

Abstract

The diploma thesis analyses and maps the position of pedagogical science in Czechoslovakia in the 1960s, especially in the period of the so-called Prague Spring. Its description links the development in the field of pedagogy in Czechoslovakia with the causes of the events of the "thaw and release" period and thus analyses the position of pedagogical science in this period. The work has an explanatory, interpretive and summary character, because it is a historically oriented work. The selected topic places the researched problem in the broader context of the time and political situation. One of the goals is to find an answer to whether and how did pedagogy in Czechoslovakia cope with this period and to what extent were the processes in the field of education influenced by Marxist Pedagogical theory.

The individual chapters describe the most important events of the period associated with the field of education. They interpret the views and attitudes of some important educators on the situation in the field of pedagogical science, either from the point of view of the supporters of the reform movement or from the other side, which advocated the official state doctrine. It also includes a description of the role and tasks of the Czechoslovak Pedagogical Society and an indication of its importance for the pedagogical community. Many pedagogical personalities active in the 1960s were also active in the field of education after the revolution in 1989 as they took part in creating new concepts and reforms of the education system. For many, however, this period also meant a disappointment at the wasted opportunities that did not materialize in these new times of freedom.