Analysis of the Implementation of Practical Work in the Area of Early Science Education of Primary School Pupils in the Republic of Slovenia

Abstract

The article presents the results of a comprehensive study (N = 497) among Slovene primary school teachers with the aim of examining practical work in Primary Science courses (age 9-11). The study examined the attitude towards practical work and obstacles. The aim was also to find out whether the level of socio-economic development impacts on attitudes and obstacles. The main obstacles to the implementation of practical work at class level are: lack of material support, oversized classes, poor spatial conditions and a need for assistants. Surprising results followed an analysis of differences in the development of the environment: primary school teachers from less developed regions show a more positive attitude towards practical work compared to those from more developed regions. In addition, obstacles are perceived similarly regardless of the socio-economic situation.

Keywords: Primary Science, didactics, material conditions, practical work, primary school general teacher, impact of regional development

Introduction

The Primary Science course is taught for two consecutive school years (age 10-11). The Primary Science course partly upgrades the Learning about the Environment course from the first educational cycle (age 5-9). The Primary science course continues with the Technical Sciences and Technology course in grades 6, 7 and 8 (age 12-15), Natural Science in grades 6 and 7, Housekeeping in grades 5 and 6, and