

The project method is not an unknown method. Since the time of Jan Amos Komenský, in whose work some of its universal principles also appeared, it has occupied its rightful place among other methods. From the latest scientific points of view it ranks among activity-based methods and approaches. They particularly emphasize the importance of emotionally charged activities, the multi-sensory approach to the subject matter, and the close connection to the real world and real-life situations. A model formulated by the German pedagogue Herbert Gudjons, which significance lies primarily in the complexity of its conception, seems to be one of the most appropriate models of the project nowadays. The project method itself has its positive aspects but also certain difficulties and risks which we have to take into consideration when deciding what teaching method to use. Moreover, as far as the foreign language teaching is concerned, some features of the general model of the project method are not applied in foreign language teaching at all or just partially.