

Abstract

This work focuses on the social practice of recollection, the so-called standardization in public sphere and possibilities to grasp this subject in history teaching. The aim is to describe this practice and at the same time, to define effective methods of its thematization in school environment.

In the first part, I am concerned with the concepts of memory from Maurice Halbwachs to Alison Landsberg and I emphasize my preference for the concept of media memory as the basis for my further researches. Furthermore, I analyse models of historical education in Anglo-American environment on the one hand and German environment on the other hand. I analyse the strong and weak points of these models based on the concept of “historical thinking” and “historical consciousness”.

In the second part, I analyse the resemblance of memoir characters to the so-called standardization in movie presentations and their perception by users of the movie site www.csfed.cz. The objective of this analysis was to point out to the fact how we communicate about movies and which values are associated with watching movies. I linked the analysis of movie images and their perception to the idea of dominant cultural formations of the Czech society in Michael Kennedy’s mind. I have analysed four movies, which, in my opinion, represent “the formation of transition“ (Pelíšky, Pupendo, Báječná léta pod psa, Jak vytrhnout velrybě stoličku), two movies representing “the intellectual formation” (Kawasakiho růže, Pouta) and a television miniseries common to both formations (Hořící keř).

In the third part of this paper, I deal with the application of conclusions, derived from the analysis of media memory, to didactic practice. I formulate the principles of „critical memory access“ as a model appropriate for school environment. On three case samples (Family as a filter for the past, Pictures of intellectual dissent in pop culture, Jan Palach in public spaces and at school), I specify the possibilities of its use.

Key words: didactics of history – remembering to normalization - memory of media - pop culture - memory in school