

Abstract

The thesis is divided into three main parts. The first theoretical part is composed by a conceptual definition of the main theme - reflective dialogue - supported by a wide range of scientific literature. Great attention is paid to the analysis of reflective dialogue in the art-philetic point of view. The second empirical part has got a qualitative research character and its aim is to map the possibilities and limitations of reflective dialogue in art education in the first classes at primary school. The research instrument is an observation of schooling along with interviews with teachers and reflective balance of their own teaching in selected classes. The results of the research are placed in the context of theoretical basis. In the last part the thesis also inspects the place of verbal statement about the work of art and compares it to the place of reflection in art education. The overall contribution of this thesis is a) description of the place of reflective dialogue in current practices in teaching at primary school, b) the interpretation of this position. This thesis generally confirms that the reflective dialogue is a major theme in current discourse of the art education and its inclusion into education could be a subject of greater interest of current pedagogues.