

The dissertation explores the opportunities and limits of implementing constructivist elements into Czech language education. While in didactics of mathematics and sciences the perspective of constructivism has been dynamically developing, in language didactics it is an area which has not been satisfactorily dealt with. The effectiveness of a designed constructivist teaching strategy in contrast with a traditional one has been tested on a selected part of content matter of Czech syntax (relations in compound sentences) in the terrain of two classes of higher-secondary school. Constructivist teaching utilizes students' conceptions; therefore before the experiment itself, students' conceptions of the content matter were researched on one selected subject. The outcomes were then taken into account when creating the experimental strategy. It is necessary for teaching Czech that it makes use of the students' preconceptions and their natural language competence, and that teaching has a semantic-functional, or communication approach to the language phenomena taught. The results of the research suggest that it is possible to implement constructivist features into Czech language teaching successfully, and that their effectiveness in certain aspects might be higher than it is with traditional strategies. In any case, the problem outlined in this work deserves more extensive research to follow.