

ABSTRACT

The method of didactic games is a popular means of modern pedagogical practice. This thesis deals with the effectiveness of this method in the following five selected parameters: fun, usefulness, interest in the material, mastery of the discussed material, reflection on own competences. To do this, it uses a combination of different procedures, quantitative and qualitative data collection by questionnaire, measurement by quiz and unstructured observation. As a result, the work fulfils the principle of triangulation. The thesis has a theoretical and a practical part. The theoretical background is drawn from domestic professional sources on didactic play and developmental psychology. The concept of didactic play, the division of didactic games, the developmental specifics of the fifth grade student, and the planning, management, and evaluation of instruction from the teacher's perspective are discussed. The practical part first defines the research objectives and questions, the research population, the methods used and research ethics, followed by the presentation of the results. The results section of the paper first deals with the processing of the quantitative data from the survey, followed by the processing of the qualitative data. The results section concludes with the presentation of the case studies. It turns out that, despite rather small differences, all the investigated games are very effective didactic tools. They are clearly rated by the pupils as fun and beneficial, and they are above all entertaining for them. The games aroused a strong interest in the subject matter and the pupils demonstrated a solid level of mastery in the subsequent quiz. In terms of reflection, the pupils' own estimate of their success in the quiz was in most cases accompanied by some variation in each of the games, but the value of this variation was usually not excessive. Interestingly, most of the time pupils underestimated themselves with their guesses. When the case studies were processed, it turned out that two of the examined pupils did not fully engage in the games; they had problems mainly with sustaining their attention. Based on the comparison, recommendations were formulated on how to achieve better engagement in them.

KEYWORDS

didactic game, teaching method, activation method, fifth grade, effectiveness, motivation

