

Abstract

The topic of the presented thesis is a comparison of selected high school textbooks of Czech literature, which were created and used during the first half of the 20th century, in terms of sociopolitical changes (i.e. notably changes in education related to transformation of the system of government in 1918, 1938 and 1948) and changes in the discourse of Czech literary historiography (especially in view of the major literary-historical works of the period). The thesis aims to examine the extent to which the image of Czech literature presented in high school textbooks has changed with respect to the named factors and, on the contrary, to what extent continuity has been maintained within the concept of teaching literature. The thesis is therefore mainly focused on the choice of taught material, its structure, resp. interpretation in the analyzed textbooks. In the introductory (methodological) part of the thesis major literary-historical works, resp. theories of the given period (with regard to the changes of high school literary teaching in the first half of the 20th century) will be briefly introduced and selected thematically related works will be reflected. In the practical part of the thesis the comparison will be made on the basis of defined aspects.