

Abstract

The thesis deals with didactic-methodical grasp of Jan Skácel's poetic work. The author of the thesis selects collections and poems so that they can functionally withstand the educational process as examples of the specifics of Skácel's poetic world. The thesis brings interpretations of selected poems and proposals for their didactic and methodical grasp. In this way a variety of methods and procedures are created that can be applied to work with lyric poetry in general.

The thesis first elaborates both literary theoretical and branch didactic starting points which consider primarily from the point of view of usability and functionality in the educational process. Then it brings four didactic probes which apply these starting points to specific lyrical material. The author uses the theoretical concepts of lyric poetry by Jonathan Culler and Miroslav Červenka. These create a basic theoretical framework which is applied and thought at the didactic level. The didactic inspiration is the basic works from the didactics of literary education by Ladislava Lederbuchová, Zdeněk Kožmín, Vladimír Nezkusil and Ondřej Hník. These starting points will make it possible to think about the position and possibilities of lyrical poetry in school and to propose ways of grasping it.

At the level of the interpretation of Skácel's work, the thesis maintains a dialogue with Zdenek Kožmín's interpretations. At the didactic level it uses methods of interpretive dialogue but also creative methods or methods using other types of art. The basic principles of didactic grasp are focus on the text, the students and their communication.

Key words: Jan Skácel, lyrical poetry, literary education, didactics of literature, Jonathan Culler, Miroslav Červenka