

ABSTRACT

This diploma thesis deals with structured discussion in civics lessons. The thesis discusses the theoretical background that influences learning and group work, and also describes the developmental phase of adolescence, which is crucial for this research. Since the respondents of the research are pupils of the 8th and 9th grades of elementary school. Subsequently it deals with the analysis of selected questions from the international G-EPIC research and the comparison of the examined classes with each other. The Q-method was performed in 15 classes (of which 3 classes were a part of one school). Thereafter the pupils filled in a questionnaire, including a set of statements evaluating the learning activity accomplished. The analysis focuses on the analysis of pupils' assessment of the Q-method in those monitored 3 classes compared to the remaining 12 classes. Various factors influencing the involvement of pupils in the group discussion are considered, i.e. the composition of the group, friendship, active approach to the task, etc. Both quantitative and qualitative methods were used for the research. The results of the survey were based on the data from the questionnaires as well as from the experiment and the final discussion with the pupils, which greatly contributed to the illustration and explanation of the conclusions of the empirical method. The research has found that group work is a new experience for some pupils, which they would like to complete in a group with their friends. However, as we consider, such a group composition is not didactically ideal, which is explained in more detail in this diploma thesis. It was also discovered that the pupils enjoyed the didactic Q-method. On the other hand, the topic that was part of the experiment did not interest the pupils much and they did not consider it important in the vast majority.

KEYWORDS

Civics, classroom, discussion, students, pupils, Q-method