

The dissertation deals with the pronunciation of Czech pupils in the Russian language. In this work, the phonetic literacy is defined and the attention is paid to its formation. The text is divided into three basic parts – the first is devoted to theoretical foundations which influence pupils' acquisition of the phonological system of a foreign language (from the linguistic, psychological and lingvodidactic points of view); the second part summarizes the results of the analysis of the relationship of Russian language teachers to the examined problem, the results of an analysis of available textbook sets and it describes a performed phonetic testing of secondary school pupils including the interpretation of its results; in the third part of the thesis there is a synthesis of the findings from both preceding chapters, followed by a discussion. During the research within the domain of the dissertation focus, quantitative and qualitative methods of educational research were used: a survey, content analysis of textbook sets, phonetic testing and analysis of recordings of students' authentic speech. The work provides a comprehensive view of the examined problem in the context of the current situation when the Russian language at Czech schools is taught as L3. It proves that Russian language teachers emphasize the correctness of pronunciation only in case they are encouraged to do so in an exercise assignment of a textbook. However, textbook sets contain a relatively small number of tasks that are explicitly devoted to the phonological system. Further findings were that no direct dependence between pupil's pronunciation and the length of language study exists. Although the length of study plays an important role, it is only one of several factors.