

Abstract (English)

This thesis is about a role that a study abroad can have for a future teacher. It researches which areas of professional preparation can be most affected by studying abroad and how this experience can contribute to a growth on a personal level. The theoretic part describes studying abroad, with a primary focus on Erasmus+ for pre-gradual students of primary school education. The second chapter argues the phases of gaining pedagogical profession and a possible effect of the abroad study on them. It focuses mainly on the effects on professional growth of a student. The last chapter of theoretical part of the thesis focuses on the effect of an abroad study on the growth of pedagogical persona including the gains to the key competences. The practical part is a mixed research, with the goal of discovering how studying abroad can help the future teachers grow in the areas of personal and professional competences. It analyzes experiences and a subjective reflection of the participants of an abroad study. The data are collected with a mixed research with the help of mixing the methods, where you use the qualitative method then quantitative method and finish with a qualitative method again. The attention is first on depth reflection of a concrete abroad study, then on the analysis of the amount of possible effect of abroad studies on students of Pedagogical faculty through a questionnaire and following the questionnaire is an interview with selected respondents. At the conclusion we summarize the key competences that were the most promoted ones within the scope of an abroad study. The research implies that even though studying abroad should have the most impact on professional competences of future teachers they have much bigger effect on the growth of their persona instead.

Key words: Erasmus+, stadium abroad, personal growth, professional growth, key competences, future teacher, mixed research