ABSTRACT

The aim of the thesis is the support and the development of the relationship among different generations and learning among pupils of younger age and elderly people. Teaching national history in a traditional way brings two main problems. Firstly, children learn history through abstract terms, which they are not acquainted with. It is followed by another problem, when the presentation for pupils is not in detail and they cannot imagine most of the historical situations. Memories of contemporary witnesses can help us to solve these problems, because thanks to these memories pupils can better understand historical situations. Therefore, it is necessary to find and use such a way of teaching history in the current education, which would be interesting for pupils. Such a way would encourage an interest of pupils about history and further education. Thanks to this, they can gain different points of view about the background of their family, the place of birth and also about the Czech history. Inner motivation is what we want to achieve. By using activities which stimulate pupils we can develop critical thinking while teaching history.

The first part of my thesis deals with theoretical knowledge of the authors who concern with the themes of the concept of memory with all its aspects, historical thinking and its development, psychological development of a child, intergenerational relationships, learning among generations and methods of oral history with respect to all their pitfalls. The proposal itself brings a possible technique used for realization of connection between the first stage pupils at elementary schools and contemporary witnesses. The aim is mainly in active intergenerational cooperation followed by an interest of pupils and contemporary witnesses in next cooperation based on discussions and their active connection during discussions, which should also support intergenerational relationships in families.

KEY WORDS

A man and his world, historical thinking, intergenerational relations, intergenerational learning, positive attitude towards seniors, memory, project teaching, discussion with contemporary witnesses, oral history