

SCIENCE SUBJECT AND THE ROLE OF A TEACHER

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I would like to thank the editor of the journal, who gave me space to write some sentences about some actual problems of education. I am interested in science education, so the problems occurring in science education are close to me. So I would like to introduce you some problems of science subjects, which are well known, but solutions are searched for, how to improve the interest in science subjects among pupils and students. All below presented ideas are the opinions of the authors, you can disagree with or agree. The purpose is to evoke the discussion about the presented problematic. This problematic is still present in many articles, which are warning on the decreasing interest in this group of subject. So, where is the reason, that only a small amount of pupils and students like science subjects? There are plenty of answers, but which of them is correct? Maybe this one, that curriculum is focused on the knowledge too, not on the searching for reasons, why some things happened. And it can be the reason, why pupils hate these kinds of subjects. The learning process is still mainly in classes. The replacing of lessons in the outside area could bring the new knowledge for pupils and students. They can see, how some biological, geographical and other processes are ongoing. Many children have not got idea, why some processes and actions in nature are functioning. Many children do not know, why birds are feeding on the feeder during winter. Why some birds are migrating and why some birds are staying during winter? Why flooding possibilities are increasing? There are many questions, which pupils know only on the theoretical base. And there is another question, why teachers do not realize practical activity? They are staying in the classes and they are presenting only theoretical knowledge, they are in many cases not trying to help the pupils and students understand practical knowledge. There is another question. Why teachers are not so interested in practical lessons? I think, the mistake is not on the side of teachers. The reason, why teachers do not practice practical lessons and teaching in outside environment, is in their preparing during their university life. This experience is known mainly from the universities preparing future teachers in the countries of middle Europe (Slovakia, Czech Republic,...). The small practical experience during university life has got an effect in the real life of teachers. If teachers had little contact with nature during university studies, they won't change habits in the schools, when they are teaching pupils and students. In many published articles regarding the problematic of attitudes toward science subjects, it is possible to read many recommendations, how to improve attitudes toward these group of subjects. But, are teachers reading these recommendations? Are they interested in this problematic? I think, only very small amount of teachers have got an interest in research works and realize recommendations from researchers. One possibility how to make recommendations more valid is to connect the research work academicians with teachers. Because, if academicians have got low experience with teaching, their suggested recommendations to pedagogical practice could be out of practice. In many articles the recommendations are written regarding the activities in out of school environments. Pupils and students should visit parks, zoos, various chemical companies, visit museums and other recommendations. We can see these kinds of suggestions in the articles, which were written and published many years ago and they are presented also in recent publications. From these facts it is possible to say, that problems with teaching in outside environment are still

persistent. Maybe the recommendations should turn on universities, how they are preparing future teachers and maybe this can change the process of teaching and also after some time the attitudes of pupils and students toward science subject can change in a positive way.

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