

ABSTRACT

The topic of the thesis is the question of the project method. The aim of the thesis is to describe the potential of the project method and to research the use in pedagogical practise in forest kindergartens.

The theoretical part defines the term project, presents the historical and theoretical contexts associated with the creation of the project method, and presents practical procedures for creating projects. The next part of the thesis describes the model of cooperative learning and provides information related to the application of cooperative teaching in pedagogical practice. The thesis describes the concept of forest kindergartens, where the research was carried out.

A mixed approach was applied in the practical part. The results of the quantitative research, carried out by a questionnaire survey among teachers, showed that teachers in forest kindergartens include the project method in a targeted manner. They see the main benefits in the overall development of the child's personality. The barriers are time management, team cooperation, and lack of skills in cooperative teaching.

The main focus of the research part of the work was devoted to qualitative research. Action research determined the degree of development of cooperative skills in children during four multi-day projects in a forest kindergarten. The results showed that the project method contributed to the development of cooperative skills in children in forest kindergartens in three monitored areas: task, social-interactional and reflective.

KEY WORDS

Action research, project, project method, cooperation, cooperative teaching, environmental education, constructivism, forest kindergarten.

