

ABSTRACT

The diploma thesis deals with the issue of including didactic games in teaching, here specifically in the educational field of health education. The reform of Czech education system is constantly being talked about, which should start to focus more on the pupil's activity than on the teacher's activity, and so one of the solutions may be the use of activating teaching methods, which can include the already mentioned didactic games.

The theoretical part of the work is devoted to defining the concept of motivation, which is an important part of student activity in school, and its types. Furthermore, readers will get acquainted with the definition of the term teaching methods and their basic division, which is freely followed by a description of activating teaching methods, their classification and the advantages and disadvantages of their use in practise. The work also gets specifically to didactic games, which describes in detail their methodological preparation, further division, but also the principles of using didactic games in teaching. The last part of the theoretical part deals with the approach to the educational field of health education and its didactics in connection with the use of didactics in the teaching of health education.

The main goal of the practical part of the work is to find out what the pupils of the selected primary school consider to be a didactic game, to find out their opinion on the games played in teaching and whether the selected activities had any benefit for the pupils. At the same time, the practical part deals with the opinion of the teachers of the selected primary school on the inclusion of didactic games in teaching and whether they include them themselves. The selected school for the research survey was the primary school Sdružení in Prague 4, where quantitative research was carried out on secondary school students through a questionnaire survey, and qualitative research was conducted on selected health education teachers through a personal interview. The evaluation of these tools resulted in the results presented in the final part of the practical part. Based on these results, a collection of games, evaluations and possible recommendations were prepared.

KEYWORDS

activity, activation methods, didactic game, motivation, health education, teaching methods