ANNOTATION

This diploma thesis deals with self-reflection of a teacher as one of his key pedagogical competencies. The theoretical part is dedicated to defining a teacher as a reflective teacher. In this part, the significance of a self-reflection in a teacher’s work and its influence on his consequential pedagogical activities is emphasised. This thesis describes various methods of self-reflection that teachers can use when self-reflecting. Selfreflection of teacher’s work can be an incentive towards improving his further work and contribute to professional growth of a teacher and his lifelong learning. The practical part of this thesis is focused on frequency of self-reflection, its timing, use of self-reflective methods and consequent use of information found.