

The general objective of the thesis is to investigate the possibilities of integration of education contents in project teaching from the theoretic viewpoint as well from the point of the current school practice. The thesis is drawn up as both theoretical and empirical. It processes historical resources and current literature and analyses the present teaching practice on the secondary level of primary schools.

The thesis is divided into three basic parts: History of project teaching, present project teaching, and recommendation for didactic transformation of the curriculum. A significant look at project teaching was taken by the Czech theoretical and practical reform pedagogy in the 20s and 30s of the twentieth century. Various approaches to project teaching are described in project typology.

In the current theory, project teaching is understood as one of the ways of approaching the goals of contemporary schooling. Project teaching is a suitable didactic means of meaningful integration of education contents. The primary bearer of integration of education contents is a complex problem which is the result of a life situation and which requires natural utilisation of knowledge from various fields. The key to the practical integration of education contents is the creation of a product and the need for its quality presentation. It is also important to draft a long term plan of project teaching within the whole school and to create a functional system of planned project teaching.