

Title: *How to teach philosophy at secondary schools? A contribution to the didactics of philosophy*

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Abstract:

The thesis presents a first attempt to propose a complete didactic conception of philosophy education at secondary schools in the Czech Republic. The author thus responds to the unsatisfactory correspondence between the key competences and the content of the teaching subject area called Civics and the introduction to social sciences as they are defined in the Czech curricular documents for secondary schools, as well as she responds to the lack of Czech literature concerning the didactics of philosophy. The development of students' philosophical thinking is taken as the main teaching aim of the presented conception. This claim is supported by arguments based on the specific nature of philosophy and on literature on didactics of philosophy from abroad. Philosophical thinking is for teaching purposes divided into the following philosophical competencies: text understanding and interpretation, text writing, discussion, work with concepts, argumentation, problem solving, reflection (including critical examination and evaluation), responsible decision-making and action. These competencies are elaborated into partial skills enabling their gradual training. Means recommended for accomplishing these targets are based on the theory of pedagogical constructivism, with emphasis on the problem-based approach to the philosophical content and structured work with students' preconceptions. Further, the thesis presents teaching methods specific for philosophy as well as particular methods aimed at the development of the individual competencies and includes a proposal for criteria-based evaluation of their attainment.

Key words: didactics of philosophy, philosophical competencies, pedagogical constructivism, problem-based teaching