

ABSTRACT

The aim of this diploma thesis is to present a specific type of teaching of social sciences in high school, namely the multiparadigmatic type. In accordance with the multiparadigmatic character of social sciences, this teaching type accentuates the plurality of approaches to a given social topic and does not indoctrinate the learner with one specific approach or paradigm. The theoretical part of this diploma thesis describes the concept of scientific paradigms, mostly on the basis of the findings of philosopher T. S. Kuhn, who addresses this issue in the context of natural sciences. Next, it is explained why the concept of paradigms can be related to social sciences and how these two science areas differ. The multiparadigmatic character of social sciences is then applied to their didactics, where selected methodological aspects of multiparadigmatic teaching are discussed, such as the choice of paradigms, working with them, and the attitude of the teacher. This part of the diploma thesis also illustrates the concepts of monoparadigmatism and multiparadigmatism with the comparison of two didactic manuals and two curricular documents from various environments. Furthermore, it describes the reasons for the employment of multiparadigmatic teaching as well as its conditions and limitations. The theoretical part of this diploma thesis is followed by a practical part, which demonstrates the concept of multiparadigmatic teaching by the presentation of particular teaching activities, designed by the author of this diploma thesis. More specifically, these include one activity in the field of sociology, oriented at the topic of gender roles, one activity in the field of political science, presenting the theories and argumentations behind capitalism and socialism, and last but not least, one activity in the field of macroeconomics, which acquaints the learners with various viewpoints on the issue of taxes.