

This work deals with permanent and yet actual subject of the relationship of theory and practise in education of teachers. The main subject is connected closely to professional identity of primary school teachers, as well.

First of all, the theoretical part of this work focuses on the relationship of theory and practise. It's based on works of both Czech and foreign authors, specifically German and Swiss ones. Because there are different systems of teacher-preparation in these countries, the view on theory-practise relationship is different in many points, as well. Theoretical part is divided into five chapters. First one presents primary school teacher and shows his typical features which differentiate him from teachers in another levels of education. The second chapter describes a concept of pedagogical education of teachers. The third chapter deals with how differently may concept „practise" be perceived in context of their mutual relationship. The fourth chapter describes the relationship of theory and practise in pedagogy and the last, fifth one is the most comprehensive one and is further divided into three chapters.