

Table B 17 Findings from the Educational Activities in the Visited Basic Schools

Monitored indicators (share of teaching units in which a give phenomenon was observed – data as %)		BSS elem. lev.	BSS 2 nd lev.	BSS total
Number of class observations		869	1,205	2,074
Organisation, forms and methods of teaching	Differentiated tasks and requirements according to abilities and possibilities of the pupil	77.5	83.6	81.0
	Education is interconnected with practice and life situations	95.5	93.1	94.1
	Pupils search for relations with other areas	78.4	77.0	77.6
	Events out-of-school (trips, stay in countryside, excursions...)	48.1	49.3	48.8
	Preparation of pupils and their participation in contests	18.7	25.8	22.7
	Assessment provides pupils with ongoing feedback; positive use of errors	81.6	85.7	84.0
	Story-telling by a teacher	76.4	77.0	76.7
	Explanation (lecture) of a teacher	87.9	85.1	86.3
	Work with texts	56.3	48.2	51.7
	Dialogue	92.3	92.0	92.1
	Instructive-demonstration methods (experiment)	52.1	58.4	55.7
	Practical methods using certain skills	88.4	90.5	89.6
	Activating methods	79.1	83.7	81.8
	Comprehensive methods	49.6	56.0	53.2
	Frontal teaching	92.8	92.3	92.5
	Group (cooperative) teaching	67.9	72.7	70.7
	Independent work of pupils and individualised teaching	75.3	74.9	75.1
	Correctness of the content	97.3	96.6	96.9
	Education branches taught in context	78.9	80.1	79.6
	Cross-curricular topics	66.6	65.2	65.8
	Opportunities for children with SEN and talented pupils	39.5	48.1	44.8
	Activities to support multicultural education	20.6	26.6	24.0
Bilingual education	6.7	2.8	4.5	
Explanation of unknown terms and foreign words	45.5	42.4	43.7	
Use of ICT in educational activities				
	<i>ICT was not used</i>	95.5	94.8	95.1
	<i>simple presentation by means of ICT</i>	1.8	2.0	1.9
	<i>use of special SW applications (3) – without direct use by pupils</i>	0.1	0.3	0.2
	<i>according to (3) + direct work of some pupils with ICT</i>	2.4	2.8	2.7
	<i>according to (3) + direct work of all pupils with ICT</i>	0.1	0.1	0.1
Support for development of functional literacy	Work with formulae and symbols	53.3	55.0	54.3
	Geometric depiction, work with models	36.9	36.9	36.9
	Work of pupils with sources, search for information	48.3	45.9	46.9
	Opportunities to use information found	49.7	50.1	50.0
	Opportunities to inform pupils about local culture	61.6	64.8	63.4
	Support for development and cultivation of aesthetic perception, emotions and experiencing	89.5	90.3	90.0
	Support of positive self-perception	90.5	91.0	90.8
	Development of pupil creativity, emotions and taste	87.1	88.7	88.0
	Use of new scientific and technological findings	31.6	36.4	34.3
	Care for the neighbouring environment	71.2	69.5	70.2
	Opportunities for experimenting, manipulation with objects and intentional observation	69.9	67.9	68.7
	Activities relating to occupational safety and health	84.4	82.8	83.5
	Development of motor skills	92.1	92.9	92.6
Support for a healthy lifestyle	92.6	90.4	91.3	