

The Use of Living and Non-living Things during School Practice in Primary Science Education

Abstract

The goal of this article is to publish the results of research on the level of use of (non-)living things in primary science education. The results of the survey carried out at 28 schools in the region of South Bohemia, the Czech Republic, are being discussed in this article. In total, 203 teachers have reported various ways of using objects in their teaching practice in terms of science education at primary level.

Keywords: *living and non-living objects, primary education, science education*

Introduction

Living and non-living things (also called “objects” = anything of plant and animal origin, fungi, minerals and rocks) are a way of acquainting pupils with the environment.

According to the Framework Educational Programme (FEP) the primary school pupil should understand the basic science terms and principles, be familiar with the methods of scientific research and be capable of using skills and knowledge in specific situations (Jeřábek et al., 2007). Therefore, the use of objects is important because they can: (i) demonstrate particular as well as general attributes of living organisms, (ii) are subjects of observation or school experiments, (iii) not only illustrate the curriculum but also enable to sort, specify and generalize scientific knowledge, (iv) have a very significant motivational, aesthetic and ethic function (cf. Petr, 2010b). In science education it is decisive whether instruction takes place predominantly at the verbal level, whether the familiarization with nature takes