

ABSTRACT

In the eighties of the twentieth century society returns to narrative, which is known as "narrative turn". In connection to that started to develop the so-called interdisciplinary narratology in the nineties, from which as a subdiscipline is based a new field econaratology. The theoretical part of the thesis shows where the field has its roots in the context of literary theory of narrative and environmental education. Econaratology is a field that examines the potential of stories for the development and realization of environmental education's topics. It uses stories through which it develops environmental sensitivity, meets the objectives of environmental education and develops inner motivation of students to take care of the nature. The practical part of the thesis introduces the specific use of econaratology in practice. In a qualitative study were used semistructured interviews with the persons of selected environmental education centers and selected forest pedagogues. The aim of the research was to understand the question of how the selected centers do work with the narrative method.

Keywords:

environmental education, econaratology, environmental education centre, forest pedagogy, narrative theory, story, narration