

ABSTRACT

This master thesis deals with the issues of modern-day democracy and its didactic treatment of the way the school subject Social studies is taught at gymnázium schools.

At first, the subject of democracy is discussed from many different angles, and those are compared to one another. Due to its didactic focus, the thesis partially uses school textbooks as a source. After that, great attention is given to four particular problems of the current democracy and a couple of different ways to view them. The discussed problems are inequality, education, populism, and epistemic disfiguration. Moreover, the thesis features an analysis of the approach to the subject in general education programs for gymnázium schools. This analysis is followed up with another analysis, which deals with the treatment of the subject in the selected education programs at four different gymnázium schools, which are then compared to one another. In another subchapter, the thesis dissects the amount of attention that is paid to the problems of the current democracy in textbooks for secondary schools. These textbooks are then compared. It was discovered that general and school education programs lack a critical approach, definition of the problems, and their connection to the present day.

The second part of the thesis includes drafts of four lessons that are aimed at the four selected problems. They should partially substitute the educational contents, which were discovered to be missing in discussed education programs. All lessons had been tested in practice, and after that, they have been reflected on. This part also includes suggestions for possible changes and improvements. The suggestions are incorporated in the updated worksheets. These worksheets are included in the attachment of the thesis, and they can be downloaded and further used during lessons.