

Abstract

This master thesis deals with the issue of inquiry based learning in sciences at primary school level.

The theoretical part of the thesis is focused on the development, realization and pros and cons of inquiry based learning. Additionally there is an overview of inquiry based activities in the commonly used textbooks for first level of primary schools and the list of extended literature intended to inspire the teachers to practise inquiry based learning.

The practical part of the thesis is based on information gained from interviews with primary school teachers. The aim was to find out how inquiry based learning is perceived by teachers. Their opinions, advantages and disadvantages of inquiry based learning and its practical use in education is discussed. Consequently, overlaps and influence of such education methods on the integration of pupils to a society is presented here.

The thesis provides a complete overview on the issue of application of inquiry based learning to traditional education methods. This research informs readers about possible problems related to the implementation of inquiry based learning to practice. Based on the described situations, the realization can be easier due to the identification of possible difficulties and their solution.

Keywords

inquiry based education, primary school, man and his world, natural history, qualitative research