

ABSTRACT

This master thesis focuses on interdisciplinary relations with an emphasis on the integration of music education with history and the Czech language, but also other subjects such as art education, geography, history, and physics. In the theoretical part, the thesis deals with teaching concepts, such as the teaching methods of Jan Amos Comenius, multisensory learning, learning styles, soft skills, taxonomy of cognitive objectives, memory and the Ebbinghaus forgetting curve. In this work, I also carry out a detailed analysis of the Framework Educational Program for Basic Education (RVP ZV), with a focus on cross-cutting topics and key competencies, primarily from the perspective of music education. The practical part of the work contains model lessons that I have selected from my portfolio of preparations and I try to demonstrate the application of theoretical knowledge in practice. Furthermore, I devote a considerable amount of space to my personal knowledge and experiences gained during teaching. Although I do not think that it is necessary to follow these insights and advice unconditionally. In the last section, I am devoted to the evaluation of a questionnaire that examines the effectiveness of cross-subject integration of music education with other subjects. The conclusions of this work contribute to a better understanding of the possibilities of cross-curricular integration and its importance for modern school education, and one of the main goals of this work is to stimulate further discussion about the need to adapt educational systems so that they are able to effectively respond to current and future challenges in education, including technological development and changes in societal needs.

KEYWORDS

music education, history, Czech language, intersubject relations (integration), model lessons, activation