

The main objective of the thesis is to compare a frontal teaching method and teaching by simulation. Two comparable groups of students were taught the same topic by the two methods. The topic was focused on an uneven world development.

Following assumptions were set. Simulation is a more attractive teaching form, therefore it can help to raise the motivation of students. Frontal method is capable of transmitting more information. Simulation, however, can have bigger impact on students' values. The impact of simulation has a long-term impact in comparison to frontal teaching. These assumptions were confirmed by qualitative and quantitative methods.