

ABSTRACT

The thesis is focused on research on teaching controversial issues in civic education. The aim is to examine the utilization of controversies in classes and the analysis of the application of various methods using controversies.

In the first part the theoretical base of the thesis was defined and also the importance of integrating controversial topics was explained. Moreover, the anchorage in curricular documents was presented and also the psychological theories of development of thinking and moral together with different methods were described.

In the second part, the methodological base of the thesis was stated and one concrete lesson with the topic of gender and stereotypes was drafted. The qualitative research took place in two classes of secondary school in the form of active observations of students and structured interviews with their teachers of civic education.

The results show some differences in students' competences according to the amount of integration of controversial topics in classes.

KEYWORDS

controversial issues, key competences, civic education, gender, stereot

