ABSTRACT

The educational content in the textbooks is delivered in different ways. This thesis examines how educational content in textbooks is structured and sequenced and in what proportion the individual educational topics are presented by the textbooks. The research was divided into three sub-objectives. The first research objective deals with the extent and proportion of each teaching topic in science textbooks. The second research objective focuses on the structuring of the instructional topics in the textbook sets under study. The third research objective examines the instructional content in the textbooks in more detail and focuses on its subtopics. The results show that the most space in the textbooks is devoted to zoology, followed by the human body, botany, inanimate nature and to a lesser extent general biology, ecology, fungal biology and practical nature exploration. Furthermore, it has been shown that the proportional representation of the individual topics across the textbook sets analyzed is relatively consistent. In the structure and order of the teaching topics, we can also observe a recurring trend, especially in the textbooks for the eighth and ninth grades, which generally deal with human biology in the eighth grade, and geology and ecology in the ninth grade. However, the ordering and structuring of topics in the textbooks for grades six and seven shows slight variations between the different sets analyzed, it remains consistent that general biology is mainly taught in these grades according to the textbooks, botany and zoology. Ecology-related themes are appearing again continuously in all parts of the textbooks, and more space is usually given to in the last volumes intended for ninth graders. In terms of the content of each of the curriculum topics, the research does not show any major differences between the textbook sets. Eight textbook sets were analyzed in the research from different publishers with the approval of The Ministry of Education, Youth and Sports. To collect data the open coding method was used, and the data was subsequently interpreted descriptive analysis. This Master thesis thus presents an overview of how the educational content in the analyzed textbooks are structured and arranged.