Methods of Teaching

Activating and comprehensive methods unequivocally dominated within the effective support of the development of functional literacy, mainly of social literacy (especially support for positive self-perception and students' creativity). With the exception of the area of foreign languages, **illustrative demonstration methods**, primarily experimenting, manipulation with objects and intentional observation, also substantially contributed to the development of functional literacy. As regards education towards health, methods oriented towards practical skills were used. Communication with students aiming at open discussions relating to the given topic, which covered more than a narrowly defined topic of one subject, was used for the development of all types of functional literacy except for mathematical literacy.

Work with texts, in particular search for and work with information encompassed in textbooks and other professional/technical texts, logically mostly contributed to the development of reading literacy but also supported the area of foreign languages in general. In other areas information is searched for in other sources, primarily from the Internet. However, the work with texts must be considered as a natural part of such activities.

The methods used (with the exception of practical methods aimed at the development of skills) usually lack, in **subjects other than mathematics,** more didactical elements and activities used in the area of mathematical literacy. This fact relates mainly to the teaching of foreign languages, reading literacy, social literacy and also to work with models in fine arts, which is quite surprising. The situation in the areas of natural science literacy, ICT, technical/vocational subjects and practical training is slightly better.

Development of Information Literacy

In the lessons observed the CSI monitored how ICT is used in different education fields completed by the school-leaving examination and in the fields completed by an apprenticeship certificate as an integral part of the development of key types of functional literacy. The overview below presents results of class observations: