

## **Abstract**

The dissertation focuses on the issue of preparatory education of the teachers with emphasis on the structuring effects of teacher education programs and practical training. Its aim is to analyse and compare the concepts, parameters, processes and effects of teaching practise models that result from unstructured and structured learning program of the teacher training for lower secondary schools, in the context of the vocational development of the students of teaching. By means of the analysis of the current state of the practical preparations was to contribute to the discussion of issues concerning preparatory teacher training. It offers starting points of the current teacher education, characterizes parallel and subsequent models of the teacher preparation and the resulting implications for teaching practice. Furthermore, initial teacher education in the context of the countries of the European and its trends, historical insight into the teacher training in the Czech Republic.

The main experimental methods were comparative content analysis of curricula, questionnaire surveys and vigorous discussions. The thesis compares the selected components of structured teacher education programs for lower secondary education of faculties of education in the Czech Republic. It compares the perception of preparedness for the teaching profession by the secondary school students of structured and unstructured programs of study of four faculties of education in the Czech Republic and evaluation of teacher training in practice. Students evaluate the training of unstructured training programs of the Teaching for the second grade of elementary schools better than that of the unstructured programs. The most common shortcomings of the training was provided as a small career-oriented training for teachers, little didactically oriented curriculum, inadequate preparation for educational and learning problems of students, low proportion of professional experience. The difference in ratings of structured and unstructured programs of the Teaching for high schools was not significant, only in the perception of the adequate time spent on professional practice. The thesis also monitors the implementation of innovative elements into practical training. It features difficulty assessment of the professional activities carried out by the students of teaching, in session of three groups of entities. It compares professional development of the students of teaching - the motives for choice of profession, changes of attitudes in the identification of future teaching profession. It was found out that the students of the structured programs were less orientated to teaching.

**Key words:** preparatory teacher education, structured learning, bachelor's degree programs, master's degree programs, follow-up master's degree programs, subject-branch component, subject didactics, pedagogical-psychological component, practical training, teaching practise, student of teaching, university teacher, subject didactic, professional activities of the teachers, questionnaire survey, repeated investigation, longitudinal survey, self-reflection of the student of teaching, attitudes to the profession, learning path of the teacher.