

Abstract

The thesis deals with inquiry based teaching of philosophy in grammar school. The aim of the thesis is to present concept of teaching philosophy, which would be based on the reality and problems arising from the lives of students, using philosophy as a tool to improve their quality of life. The theoretical part presents inquiry based teaching philosophy, that corresponds to the requirements of the goal of the thesis. The theoretical part of the thesis contains the definition of inquiry based teaching and the characteristics of philosophy, based on conception of Karel Jaspers, for which I give reasons in the work. In the theoretical part I deal with the role of the teacher, various didactic approaches to teaching philosophy and I also present some methods of inquiry based teaching. In the second part of the thesis there is a survey, which aim is to find out how philosophy teachers at grammar schools are acquainted with the method of inquiry based teaching and whether they use this method in their own philosophy lessons. The survey uses the questionnaire method for social science teachers at grammar schools who have experience in teaching philosophy. Due to the small number of respondents, I evaluated the results of questionnaires by qualitative approach, this approach is most evident in the interpretations of individual survey questions. The results of the survey point to some problems that philosophy teachers have to face if they want to apply inquiry based teaching to their philosophy classes.