

ABSTRACT

The thesis on topic "Development of Metacognitive Thinking of Pupils by RWCT Practices" asks a research question: "How does RWCT develop the metacognitive thinking of pupils at elementary school and what are the outputs?" The aim is to find out the possibilities and the limits of the pupils' metacognition using the RWCT (Reading and Writing for Critical Thinking). In the theoretical part, this thesis deals with the definition of metacognition, relation among metacognition and autoregulation, metacognition and self-reflection, metacognition and teaching, and last but not least the RWCT procedures in terms of the objectives of the program itself and the objectives of the RVP ZV (Framework Educational Program for Basic Education). The possibilities of using the RWCT procedures in connection with the development of metacognitive thinking of pupils at elementary school level were examined using the action research that took place in a fifth grade, where RWCT procedures are being regularly used. During searching answer on the research question is used analysis and description on basis of participated observation, pupils' products, written reflection and pupils' self-reflection. Furthermore with non-structural interview. From action research results that RWCT practices initiate discussion between pupils, make easier formulating their own opinions, create space for speculations and critical thinking. RWCT practices develop metacognitive thinking and in addition fulfil RVP ZV. Regular and continuous reflection of RWCT practices became the nucleus of Metacognitive thinking.