information about organization teaching geology and mineralogy on these types of schools and their inclusion in the school curricula.

The questionnaire results showed that each school is very different in organization of teaching geology. Mineralogy is most often taught in first classes of four-year, or an equivalent multi-year study. Mineralogy is at some schools taught only in classes corresponding to an elementary school. Optional subject in which is the geology taught students may choose only to nearly forty percent of surveyed schools. Schools use a lot of sorts of material - textbooks for elementary and secondary schools, university textbooks, professional books and Internet resources. The most common tools used in the teaching of geology are collections of samples. Very frequent are also models of crystals and the geological maps. Fewer common are paintings, photographs and films with a geological theme. Uncommon are tools for microscopy and geological compass. 48 % of grammar schools incorporate to education laboratory work and geological or mineralogical excursion, 4 % only laboratory work, 22 % of schools go on excursion, students do not laboratory work and 26 % of schools do not incorporate to education laboratory work not even geological or mineralogical excursion.