

Opportunities and obstacles of integrated teaching from teachers' point of view

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Abstract

Integrated teaching can be defined as teaching that puts intersubject relationships into practice, connects theory and practice (Průcha et al., 2001). While separated subjects pursue their goals separately, integrated subjects cover all their goals at once while a new goal is formed, which results from an integrated whole (Rakoušová, 2008). In this paper we present results of our research about chemistry teachers' point of view on integrated teaching, its benefits, opportunities and obstacles that need to be overcome so integrated teaching can be better implemented into lessons.

Q-methodology was used to obtain the results. Respondents were chemistry teachers at grammar schools in the Czech Republic. Data was collected from February 2022 to January 2023.

Respondents perceive integrated teaching positively. In their point of view teachers don't get to know integrated teaching during their pregradual studies or further education courses enough.

Students of teaching of chemistry are not educated so they are able to implement integrated teaching or work in teams that is according to respondents important for implementing integrated teaching.

Opportunities and obstacles of integrated teaching were identified. During pregraduate education of future teachers, we should focus on developing competencies for teamwork, students should also gain a better overview and more experience in the field of integrated teaching.

References

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Keywords

Integrated teaching, integrated science, Q-methodology, chemistry teachers