

## **Abstract**

This thesis explores the potential of teaching Latin as a supportive tool for learning modern languages, especially English and German. Its aim is to show that, when appropriate objectives are formulated and appropriate methods and content are chosen, Latin can impart knowledge and skills that are not developed at all or only marginally in modern language teaching, but whose mastery improves students' competence in modern languages. In the theoretical part, the author firstly maps the current position of Latin in Czech grammar schools and in the relevant curricular documents. Then she discusses the aims of teaching and their formulation. The aim, the choice of method and the content of teaching form an inseparable whole in the didactic process, in which the individual elements influence each other, so the author goes on to describe the appropriate methods and finally confronts the Latin curriculum with the English and German curricula, identifying phenomena that Latin can convey appropriately and from whose deeper knowledge the pupil can practically benefit in the process of learning modern languages. The work is rounded off with practical examples of how the whole didactic process can be implemented: the author proposes a worksheet for each group of phenomena that can be used in the classroom, the aim of which is not only to broaden the pupils' knowledge and a deeper understanding of the basic principles and functioning of the system, but also to impart skills and appropriate ways of working, to build soft skills and, last but not least, to increase motivation for learning Latin by showing how pupils can use the knowledge acquired in Latin in other areas. With this work, the author wants to demonstrate that Latin teaching has great potential in the 21st century and that the knowledge acquired in Latin can be applied in other areas as well.

**Keywords:** Latin language, didactics of the Latin language, foreign language teaching, constructivism, active learning, interdisciplinary learning