

ABSTRACT

The thesis explores suitability of software for drawing formulas in organic chemistry and its preparation in elementary and high schools. It uses both quantitative and qualitative research methods and notes that this kind of software could be a practical teaching aid if it was properly placed in the educational process. The thesis represents essential functions of these programs with respect to their technical demands. It also examines the current status of the use of software for drawing formulas from the teachers perspective in primary and secondary education. Presented is an overview of the functions of software for drawing formulas with regard to their use in organic chemistry. The findings of this research indicate that organic chemistry is the topic where the editors are most commonly used. It was also found that respondents use software for drawing formulas very rarely, especially to prepare for teaching, less in the school. In today's digital age, this condition cannot be accepted. It is necessary to examine various options for the use of information and communication technologies and to promote their effective integration into chemistry education as many researches have shown.