

Dissertation work on topic Teaching economics as part of general education in the Czech Republic comes out of supposition that economics has, in the context of other social sciences, only marginal significance which is enhanced by negative attitude of students and teachers as well. The issue of teaching economics is perceived in the complex of relations between theory and practice.

First part of my dissertation work is dedicated to incorporation of economics into educational curriculum and in new A levels exams. First part of dissertation also concerns with methodical support of curriculum (textbooks, projects and other materials). Critical evaluation and analysis of available materials make up the basis of the first part which is accompanied by existing situation of teaching economics and by essential vocabulary of most important terms.

The main finding of theoretical examination is the fact that there is a vast amount of these materials, but they are not always suitable (particularly we find that there is little choice of suitable and up-to-date textbooks).

Second part of my dissertation work is based on questionnaire survey whose aim was to find out how teaching economics appears in educational reality. In questionnaire survey was preferred perspective of attitudes (attitudes of teachers and their students to economics) rather than perspective of knowledge. The results of the survey showed that teachers themselves have negative attitudes to economics and they convey these opinions, feelings and preferences to their students. As a possible solution was suggested greater methodical support of teachers and subsequent effort to make teaching economics more attractive.