

ABSTRACT:

The focus of the thesis is self-education as a part of the professional activity of a primary school teacher. A brief definition of a teacher according to the Education Act and the competencies of a pedagogical staff. The following chapters concern on self-education, self-esteem and self-knowledge, which are the key qualities that are needed in self-knowledge process. The aim of the paper is to demonstrate the important role of continuous self-education as an integral part of the teacher's competencies applied in everyday pedagogical activities. The predominant part of the paper is devoted to the practical part carried out by mixed research, followed by the questionnaire survey aimed at finding out opinions on the area of teacher self-education at the Prague primary school, an analysis of these questionnaires follows. The sample of three teachers was chosen out of the total number of 13 respondents, with whom their motivations, forms, methods, time-consuming self-education, or obstacles preventing, them from self-education were ascertained in the form of in-depth interviews. Furthermore, the analysis compares the attitudes and opinions on the self-education of these teachers. The research shows that the most common motivation of teachers for self-education is the development of themselves, the effort to work on themselves, to improve their pedagogical skills. Teachers most often use one-day courses or seminars for self-education, or self-study of literature. Among the most common obstacles in self-education, teachers mentioned the lack of time, the financial demands of courses and the lack of training.

KEYWORDS:

Teacher competence, self-reflection, development, motivation, teacher.