

## **Abstract**

This diploma thesis deals with influence of Feuerstein's method of Instrumental Enrichment on didactics of elementary school teacher. The Instrumental Enrichment method is a very sophisticated strategy for developing individual cognitive structures. A person who helps develop cognitive structures acts as a mediator. These mediators are most often parents or teachers. So, according to Feuerstein, the teacher is not merely a knowledge builder, but he tries to develop his / her thinking and teaching potential.

The aim of my work is to deepen the general knowledge of the influence of this method on teachers' didactics from the perspective of those teachers who work with it. To clarify in which areas didactics teachers perceive the impact of this method and how concrete changes are reflected.

The theoretical part of the thesis introduces the author of the method, Professor Reuven Feuerstein, and the theoretical starting points from which his method is based. In addition, Feuerstein's Instrumental Enrichment Program is introduced, which is an application of mediated learning to pedagogical practice. It further defines the concept of didactics. The last part deals with available research on the influence of the method on teachers' didactics.

In the empirical part, which is based on qualitative research design, I first represent the aim of the research, the research questions, the methods of data collection and the research file. I obtained the data through semi-structured interviews with teachers, at two elementary schools. A total of 11 interviews were continuously analyzed. I conducted interviews with teachers who have method training and those who do not.

## **Keywords**

Reuven Feuerstein, Instrumental Enrichment method, teacher, didactics