

Table 58 Assessment of the establishment of skills of secondary school students in subjects incorporated in FEP in the social science area (share of occurrence in %)

Monitored indicators	History	Civic education	Other social science subject
Democratic environment, mutual communication, interest in instruction	81.0	90.5	89.2
Differentiated tasks and requirements according to the abilities and competences of students	47.3	54.4	48.6
Content correctness	96.8	97.4	99.1
Explanation of unknown terms and foreign words	66.2	70.0	75.6
Links to practice and life situations	57.0	93.0	93.8
Out-of-school events, trips and excursions	36.0	13.8	20.2
Search for relations with other subjects	57.1	71.3	75.9
Support of aesthetic perception, emotions and experiencing	48.7	64.1	60.6
Support of positive self-perception	57.0	77.8	77.9
Development of students' creativity, emotions and taste	29.3	45.1	52.5
Support for a healthy lifestyle	6.2	25.9	26.8
Activities to support multicultural education	27.3	25.3	23.8
Becoming familiar with local culture	40.5	34.8	34.0
Support for students with SEN	35.1	35.0	38.2
Opportunities for gifted and talented students	18.7	12.5	20.0

The above published data showed that teachers concentrated mainly on content correctness; they require a range of social competences automatically due to the age of students, however they still used follow up disciplinary measures, even more than before.

As regards the teaching of fields completed by the school-leaving examination, a high rate of links to practice and life situations is typical (80.3 % of monitored lessons). Nevertheless searching for relations with other subjects is surprisingly low (37.3 %). Content correctness is at a high level (98.3 %), which corresponds with other subjects. When the area of secondary vocational education is compared with other educational areas SVE provides more space for activities supporting multicultural education (23.5 %) and the explanation of unknown terms and foreign words has a positive effect on the speech competence of students (72.5 %). Class instruction is used for work aimed at searching for information (53.5 %) and its further use (56.3 %). In 30 % of observed lessons teachers used ICT, in particular for simple presentations of topics to be taught. Among teaching methods mainly lectures of teachers are used (96.3 %), dialogue (73.5 %) and work with a text (62.0 %).

Instruction in fields which are not completed by the school-leaving examination is even more considerably related to practice (95.9 % of the monitored lessons) and unlike fields completed by the school-leaving examination links to other subjects are taken into account more (70.0 %). The correctness of the content is very good; contribution to the area of multicultural education (34.1 %) and ex-