ABSTRACT

The thesis focuses on drama education methods and their use in health education classes. The thesis defines the basic definitions of pedagogy, teacher's personality, drama education and health education. The more extensive part deals with drama education, its aims, methods and techniques. Emphasis is placed on elaboration of specific methods and techniques of drama education. The aim of this work was to find out the drama education teachers perspective on the advantages and disadvantages of the application of its methods. The research was conducted in the structured interview form. It can be stated that the research assumptions were confirmed by the research. The most used drama education methods include the playing in role method and improvisation. According to teachers, the benefits of using drama education methods are efficiency and popularity among pupils. The time requirements for implementation and the time required for preparation are the main drawbacks. Part of the thesis is a project focusing on drama education methods and their use in middle school health education class. The project deals with the basic knowledge necessary for project creation and several specific recommendations for the drama education methods used in lessons. Five specific topics are proposed and developed within this project for the implementation of the health education main units teaching in the dramatic education method form for pupils of older school age.

KEYWORDS

dramatic methods, education to health, education, health, pedagogy