

ABSTRACT

FEUERSTEIN'S INSTRUMENTAL ENRICHMENT PROGRAM FROM THE POINT OF VIEW OF PRIMARY SCHOOL TEACHERS

The presented doctoral work covers the programme of cognitive stimulation created by Reuven Feuerstein. It aims to describe the effects that the teachers are triggered with by this programme. The work presents Feuerstein's Instrumental Enrichment (FIE) in context of all the Feuerstein's work. It explains its theoretical grounds in detail, and connects them with broader questions from educational psychology field, that are related to the teaching of thinking skills. There is compared the Feuerstein's theory of Mediated Learning Experience (MLE) with L. S. Vygotsky's theory of mediation in the work. It also refers to the work of J. Piaget in many passages.

The research part of the work is based on interviews and two small semantic-differential scales. The research group contained 9 experimental and 6 control teachers from primary schools. The main aim of the carried research was to map what form gain the influences that FIE has on the teachers. We also worked on the teachers' opinions regarding the implementation of this programme at mainstream schools. Besides the description of effects, we were also describing and comparing opinions of both groups on teaching thinking.

The closing part of the work is devoted to the foreign FIE evaluation projects, in order to present the own research results in connection with those. It also opens key questions that the author was led to when considering the obtained main findings. These are mainly the considerations what to work on when attempting to embed FIE to the school curriculum and, to what extent it is possible to teach the mental operations and processes as an independent learning subject.