

Abstract:

The thesis deals with the issue of the literary canon. It compares the requirements of the school-leaving exam in the mother tongue and the literature in the Czech Republic and in France and it explores different approaches to the interpretation of the literary work and to the textual analysis. The thesis analyzes skills and knowledge that pupils demonstrate in the school-leaving exam, proportions of the linguistic and the literary parts, requirements for the academic writing and the oral speech and types of the outputs of the school-leaving exam. Furthermore, it deals with the approach to the teaching of the literary education in the Czech Republic in the 21st century with regard to the French approach. Historical, cultural and social background that influenced today's perceptions of literature in both countries is discussed. In the research part the conclusions of analyzes of the Czech and French textbooks of literary education are presented. The aim is to compare the different approaches to the content and to the structuring of the curriculum, as well as the approaches to the work with the literary text. The textual analysis is perceived positively in literary education in relation to the further development of the pupils' school or individual reading, not only because of the school-leaving exam, but also in terms of the development of his or her analytical thinking and oral and written expression.