



cross-subject links and interconnections between teaching and the life situations of pupils, in particular explanations of unknown terms and foreign expressions.

Forms of Teaching

Group cooperative teaching dominated in effective support for the development of functional literacy, with the exception of mathematical literacy. Application of cross-subject links, creation of conditions for the independent work of pupils, individualised teaching and provision of opportunities to pupils with SEN with regard to their needs also significantly contributed to the development of functional literacy.

The influence of quite often applied **frontal teaching** on the effectiveness of the support for the development of functional literacy as well as on creating a favourable climate was considerably lower than the effects of other forms of teaching and as a matter of fact it was negligible.

Well-thought out **utilisation of cross-curricular topics** appeared to be an important factor in the effectiveness of the support. However, in approximately **one quarter** of schools it is limited by deficiencies pertaining to this area and this is revealed in SEPs (mainly it is important to make the themes and activities within the given topics more concrete).

The content correctness of the topic taught is a logical factor in the effectiveness of the support for the development of functional literacy and in all teaching units it was almost 100 % (to be precise it was 97.7 %; it was negligibly higher at the second level of BSs – 97.8 %).

Methods of Teaching

In order to effectively support the development of functional literacy **comprehensive and activating methods** were unambiguously dominant, especially in social literacy (in particular development of pupils' creativity) and in education towards health. **Illustrative demonstration methods**, primarily experimenting, manipulation with objects and intentional observations, also substantially contributed to the development of functional literacy. Communication with pupils and, mainly at the elementary level, story-telling by teachers, were effective tools for all types of functional literacy, with the exception of mathematical literacy.

It is logical, that **work with texts**, in particular search for and work with information, mostly contributes to the development of reading literacy and in the area of foreign languages to the explanation of unknown terms and foreign expressions.

In subjects other than mathematics the methods used (with the exception of illustrative methods) are lacking didactical elements and activities supporting mathematical literacy.

Development of Reading Literacy

The CSI concentrated on the support of reading literacy especially in the lessons of the Czech language. 84.6 % of teachers at the elementary level of BSs were professionally qualified; the length of teaching experience was 19.7 years and the average age of teachers was 44.8 years. As regards teachers at the second