

## **Abstract**

The new curriculum reforms of Czech and Slovak educational systems provide schools enough room for new effective methods developing pupil's key competence. The dissertation deals with one of them - the project-based teaching, especially in science subjects in the second stage of basic school.

It presents results of a comparative study which was conducted 2008/2009 school year. The most important aim was to establish and compare common characteristics of realized projects. The sample consisted of 180 Czech and 71 Slovak basic schools. The projects data and views of teachers were collected via a questionnaire.

The results of the survey indicated that project-based teachings in science subjects was used in more than 80 % of Czech schools and more than 60 % of Slovak schools. Schools in both countries preferred projects realized only in one class, by one teacher and within the frame of one science subject. Czech schools preferred short projects that lasted no more than one week, Slovak schools organized mostly long projects lasting more than one week. Most projects in Czech schools were short-term, lasting on average no more than one week. Projects in Slovak schools on the other hand lasted on average more than one week.

The majority of projects were planned and prepared by a teacher. Teachers were more active than students in making decision about tasks, activities, work procedures and also in assessment of student's work. On the other hand, students' participation was the most intensive in the stages of realization of the plan and presentation its results. Degree of student's participation on different activities was higher in Slovak projects than in Czech projects.

The most of teachers were satisfied with projects that they realized in 2008/2009 school year. The majority of teachers appreciated that project-based teaching develops team work capabilities. Inadequate resources and the fact that project-based teaching is time consuming were identified as the most significant burdens to a further development of project-based teaching.