

The main aim of the Comparative analysis of European Educational Programmes is to inspire the instruction of foreign language by the topics of social sciences. The basis of the work is a theoretical comparative analysis of the European Educational Programmes, institutions and documents under the auspices of European Union and United Nations. Foreign language education is connected to The Frame Educational Programmes, Key competencies, Personal and social education and Content and Language Integrated Learning. In the frame of the theme the topics such as Common European Framework of Reference, language exams, teacher education or contemporary trends in language education are acknowledged. Another relevant subject is the participation of The Czech Republic in the European Educational Programmes. In the concrete chapters the ideas of language diversity and intercultural dialogue are mentioned.

At the end of the work the comparative analysis is undertaken in the topical and methodical context of the programmes. The verifying of eight hypotheses defined in the frame of four criterias leads to deriving four main results of the analysis. These results are interpreted and transformed to the practical context of the instruction. The final outcome of the work are two alternatives of possible inspirative conception for the foreign language education. With regard to the usage of Content and Language Integrated Learning in the first alternative, where foreign language subject and social science subject are integrated, there is also a possible inspiration for the instruction of social science subjects.