

ABSTRACT

This bachelor's thesis focuses on the current situation of older Czech literature in today's high schools. It examines the attitudes of students and teachers toward various topics, analyzing problematic areas and the causes of these issues.

The second part focuses on the requirements for the final exams, which serve as the starting point and framework for many teachers' high school curricula. It again focuses on the period of older Czech literature, comparing the lists offered within the framework of Cermat, or the Ministry of Education and its regulations. It also looks at how these possibilities are applied to school reading lists, which have been mapped in some schools since 2020.

The third part defines the generation of current high school students, which I consider an important starting point for the following chapter. It highlights the new demands, limitations, as well as the abilities and advantages of the generation—this primarily through the international project of the University of Economics in Prague, Faculty of Management in Jindřichův Hradec, titled *Teaching the Snowflake Generation: New Methods and Challenges*. At the same time, these methods are placed in the context of high schools, and some points are left open because, in current schools, they face technical limitations and also resistance from teachers or administration.

The final part is dedicated to the teaching methodology for selected chapters of older Czech literature. Chapters considered difficult by instructors are presented. The solutions aim to firmly rely on the *Catalog of Requirements for the Final Exam* while also respecting the needs of the snowflake generation. The methods and approaches, including specific proposed procedures, have been repeatedly tested in practice and consulted with both students and teachers. Some were also tested without the author's participation and were provided for testing only as materials and methodological support.