

ABSTRACT

This thesis explores the methods used to introduce soft and hard consonants in the second grade of primary school. The aim of the thesis is to determine which methods and strategies are currently used in practice, which are the most effective, and the role of textbooks and methodological manuals in teaching these linguistic phenomena.

The thesis begins with a theoretical definition of the terms "method," "teaching," and "teaching method" in a historical context, analyzing various definitions from authors. It then focuses on the problem of selecting an appropriate teaching method and the criteria that a method must meet to be effective in teaching the mentioned linguistic phenomena.

Quantitative data were obtained through a questionnaire survey of second-grade primary school teachers. Qualitative data were obtained through an analysis of various textbooks, methodological manuals, and lesson plans from second-grade teachers from different schools in the Czech Republic. The thesis further tests hypotheses about the statistically significant difference in the effectiveness of different methods and strategies and the optimal combination of approaches for introducing the aforementioned linguistic phenomena.