

Abstract

The thesis aims to stimulate the debate on the need of improvement of the history education in the Czech Republic. It concentrates on describing the consequences of current historical situation, defined by the dealing with the communist past discourse, to history education. First, it analyses the very concept of dealing with the communist past, using available linguistic and statistic tools (e.g. Czech National Corpus and Mediasearch archive) and multidisciplinary literature. Then the three studies follow. The first case study explores the public debates on teaching of communist history that took place in the public since 1989 and included some criticism of the quality of history education. It also analyses conceptualizations of history education within the national curriculum since 1989. As a result, two dominant discursive types that have had an influence on the public debate about history education and teaching practice are defined. The second study explores the memory, pedagogical and discursive practices related to the application of oral history method for both remembrance and history education. It examines both positive but also problematic aspects of memory practice in education related to the stories of 1950's persecution. The third study discusses results of empirical research aimed on practice of teaching contemporary history, conducted within the group of 117 teachers in 2018. It proves that despite academic historians and history lecturers tend to avoid research on dealing with the past, teachers accept this discourse, though their conceptualisation seems to be rather ambiguous.

All three studies illustrate that the process of democratic transformation has been successful in terms of setting up the competition of ideas in the field of history as well as the basic orientation of the educational system. However, the curricular analysis of the history education reveals that Czech conceptualisation of the subject lacks a consistent system that would enable teachers to facilitate an effective development of pupils' historical thinking. The analysis reveals that teachers need more consistent and elaborated system of history education aims, objectives and concepts they would use in order to deal with the new historical situation. Therefore, inspiring concepts of historical literacy, historical thinking and teaching controversial issues that have been developed and tested very recently in Anglo-American environment is reviewed and applied.