

ABSTRACT

The aim of the diploma thesis is to find out, whether in The Framework Educational Programme for Elementary Education there are topics related to transcendence and whether these topics can be found in textbooks for primary schools. Another aim is to suggest recommendations for teachers, how to develop transcendence in pupils of a primary school. The thesis is focused on development of the vertical direction of transcendence. The theoretical part deals with meaning of the term transcendence. Further, The Framework Educational Programme for Elementary Education is analysed. In the research part of the thesis there is described preparation and realization of the analysis of textbooks and also presentation and interpretation of the data gathered by this way. This part is complemented by preparation and realization of interviews with younger school-aged children. The realized interviews were concentrated on the observation of respondents' interest in topics related to the vertical direction of the overlap. In the conclusion of the thesis there are introduced specific recommendations for development of vertical transcendence in children of primary schools.

The research showed considerable differences in the approach to the phenomenon vertical transcendence. In some textbooks these topics are elaborated in detail, in some they are not mentioned at all. The respondents who participated in the supplementary interviews expressed their interest in topics related to vertical transcendence.

KEYWORDS

The Framework Educational Programme for Elementary Education, transcendence, vertical transcendence, textbook, interview, recommendation, pupil