

ABSTRACT

The subject of this thesis is the structure of society and its didactic elaboration. The first few chapters are focused on Czech curriculum documents and three chosen foreign curricula (England, New Zealand, Australia) and provides an analysis of how these documents deal with the subject of the structure of society. The results of these analyses are compared with each other afterwards. The next part of the thesis deals with EU Council recommendations for the development of key student competencies. These competencies are then compared to the approach to student competencies in the Czech curriculum. One chapter is focused on textbooks for upper secondary schools and their approach to the structure of society. This is followed up with a chapter about Czech sociological research going into this subject, the results of these studies are presented here. The last part of this thesis contains teaching suggestions for the education of the structure of society at upper secondary schools. The principles of pedagogical constructivism are explained first, followed up by two activities based on the results of the analyses of curriculum documents and the results of sociological research presented earlier.

As emerged from the analyses, foreign curricula, more than ours, focus on the current state of society and they explain to what end students should learn specific theoretical notions, what the students learn, what skills they gain and how it will be useful for their future life. Regarding the subject of the structure of society, they emphasize that having the knowledge of the structure, students are able to better understand social problems, and social inequalities, and they will treat others with respect and value them.