

ABSTRACT

Didactic game presents a method which is carried out in the spirit of present pedagogical trends. Teacher can make the teaching more attractive without resigning about the fulfilment of the educational objective. Its part is fastening knowledge, which is achieved by memory learning. This thesis authenticates effectiveness of the didactic game as a fastening activity, while games are being compared to non-gaming fastening. It is action research based on analysis of quantitative and qualitative data. Didactic methods are applied based on plans, which are parts of the text of this thesis. In the theoretical part are interpreted based on research of academic source these topics: developmental specifics of pupils of younger school age, teaching and memory and didactic game. Practical part specifies exploratory design, including method and ethics principles, set of participants and gives plans connected with the realization of teaching. Presentation of the outcome begins with interpretation of quantitative data. This part is followed up by case studies, which includes anamneses of examined pupil (family, personal, school). It is followed by pedagogical reflection. The research showed that with the investigated group, the didactic games were compared to non-gaming approach as more effective tool for strengthening curriculum. The pupils perceived the games less as a practice activity. In their estimate about the quiz result, pupils largely belittled themselves, and if the teaching was fixed by games, they were more exact. Case studies stressed that participation of pupils in didactic game is influenced by dynamics of significantly heterogenous group and how essential it is to guide the didactic game by the appointed plan.

KEYWORDS

Didactic game, memory learning, a pupil of younger school age, action research, learning process