

ABSTRACT

This diploma thesis is devoted to the didactics of philosophy, specifically focusing on the topic of teaching introduction to philosophy at general upper secondary schools. It views this issue as a didactic problem, thereby establishing a central perspective, which is a didactic perspective. On the basis of the literature, the thesis first unpacks the basic aspects of the didactics of philosophy, which include the teaching objectives of general upper secondary school philosophy, models of teaching according to the way the curriculum is structured or the didactic principles of teaching philosophy. Subsequently, the thesis focuses directly on the issue of initiation and names the key moments of initiating the teaching of philosophy.

Next, the thesis focuses its attention on selected philosophy textbooks for secondary schools. It analyses their introductory chapters, focusing in particular on whether the textbook's conception respects the theoretical suggestions made in didactic-philosophical publications. Specific examples from the textbooks are commented on with references to the theory presented in the previous chapters of this thesis, while presenting possibilities for variations in the textbook texts and exercises.

In its conclusion, this thesis then formulates didactic principles for teaching introduction to philosophy based on the findings of the textbook analysis. However, these principles can only contribute to the discussion on introducing students to philosophy in a way that respects the essence of teaching philosophy, which cannot be approached mechanically, but with an emphasis on philosophizing itself.

KEYWORDS

didactics of philosophy, introduction to philosophy, social sciences, textbooks, framework educational programme for grammar school