

According to its orientation, the thesis can be classified among theoretical-empiric works. It deals with experiential education at basic and secondary schools and grammar schools (gymnasiums). It represents an attempt to create an empirical probe into these type of schools with aim to find whether the schools have teachers that apply experiential education into the educational process. Further the question is raised as to what teachers from experiential education use, what proved good, where they see problems and whether they learn experiential education in their practice.

The method of questionnaire with parametrical questions in quantitative part and method of questionnaire with possibility of free answers in qualitative part were used for the search. Investigation proved that less than half of the interviewed pedagogues use experiential education in their practice though some of those who do not use this method would gladly introduce it into the process of education.

The teachers mostly use activities oriented to support work in groups and improvement of interpersonal relations and the activities conclude with final analysis. In nature, majority of pedagogues include physically demanding appeal activities and try with their pupils training of crisis situations with following reflection.

Based on this thesis it can be stated that teachers make use of experiential education even though not all of them. Some of those who do not use it would like to do so in the future. At the same time it is evident from the research that teachers realize demandingness of experiential education from material and personal point of view.