

ABSTRACT

This thesis focuses on innovative approaches and using project methods in German language teaching. The theoretical part deals with the history of project method, its classification and ways that should be applied in teaching. At the same time it is evaluating its positive and negative aspects. Furthermore, the work focuses on alternative and innovative approaches in education, problem-oriented teaching and also an important role of the motivation of the pupil in the educational process. The practical part deals with exchange program of Czech and German students, which was held in the Bavarian town of Lichtenfels, and where was realized project *I know my second home Lichtenfels*. This work aims to verify whether the project method is appropriate and effective way of teaching, and whether it can fulfill the key competencies prescribed by the Framework Curriculum for secondary schools. Furthermore, the entire project and exchanges visit are reflected by participating students. Interviews and questionnaires, which were filled by students, showed that this method is beneficial enrichment of teaching that develops especially communicative and cognitive competencies. However, it is seen more as a diversification of the traditional way of teaching, which is indispensable.

KEYWORDS

Innovative process, project based teaching, project, motivation, youth exchange, core competencies