

Abstract:

The thesis is of a theoretical-empirical nature and focuses on the level of upbringing and education during adolescence, that is, so-called mental literacy. The theoretical part defines the basic thematic areas arising from the empirical part, and at the same time, it is a synthesis of professional literature dealing with psychosocial development, and the current development of education in a school environment. Space is also preserved for the analysis and evolution of methodological tools for evaluating mental literacy and the well-being of children and adolescents. Both foreign and Czech education systems as well as the healthcare system are constantly evolving in an effort to respond to current development and the needs of the population in line with modern approaches and current scientific knowledge. Various projects, studies, and programs backed by professional institutions for mental health and psychosocial development are already in place and continue to evolve to address these needs. The aim of the research part is to verify, using quantitative methodology, data presenting the level of knowledge about mental health, that is, mental literacy, further to determine the level of well-being of respondents, also supplemented by mapping so-called coping strategies, that is, methods of handling stressful situations, and voluntary feedback from respondents about their experience with mental health education. The result of the research part is a comparison of the obtained quantitative data with the available outputs of foreign studies focusing on the same issue. A partial goal is to compare the level of well-being, coping strategies, and mental literacy according to the criteria defined for the purposes of this thesis arising from the research questions and hypotheses set in the empirical part. The final and partial data, statistically processed, will then be evaluated based on the support or confrontation with the outputs of current Czech and foreign studies. Based on the output of the empirical part, recommendations are presented both for the elimination of deficiencies and to highlight the existing contributions of professional interventions and reforms for the benefit of the mental health of children from the basic level of education. There is also room for formulating new research questions for the future development of education focused on mental health.