

## **Abstract**

The theoretical part of the thesis deals with a description and a comparison of transmissive and constructive forms of teaching in schools. It outlines circumstances which accompany both forms. Alternatively it is conditional to them; its philosophy, teaching methods, types of evaluation, environment in which the education process takes place, etc. Also, the author observes and compares general preconditions of both forms of teaching, their potential advantages and disadvantages based on author's own experience, and available literature. All with a consideration of present Czech education practices.

The next part of the text gives an overview of some interesting methods of constructive forms of teaching, especially those which were used within the author's own research. In addition, the author names the most famous types of schools which base their organization of teaching on alternative methods of education.

The empirical part of the thesis describes and evaluates the author's own research which looks into the possible ways of using transmissive and constructive forms of teaching in Czech language and literature classes at the elementary school level. Research results present a comparison of both theoretical preconditions and practical research findings.