

Abstract

The presented rigorous thesis deals with the topic of argumentation and debate in the teaching of German as a foreign language in high schools and gymnasiums. In its theoretical part, it examines the attitude of Czech pupils and teachers to the contribution and meaning of teaching argumentation in schools using questionnaires and personal interviews. The author also analyses the mediation of communicative competences, especially argumentation, in textbooks for German as a foreign language. The research and analysis show that both teachers and pupils see good reasons to study argumentation for both school and "practical" life.

At the same time, it is revealed that the mentioned textbooks show shortcomings in the mediation of communicative competences, in particular in regard to pragmatic competences.

In addition to this, the work presents two projects, which largely support the development of communicative competences for pupils: "Jugend debattiert international" (International youth debates), which teaches pupils the art of debating, and the DSD II language exam, which verifies the language competences of pupils at the B2/C1 level according to the Common European Framework of Reference for Languages.

In the practical part, the author presents some methods and exercises that can be well used to prepare pupils for the above-mentioned projects and for intensifying their communication skills and abilities. It also demonstrates aspects of argumentation and debate that go beyond the standard teaching of German as a foreign language.

Keywords

Argumentation, debating, DSD II, German as a foreign language, Jugend debattiert international, communication skills