

Abstract

The diploma thesis deals with an issue of a teaching process initiation in a literary education. The aim of the thesis is to prove that applying a constructivist approach to the lesson structure arouses pupils' and students' interest, activity and motivation to learn and it also supports the learning process and critical thinking. The thesis verifies a positive effect in using of the E-U-R learning model based on studying scientific literature and author's pedagogical experience. More specifically, the thesis focuses on the first phase, evocation. It presents the criteria and methods of realization and it suggests the possible content of evocation. In the practical part, the author verifies these findings on six lessons. The reflections prove that effective evocation supports the learning process.