

The Teacher's Conception of Project-based Teaching

Abstract

Project-based teaching has recently become a widely used method of teaching in the Czech Republic. Teachers at all educational levels are talking about project-based teaching. But what is it?

This paper offers an interpretation of the results of the research into teaching projects at primary schools. There is a definition of project concepts, project-based teaching and the project-based method, and there is a description of the diverse elements that constitute the teacher's conception of project-based teaching. Some of these will be examined in more detail.

Key words: *project, project-based teaching, project-based method, the teacher's conception of project-based teaching.*

Introduction

The start of the 21st century witnessed great changes within education in the Czech Republic.

A new element entered Czech schools – the formation of school educational programmes (within a state-defined context), which resulted in far greater educational autonomy and a greater level of freedom, but at the same time has also brought greater responsibility for fulfilling these goals and attaining the given competences for that level of education. All of this opens up opportunities for various innovations and alternatives, for finding suitable coursebooks and teaching strategies, methods and systems as well as educational environments which respect pupils' personalities and aid in their overall development. A change in the concept of the pupil's personality also requires a **change in the teacher's**