Abstract

Results of an analysis of 30 biology classes of integrated sciences taught at primary schools are presented in this article. The research investigated the current state of the use of living things or their substitutes in selected thematic units of the educational area Man and His World. Results were obtained by analysing video recordings via the software Videograph.

Keywords: living things, primary education, science education, video research

Introduction

It has been a long time since Commenius stated his fundamental didactic principles, which are currently mentioned in many didactic publications (e.g. Kalhous & Obst, 2009). Respecting relevant didactic principles is an inherent condition of school instruction. In particular, science instruction has to be supported by many illustrative examples of living and non-living things, by a material of natural origin or through expedient didactic means. The use of living things (note: in this article the term “living things” corresponds to living organisms and all material of plant and animal origin) in the instruction enables (1) to demonstrate specific and general characteristics of living organisms or taxa, (2) to undertake school observation and experiments, (3) to illustrate, classify, concretize and generalize