

ABSTRACT

This work focuses on an interdisciplinary approach in teaching, particularly in the subject of the Russian language. The theoretical part presents the characteristics of interdisciplinary relationships, the strengths and weaknesses of this approach, and various possible methods of implementation such as: integrated teaching, the CLIL method, authenticity, Montessori pedagogy, or Waldorf education, which bases its teaching, among other things, on interdisciplinary relationships. Two goals were set for this work – one is to find out to what extent primary and secondary schools in the South Bohemian Region ensure the involvement of interdisciplinary relationships in the general objectives of the school in their educational programs and then specifically in the subject of the Russian language. The other goal is to propose worksheets based on interdisciplinary relationships for the given textbook set. The results of the analysis showed that interdisciplinary relationships, according to the declared information in the ŠVP, are realized only sporadically in the teaching of the Russian language. The worksheets were prepared in accordance with the textbook set Snova Klass and Klass, and each includes a brief description for the teacher, including the teaching objectives, a worksheet for the student, and reflection in the form of self-assessment.