

Table B 14f

Professional Subjects – Organisation, Forms and Methods of Teaching in Visited Secondary Technical/Vocational Schools

| Organisation, forms and methods of teaching | Secondary vocational education | | | | | | |
|--|---|------|------|------------------------------|------|------|------|
| | STS – 147 observations | | | SVS+Lyceum – 77 observations | | | |
| | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) | | | | | | |
| | +3 | 2 | 1- | +3 | 2 | 1- | 1- |
| Lecture, explanation – effectiveness, appropriateness | 59.4 | 39.2 | 1.4 | 58.1 | 40.5 | 1.4 | 1.4 |
| Heuristic method – adequacy, appropriateness | 45.3 | 50.5 | 4.2 | 41.9 | 53.5 | 4.7 | 4.7 |
| Experiments – analysis, explanation, object-teaching | 45.7 | 47.1 | 7.1 | 50.0 | 38.9 | 11.1 | 11.1 |
| Switching methods during the lesson – their appropriateness | 43.7 | 46.7 | 9.6 | 33.8 | 57.4 | 8.8 | 8.8 |
| Mathematical model – appropriateness | 37.9 | 58.6 | 3.4 | 72.0 | 24.0 | 4.0 | 4.0 |
| Abstract imagination – development | 43.6 | 51.8 | 4.5 | 48.3 | 46.6 | 5.2 | 5.2 |
| Logical thinking (analysis, synthesis, deduction, induction) – development | 48.5 | 47.0 | 4.5 | 50.8 | 42.6 | 6.6 | 6.6 |
| Critical thinking – development, active absorption of information | 43.8 | 49.2 | 6.9 | 41.3 | 44.4 | 14.3 | 14.3 |
| Structure of knowledge – terms, context | 56.3 | 43.1 | 0.7 | 55.3 | 44.7 | 0.0 | 0.0 |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 60.0 | 38.5 | 1.5 | 69.6 | 29.0 | 1.4 | 1.4 |
| Work with texts – independent, popular literature, references, satisfying pupils' interest | 33.3 | 48.6 | 18.1 | 31.3 | 53.1 | 15.6 | 15.6 |
| Work with ICT – independent, beneficial for development of pupils' personality | 60.8 | 17.6 | 21.6 | 50.0 | 50.0 | 0.0 | 0.0 |