

ABSTRACT

This thesis deals with the phenomenon of scholasticism and attempts to find answers to the following questions: does scholasticism have its place in secondary school education according to the Framework Education Programme for Secondary General Education (Grammar Schools)? Does the image of scholasticism in secondary school textbooks coincide with the conclusions of the scholarly literature? Can the inclusion of scholasticism in the curriculum fulfil other educational objectives that are not directly addressed in the educational area of the given Framework entitled Man and Society? The presented thesis conducts an analysis of the Framework Education Programme for Secondary General Education (Grammar Schools) and secondary school textbooks of social sciences and history, and subsequently relates it to the scholarly literature on the history of medieval philosophy and thought. The thesis also reflects on further possibilities of using the theme of scholasticism in teaching, considering the current didactics of philosophy. This thesis concludes that scholasticism has an unquestionable place in the philosophy didactics from the perspective of the Framework Education Programme for Secondary General Education (Grammar Schools). Furthermore, in the context of textbooks analysis, the thesis concludes that the textbooks mainly lack the depiction of scholasticism in its diversity of thought. The peculiarities of the medieval thought world can serve in teaching not only in terms of method and the development of critical thinking through the inspiration from medieval disputations and questions, but can also teach a transcultural approach, since scholasticism is in many ways a completely alien to modern humans.