

This thesis is focused on interconnection between education of plant pigments and inquiry-based science education in upper primary school. The theoretical section of this thesis deals with the current quality of education and knowledge level of Czech pupils in science subjects, as well as characteristic of inquiry based science education and description of various types of plant pigments. Evaluation of publications focused on occurrence of plant pigments in curricular document is another part of this thesis. The study revealed that plant pigments represent only a marginal topic of these publications. The next section of this thesis is a questionnaire survey about utilization of inquiry based science education among the teachers of biology in upper primary school. The results showed that most of the teachers were well acquainted with the method and applied it during their teaching. The last section of this thesis contains two proposals for experimental tasks of inquiry-based science education of plant pigments, which are focused on interface of biology and chemistry. Both tasks were successfully solved.