

Abstract:

This bachelor thesis deals with the concept of the educated person, which is both a question and a challenge for the teaching profession in the 21st century. The theoretical part first focuses on the characteristics and reflection of 21st-century society and then on the reflection of the concept of the educated person from the past to the present, accompanied by a small glossary of related terms. The concept of the educated person is reflected in the context of social expectations of the educated person and in the context of their social influence and responsibility. The final chapter is devoted to the teaching profession and the school curriculum. The theoretical part confronts the terminology of current education policy and its main curricular documents with professional, pedagogical, and philosophical literature. The empirical part of the work is conducted in a qualitative design and is based on interviews with participants, who are academic staff involved in the training of future teachers and officials (employees of the Ministry of Education, Youth and Sports and the Czech School Inspectorate) who influence the form, implementation and control of the school curriculum. Following the example of the theoretical part, the empirical part again confronts the main concepts and ideas of current educational policy with academic, pedagogical and philosophical as well as bureaucratic and managerial thinking. The aim of the thesis is to conduct a pedagogical-philosophical reflection on the concept of the educated person and education in contemporary 21st-century society and, on this basis, to identify the current challenges and demands on school education and the teaching profession.

Keywords:

Educated person, education, teaching profession, school curriculum, educational policy, 21st century society