

Constructivist Elements in the Textbook Sets of Environmental Studies Subject

Abstract

Textbook sets should be designed according to the constructivist theory of learning and teaching on which the curriculum for the environmental studies subject in the Republic of Slovenia was built. With the empirical research we wanted to establish how teachers evaluate the representation of some constructivist elements in the selected textbook sets for the environmental studies subject. We collected the data on a non-accidental pattern of teachers (n=63) that were teaching the third grade in the primary school. With our research we established that in the teachers' opinion there are differences among the textbook sets regarding the consideration of the selected constructivist elements: stimulation of pupils' independence, guidance into more active forms and methods of work, and mainly representation of the activity of pupils, which should develop their skills and abilities.

Keywords: *environmental studies subject, primary teachers, constructivism, textbook sets, publishers*

Introduction

The constructivist conception of learning and teaching is a fundamental guideline in the conceptual perspectives of the environmental studies subject in the first triad of primary school in the Republic of Slovenia.

Understanding of the environment and the development of a cognitive area are basic objectives of the subject. In a narrower sense, this means getting to know the facts, designing concepts, and in broader sense, developing abilities