

Abstract:

In my final thesis I have dealt with the development of metacognitive strategies for primary school pupils in the Montessori environment. The aim of the first part of the thesis was to anchor the entire issue in the broader context of the current educational situation with respect to the requirements of The General educational program. In the second part of the thesis I described both - metacognitive strategies as well as key aspects of Montessori education. This characteristic I based on the analysis of the available literature. The final part of theory deals with the synthesis of both areas. This synthesis shows their harmonious connections and considerable complementarity. In this section I also revealed some problems that educators face in practice, and I tried to outline possible ways to address them - from my own experience of teaching practice. Empiric part of thesis uncovers the ways of introduction metacognitive strategies to education and presents few „examples of good practice.