

Abstract

The thesis is concerned with the application of Feuerstein's theory of mediated learning experience to teaching in the first year of primary school. It summarises basic information about Feuerstein's work, the theories of mediated learning experience and structural cognitive modifiability. It also deals with the application of mediated learning experience to teaching in the first year of primary school. In this respect, it characterises the period of early school age and the role of the teacher.

The central theme of the work, the theory of mediated learning experience, is an approach targeted at the process and structure of thought. The application of this theory is aimed at the individual's general cognitive development, especially the development of the thinking process.

The principal goal of the thesis is to introduce the possibilities of applying the theory of mediated learning to teaching in school and thus contribute to the spread of this methodology only recently introduced to the Czech Republic, which can be considered a helpful and meaningful way to enrich teaching and support the children's cognitive development.