ABSTRACT

Is the film suitable educational tool for teaching about holocaust? That is the main question and topic of the thesis. At first it im looking into general issues of holocaust in education. I'm trying to show that holocaust is not perceived only as a historical event, but as a specific demonstration of modern society in a first place. Focusing only on its historical attributes results in ignoring ethical and societal dimensions of this topic. For that i'm also suggesting that we should be teaching about holocaust not only in history, but also in civics.

Further in this paper im trying to examine using film as the educational tool. I'm working here with the proposition that the film is not representing reality, but it's always just a reflexion of the reality. And as such it needs to work with the memory. Memory is constructing frames of our thinking and understanding of the world around. While using film in education, we need to keep in mind that film is a product of certain cultural memory and memory frames. This product is then retroactively helping to reinforce those memory frames which it came from. I also did some research on legislative aspects of using film in education.

In the end of this paper im trying to use aforesaid statements in designing several demonstrational classes on the topic of holocaust. Its possible to say that film is representing suitable tool for teaching about holocaust and it should be used in educational practice. To maximize positive results it's good to combine use of film with other educational practices. On the other hand we need to keep in mind, that it could raise some controversies, so the use must be considered and educational plan well elaborated.

KEYWORDS

film; holocaust (1939-1945); study and teaching; didactics; modern society; history (school subject); citizenship education