

RESUMÉ

This monograph is a first attempt to encompass in a complex way the topic which includes an interdisciplinary approach towards understanding the picture of “the other” in Czech and Polish textbooks and which connects information from didactics of social and humanities subjects, i.e. history, literature, social sciences foundations and geography, in line with the principles of the current curriculum. With respect to the long-term attention paid to the picture of the neighbour in history textbooks, results from research in this particular field cover the largest area here. The publication is structured in accordance with the effort to complement the views of both the Czech and the Polish parties.

Zdeněk Beneš shed light upon theoretical and methodology concepts in textbook research in a more general way and following this he offered a more specific illustration based on an example of a history textbook as a medium for education and for a didactics and history text.

His contribution is followed by contents analyses, while Blažena Gracová adopted a comparative view of the latest Czech and Polish history textbooks presenting the 20th century history, Agnieszka Chłosta-Sikorska introduces a picture of the Czech history on pages of several series of Polish texts, František Čapka and Jaroslav Vaculík inform about two ranges of textbooks by Nová škola publishing house on the preparation of which the first aforementioned author participated.

Danuta Konieczka-Śliwińska maps the situation in the Polish research into history textbooks relating to the Czech environment. Maciej Janik focuses on historical sources from the Czech past or the history of the Czech and Polish relationships which are used for teaching history at schools.

The questions of the picture of Czechs and Poles in history textbooks are complemented with the results of empiric studies. These chapters by Denisa Labischová and Barbara Kubis document the effect of teaching history at schools and also the influence of other factors affecting the form of students’ historical awareness.

A block focusing at analyses of Czech and Polish literature textbooks consists of key chapters written by Martin Tomášek and Piotr Szałaśny and it is complemented with texts by Danuta Kocurek and Natalie Ruman who observe the aspect of multiculturalism in the basic media of education aimed at teaching the Polish language and literature.

Antonín Staněk and Barbara Grabowska introduce the picture of the neighbour in civic education textbooks, humanities foundations textbooks, and *wiedzy o społeczeństwie* textbooks.

The chapter by Kordian Gawlik and Zbigniew Wolak, mapping the place of geography in the Polish system of education and introducing Czech topics in Polish geography textbooks, corresponds to papers by masters degree students Lenka Kuthanová and Michal Gill who observe Polish themes in four Czech textbooks aimed at teaching geography.

A chapter by Alina Szczurek-Boruta closes the publication. The chapter observes the researched topics from a wider angle and it connects theoretical starting points of intercultural education with their practical impact which is illustrated on the example of how the Czech and Polish youth spend their free time.

The contents analysis of history school textbooks showed that the space allocated on their pages to Czech and Polish topics was sufficient, they clarified all key events and personalities from the history of the neighbouring state while stressing the history of Czech and Polish relations, mainly in the Middle Ages and in the 20th century. The rendering of other periods was not systematic but, primarily, iconic texts were not utilised in a sufficient amount and in adequate functions. It was possible to detect some emotional undertones in interpretations of conflicting moments in Polish textbooks; Czech textbooks, on the other hand, minimised this type of information. We can conclude that the quantity of information is stable, when selecting their topics the authors adhere to a traditional model based on prevalence of information from the political history. The history of arts stays away from the spotlight or it is mentioned only occasionally. The Czech textbooks also owe a considerably more attention to the life of Polish minority on the Czech territory.

The analysis of Polish and Czech literature textbooks suggested that a student had a chance to acquire the missing history of art information during his mother tongue lessons. History of literature textbooks and readers introduce important Czech and Polish literature and film personalities. At the same time, students can gain the orientation in the territory of the neighbouring country from geography textbooks as well as they can learn about the economy characteristics of the country, its most important heritage sites and they can get tips for individual travel or school excursions. The quantity and the quality of the information contained in individual series of textbooks vary. Just a mere probe into the production of civic education and social sciences foundations textbooks confirmed that it was this discipline which could secure intercultural education in relation to Poland and the Czech Republic.

It follows from the above listed notes that it is possible to obtain as complete picture of the past and the present of the neighbouring country as possible in school education. However, it is necessary to apply an interdisciplinary approach where teachers should be aware of topics which intersect several subjects and which can be implemented as cross-section topics. This, in fact, fully corresponds to the requirements of the current curriculum.

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