

# Božena Švábová

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## Recenzja książki: Ivana Rochovská, Dagmar Krupová, "Vědci v mateřské škole (Scientists in kindergarten), Wyd. Portál, Praha 2015

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**RECENZJA KSIĄŻKI: IVANA ROCHOVSKÁ, DAGMAR KRUPOVÁ,  
VĚDCI V MATĚŘSKÉ ŠKOLE (SCIENTISTS IN KINDERGARTEN),  
WYD. PORTÁL, PRAHA 2015.**

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Children are very curious and they are often fascinated by natural phenomena. Therefore, it is indispensable to accent the role of the educators, so that in kindergarten they will be able to bring children closer to obviously complicated natural phenomena and actions in an appropriate manner, with a search for optimal methods and techniques. The selection of optimal methods and techniques could be based in order to move the children`s level of thinking. It is necessary to give them as much incentive as possible for exploring, testing and searching for answers.

The above mentioned ideas were the starting point for the developmental program for pre-school-age children designed by the authoresses Ivana Rochovská and Dagmar Krupová. The aim of the developmental program was to develop children's preconceptions about the air and the weather, so that through the completed investigative activities they could obtain a more realistic and more specific understanding of the natural phenomena associated with the air and the weather, and also develop vocabulary related to this subject. The authoress chose the topic air and weather. According to them, these are themes that children face daily, in communication with adults or in the media. They perceive verbal formulations, which adults often express in connection with the air or the weather, and on the basis of this, they shape their own ideas of these phenomena.

The proposed developmental program was presented in the publication *Scientists in nursery school* (Rochovská, Krupová, 2015), and the authoresses believe that it will be happily used within kindergartens.

The structure of the text is clear, consistent and logical. The authoresses outline the main ideas easily recognisable to readers. Sections and paragraphs are clearly marked through introduction and conclusions, follows conventions of the field.

The first chapter of the publication summarizes the theoretical basis of children's preconceptions about the air and the weather. The authoresses define the term preconception and related terms in the context of pedagogical constructivism.

During the preparatory stage the developmental program, the authoresses have investigated children's ideas about the air and the weather. They focused on obtaining a picture about the knowledge and experiences of children on the topic of air and the natural phenomena associated with the weather - clouds, rain, snow, wind, hail, fog, dew, hard rime, rainbows and storms. For example, the children were asked what air is and whether or not we can see it, hear it, smell it and touch it. The children answered, for example, that air is the same as wind, or that the air is needed for breathing. They believed that we see air in winter (when blowing) and we hear it if the strong wind blow. The findings are presented in the second chapter of the book.

The developing children's preconceptions was realized through various activities, during which they could inquire the properties of air. They also dealt with the air pressure. The teacher didn't tell them the academic information about the pressure. However, she let them to obtain experience from the experimentation with air pressure.

Based on the children's preconceptions, the authoresses planned investigative activities focused on an understanding of these natural phenomena, but they have also planned many supporting activities with an artistic, musical, motion or drama focus, based on the experiential learning of children.

The third chapter is the main part of the publication. Together, thirteen investigative activities were developed and realized and two concluding summarising activities, related to the topic. All activities have had the same structure: main objective, partial objectives, organisational forms, didactic methods, material didactic resources and sources of literature, which were the inspiration for the processing of the activities, process of the activities and a reflection from their verification in the practice, specialised information associated with the topic activity. When verifying a proposed developmental program, it was proved that children had actually developed their preconceptions and their vocabulary, related to the given issue, has been enriched.

The authoresses have used 62 sources to prove her points of view concerning the problems which are the subject-matter of the book. Among the above mentioned sources there are the works by world-known scholars (G. H. Wheatly, J. D. Novak, J. Piaget, E. Glassersfield, etc.).

The publication contains more than 100 figures, tables and schemes. These illustrations are appropriate and clear and make the book more interesting for readers.

The issues presented in the book could be used for the development of theory and practice of preschool and elementary school pedagogy.