

Abstract

The theme of this thesis is the usage of cooperative strategies within the university courses. This thesis, based on the method of comparison, tries to describe how the theoretical subjects and practical subjects are taught within university courses. It tries to find out whether it is possible to implement cooperative strategies in university instructions of theoretical and practical subjects. From these findings it tries to define particular recommendations for the future.

The theoretical part focuses on three areas. First it briefly describes the history of research of groups and its usage for socialization and learning. It focuses specifically on important milestones in history of cooperative learning in 20th century, which affected the most the usage of strategies of cooperative learning in practical courses. Then it sums up the results of interesting pieces of research from point of view of cooperative learning and finally it focuses on the position of cooperative learning at university instructions not only in the Czech Republic, but also abroad, namely in the USA, Europe and Russia.

The empirical part starts with the definition of the research question, which is: What are the instructions for theoretical and practical subjects at university like and it is further elaborated in six partial specific issues, which create the main chapters of the empirical part.

The conclusion of this thesis tries to summarize results of the findings themselves in a theoretical part as well as in a practical one. It tries also to evaluate how beneficial for the university instructions the implementation of cooperative strategies may be and where it may go in future.

Key words:

Cooperative strategies, group work, cooperative learning, social skill of the students, efficiency, theoretical subject, practical subject