

Why do we teach chemistry?- considerations of future teachers.

Bočková Vanessa, Flosman Petr, Holá Lucie, Hrušková Viola, Míka Jan, Milka Dominik, Nodzyńska-Moroń Małgorzata, Papež Vojtěch, Pátý Jiří, Siblíková Tereza, Sloup Dominik, Zimanová Kamila

Department of Chemistry, Faculty of Education, University of West Bohemia in Pilsen, Czech Republic

Abstract

A good teacher must answer the following questions: Why am I teaching my subject? What is the purpose of it? This is especially true for young teachers who are starting their work. It was decided to examine whether students of the teaching faculty can answer the question: Why do we teach chemistry? 15 students - future chemistry teachers - took part in the research. Their task was to give 3 arguments for teaching chemistry at school. The students' answers mainly concerned the general statement that learning chemistry allows us to understand the world around us, but some of the respondents also noticed the aspect of developing the competence of logical thinking or experimentation. However, in general, it seems that students are not fully convinced of the role of chemistry education.

Keywords

teaching chemistry, key competences