

## **ABSTRACT**

The thesis deals with the analysis of the teaching of financial products in different types of secondary schools and grammar schools with special attention to the comparison of teaching of this issue. In the theoretical part it focuses on the theoretical knowledge of financial products, their classification and terminology. It explains the different types of financial products, such as savings and investment products, loans and various forms of insurance. The advantages and disadvantages of each financial product are highlighted, with an emphasis on critical thinking in choosing the most appropriate product.

The practical part is based on a content analysis of the Framework Education Programme and School Education Programme as a framework for teaching financial products in secondary schools and grammar schools. The research then seeks to answer the question of what teaching financial products looks like in practice. The real situation in teaching is outlined by teachers in the form of in-depth interviews. This focuses on different approaches and methods in teaching, the materials used, the involvement of students' practical understanding, but also on the approach to the topic of teaching financial literacy itself, of which financial products are an integral part.

During the research, many differences but also similarities were found. In principle, all the interviewees consider teaching financial products to be very important and aim to continuously improve their teaching. However, they differ in their approaches to the different methods or in the possible obstacles that limit teachers in their teaching.

The thesis concludes by suggesting possible solutions to these limitations and presents an overview of selected teaching methods that most effectively aim at practical grasp of theoretical knowledge by students and its application in real life.

## **KEYWORDS**

Financial Products, Financial Education, Teaching, High School, Framework and School Curricula, Qualitative Research