

## **ABSTRACT**

This thesis describes the integral role of using dialogue and asking questions on second level of basic school. The theoretical part of the thesis aims to point out that guiding students to dialogue and asking questions is essential for the personal development of the individual and also for a deeper understanding of the curriculum. At the same time, based on available literature and research, it summarizes the basic principles and assumptions of the dialogical teaching method.

In the second part of the thesis, the author attempts to reflect the findings and examples from his practice in the form of action research and to suggest some methods and procedures that can be used to support dialogical teaching. The author focuses mainly on the questions asked by students and compares his outputs with the theoretical background on which he is based. It examines the contexts and types of questions asked by students in full-time and distance learning and also suggests procedures for encouraging them to take active questions. The results show that students are able to ask questions in the classroom, however, in normal frontally arranged lessons, only a fraction of the, usually participate in speeches in this way. In this case, the possibility of asking questions in writing or encouraging students to formulate questions within the assignment of a task or activity proves to be an effective way of involving students in teaching.

## **KEYWORDS**

dialogue, conversation, teaching, questions, discussion, understanding, education