

The diploma thesis seeks answers to the questions how Czech teachers in Prague understand the key competencies defined in the basic program documents (especially in general educational programs), what idea they have of their development in Czech language and literature educational field, how they relate to the application in the planning, preparation and realization of education (including preparation and implementation of the teaching of individual sub-contents).

The selected methods are: detailed study of program documents and relevant didactic studies; structured interviews with teachers of Czech language of selected Grammar schools in Prague; the study of schools educational programs with which the interviewed teachers work in lessons.

The text is divided into a theoretical and practical part. In the first part there are presented elementary theoretical terms based on the professional literature. In the second part there is listed the methodology of the research and its results.

The outcome is the fact that the competence approach of teaching was only partly implemented among the teachers of Czech language and literature. Teachers consider the development of key competencies only as one of the components of a complex process of teaching and learning. The main weaknesses of the current situation are insufficient methodological support of teachers and considerable formality in the implementation of competence access to schools.