

The necessity of the autonomy of people studying languages, who are able to continue studying even after finishing university or secondary school, has originated due to changes in social and economic life. With respect to the rapid development of technology, it is important for people to acquire the skill how to learn and how to use this ability at their work. The ability of learners to acquire knowledge and skills in the autonomous way is one of the important tasks of pedagogy and didactics. For teaching foreign languages it means that learning a foreign language will become an object of reflex with the aim to achieve autonomy in the learning. This aim should be supported also by textbooks. The realisation of this aim in German language textbooks for secondary and language schools is the topic of our work.

The theoretic part defines the term of the autonomous learner. The learner studying in the autonomous way can purposefully plan and control his action and link up new and previously obtained knowledge. He thinks about the course of the action being carried out and evaluates the results. He is aware of his own behaviour based on his cultural background and has empathy when dealing with representatives of different cultures. We are also dealing with sources which led to the origin of the concept of the autonomy of the learner. An important role, on the way to the learners autonomy, is played by the metacognitive reflex of learning. It is one of the most important conditions for achieving the autonomy of learners. We briefly inform about the models of teaching aimed at developing the learners autonomy as well as the new role of the teacher in the teaching process resulting from them.