

Abstract:

The topic (theme) of this dissertation is a misconception indication of of pupils 2, 3rd years of four-year grammar schools, respectively. sexes and septimates of eight-year grammar schools concerning knowledge of human biology (functioning of blood circulation, first aid, ontogenetic development etc.). The aim is to verify the presence of each of these types of misconception and their incidence among students at four grammar schools in the Czech Republic (Prague, Tabor, Sokolov). A tool for obtaining data will be a didactic test with closed and open questions. Individual questions are grouped by topic to which they relate, so that the problem areas of the curriculum in human biology can be predicted. The didactic test will be a model for verifying pupils' misconception across the board. Data obtained from this model will probe for correct or incorrect perceptions of students about the functioning of the human body. This probe can be developed to more global research on the topic. From my perspective, however, the probe has to be especially incentive for teachers of biology, who may use it during lessons to correct the misconceptions of students. Then, the test can serve them as an evaluation tool-verify that their interpretation helped to suppress, resp. eliminate, the students' misconception. After the curriculum, most of the questions did not result in a statistically significant change in the number of misconceptions and correct answers. In the frequency of misconceptions in the pretest there were no significant differences in four-year and eight-year grammar schools. The teachers didactic test has shown that teachers does not have misconceptions of the most topic of human biology. However, teachers can not be clearly excluded as possible sources of misconceptions.

Key words:

indicators, pupils' misconceptions, science