

The present thesis tries to approach the issue of foreign language acquisition and foreign language didactics approaches. The main theme of the work is socio-cultural competence in teaching Czech for foreigners. It also states the issue in a broader context. Following is a detailed analysis of that term and its definition in a social frame of reference levels for Czech A1. The main part comprises of individually assessed five selected textbooks of Czech for foreigners. The analysis is carried out based on own criteria which have been determined in accordance with the required components of the socio-cultural competencies according to the Common European Framework of Reference (CEFR) and J. Průcha methodologies. In the final part of the thesis is made mutual comparison of books with regard to the extent of helping to deepen and develop the student's knowledge in terms of socio-cultural competence.