

## **Abstract**

This thesis deals with the Inquiry-Based Science Education.

In the theoretical part, the characteristics and general principles of the Inquiry-Based Science Education are summarized from the available sources. Likewise its benefits and pitfalls in the introduction to schools are discussed. The work also points out to the support of The Framework Educational Programme for Secondary General Education for the inclusion of this method into the science education. On the basis of several criteria, the work analyzes previously established chemical inquiry-based tasks that are part of final thesis or some projects supporting the enlightenment of the Inquiry-Based Science Education in the Czech environment.

In the practical part, the teachers using this method in science educations are interviewed and their practical experience is compared with the available information from the literature on Inquiry-Based Science Education. Finally, author of this thesis verifies the inquiry-based task in practice and presents her experience with this method.

## **Key words**

Inquiry-Based Science Education, Key Competencies, Chemistry, Interview, FEB SGE, Education, Teaching, Learning