

## **Abstract**

The thesis is aimed at two different teaching methods, which are compared not only from the viewpoint of their positives and negatives, but also their effectiveness is valued. One thematic unit from the history curriculum at lower-secondary school is chosen and two different methods are applied, one is based on lecture method, the other one involves project teaching.

The effectiveness of the methods is ascertained on the basis of applying these methods in two teaching classes of elementary school. The common thematic unit is Industrial Revolution. According to the number of points every pupil achieves in the didactical test, the class with project teaching turned out better, however the difference was not so prominent. Important is that the effectiveness of both methods cannot be measured based only on number of obtained points. For this reason the author uses another evaluation of methods based on the Bloom's Taxonomy of educational objectives. By analysing the pupil's answers it was ascertained, that the pupils using the project teaching achieved (apart from factual knowledge) also the procedural and conceptual knowledge, which was found in their answer formulations. These pupils have better understood the deeper relationships and the general context of the subject. In the class, where the explanation method was used, there was rarely reached this level of knowledge. Metacognitive knowledge was advanced only in the class with project teaching.

In the research it was found out, that the project teaching was more effective. But it is not possible to make generalization of these findings, especially because of the short-term-attribute of the research and also because of the low pupil number in the classes. In the diploma thesis it was verified, that a research of the teaching effectiveness is very complicated especially due to the amount of factors, which influence the teaching class. The meaning of the thesis consists also in the fact, that it can become the basis and inspiration for another much wider research of the teaching method effectiveness.