

Abstract

Students are less interested in science studies in this time. Yet, it is evolving and indispensable field (medicine, genetics). Various fields of biology students are evaluated differently. Botany is not very popular for students and often even for their teachers. More popular may be, for example, human biology, zoology and emerging fields such as genetics. Studying of plants isn't interesting for pupils, memories of learning about plants for them often spending hours with the botanical atlas without practical training in the field or on an excursion. There is a reason to writing this thesis about identification of angiosperms in high school. The thesis deals with different methods used for teaching identification of angiosperm plants at Prague high schools and their effectiveness. It compares the different methods used by teachers of these schools, focuses on with ways of testing plants cognition and the number of species that pupils should be able to recognize. The high school teachers' expectations are compared with the university teachers' expectations of the knowledge of incoming biology students.

Effectiveness of teaching was tested by recognizing the required species. Students were asked to recognise the fresh plants. The success rate of students of teachers who use to teach different methods was evaluated. Recommendation for new teachers and practicing teachers were formulated based on the results. The high school teachers' demands for the numbers of plant species and specific plants were compared with the expectations of university teachers. The most effective teaching was a combination of different methods (presentation with pictures, demonstration of fresh plants, fieldworks, working with molded plants). There was shown, that pupils have problems with identification of fresh plants, when they watch only pictures in education. There are other influences to identification of plants, as gender, type of grammar school (multi-year, four-year), participation in subject olympics, relationship to biology and relationship to botany.

Key words: Organism identification, angiosperms, effectiveness, education, high school, college