

Abstract: This thesis deals with the use of didactic games in geography lessons in Czech schools. Its main goal is to use the questionnaire survey to find the so-called examples of good practice in schools. In the introduction there is a short literature search and definition of the term didactic game according to various authors. The main research method is an electronic questionnaire. A total of 72 faculty schools of the Faculty of Science of Charles University were addressed. Finally, 30 primary and secondary school teachers took part in the research. The questionnaire was divided into four parts. In the first part the general opinion of teachers on the concept of didactic game was investigated. The following section of questions was focused on teachers who use didactic games - the extent of games usage, in which topics of geography, as well as specific examples of games and their evaluation. The third section of the questions was intended for teachers who do not use games and found out the reasons that prevent them from using games. The last section of the questions deals with the sociodemographic characteristics of the research sample. The work contains analysis and interpretation of the questionnaire survey, including graphic outputs. The results were processed qualitatively and quantitatively according to the nature of the questions. The work also contains a collection of geographical games, which is inspired by the results of the research. It contains a total of 16 didactic games, including appendices and specific examples for usage in teaching. Some of the games were verified by the author in her lessons.

Key words: didactic game, didactic of geography, a collection of games, geography lessons, good practice