

ABSTRACT

The dissertation analyses how to approach teaching of writing skills in Russian language at Czech secondary schools. In the theoretical part I define what a "writing skill" is. I focus on the linguistic, psycholinguistic and didactic aspects of the teaching of writing. I explain attitudes to writing skills in different teaching methods in history and nowadays. After that I set out the requirements for testing writing skills in some of the most common documents: Common European Framework for Languages, European Language Portfolio, international exams in Russian language ТРКИ (Тест русского языка как иностранного) or TORFL (Test of Russian as a Foreign Language) and the state final exam in Russian language at Czech secondary schools.

In the practical part, I first analyse selected Czech and Russian textbooks for grammar schools to compare their approach towards teaching writing skills in native languages: Czech and Russian. Then I set out analysis of Czech textbooks used in the Czech Republic for teaching Russian, focusing in particular on the exercises used to teach writing. After that, I evaluate answers from two questionnaires that I gave to secondary school graduates and teachers of Russian. My goal was to understand the issues they face and any problems they experience in practice when learning and teaching writing skills in Russian.

The final part of the dissertation sets out a database of newly created exercises that could be used to practise writing skills in Russian language at A1-B1 levels. The exercises should serve secondary school teachers as inspiration for their class preparation and should help secondary school students to pass successfully the final Czech state exam in Russian language on the level B1.

KEYWORDS

writing skill, Russian, analysis, teaching material, students, teachers, exercises