

## **Abstract**

This thesis is divided into theoretical and practical parts.

The theoretical part discusses what communication means and its types. What constructivism means and what is the difference between transmissive and constructivist teaching. Furthermore, the issue of children's precepts and their use is discussed.

The practical part focuses on the application of constructivist elements to the teaching of Czech language. In practice, we mean that pupils should deduce a lesson, rule or principle on the basis of their own efforts, previous experience, constructivist/exploratory approach. Furthermore, it is aimed at discovering precepts in pupils or their ideas. At the same time, the aim of the thesis is to create activities for Czech language classes that support constructivist teaching. Thus, pupils use constructivist elements to work. The research includes preparations that include activities focusing on the core curriculum of the second year, among which we include: writing i, í/y, ý hard and soft groups, writing ů, ú and meaning relationships of words.

Worksheets, analysis and interview were used to identify the objectives.