This thesis focuses on the experiential pedagogy about the implementation of personal and social education. The research aims to investigate and describe the determinants of the experiential pedagogy, particularly about the didactical thinking of group teachers who plan and implement teaching personal and social education in a Czech basic school.

The theoretical grounds of this current study are based on the extensive comparison of heterogenous terminology of experiential pedagogy, general didactics, and didactics of personal and social education. This study adopts the qualitative research paradigm with multiple-case-studies research design. The data have been gathered from thematic writing and focus group interviews which were analysed by the content analysis method with the support of axial analysis.

The analysis of didactical thinking is concerned with the objective and the experience as a means of learning and reflection and revealed that teachers determine their didactical thinking and practice by the knowledge of the group and individuals concerning psychological safety. The experience during the game is understood as a way of learning facilitated by reflection. The interpretations concur with the constructivist teaching practices based on a socio-cognitive conflict as a learning opportunity (Janík, Slavík, Reusser) with an emphasis on activating pupils through a challenge and facilitating the teacher's role (Jirásek, Valenta; Helus; Pelikán; Jonassen, Land; Mareš).

The results of the multiple case studies differ from the experiential pedagogy concept by the deficit of the dramaturgical concept and a team nature of the work of the teachers, by the resignation to the role of the natural environment of the experience situation and by the rigid conditions of the school environment. The findings of this study open up the issue of the teacher qualification of personal and social education (Valenta) and professional competences when working in primary school classrooms.