

**Abstract:**

The thesis deals with describing and arguing the conditions under which pupils initiate their own shift within project teaching. This complexity allows pupils to engage effectively in their own education and to shift their own competencies, above all civic ones, as well as social and personnel ones.

The first part of the thesis describes project teaching as a whole, including its definition, individual types, advantages and disadvantages.

This is followed by the legal anchoring of project teaching and curricular documents involved in project teaching. There is also discussed the subject of the pupil and his education journey. It also follows part of the thesis describing the various phases of project development, including motivation, preparation as well as evaluation criteria.

The second, practical part, focuses on action research.

First, it asks research questions of research and formulates a goal.

Similarly, it establishes appropriate methods by which it obtains relevant data. The research is divided into three consecutive phases.

Firstly, there will be an interview with respondents before the project starts. During the active processing of the project, the data is observed and recorded in a pre-prepared record sheet.

A conversation then ensues after the project has been completed.

Research suggests that if pupils are given confidence in their abilities and are led to group work in the long term, their civic competence can be developed with the help of project teaching.

**Keywords:** project instruction, independence learner, project creation, civic competence, action research