

Abstract

The thesis deals with the professional competencies of teachers of nursery schools. The theoretical part focuses on contemporary education of nursery school teachers and its history in the Czech Republic with an emphasis on professional competencies. Besides defining the concept of professional competence and their various concepts. Czech education preschool teachers is contrasted with the situation in Europe. The main aim of the research part of the thesis is to describe the differences between differently educated teachers of kindergartens within the conceptualization of professional competencies. The investigation is specifically compared how teachers assess the importance of professional competence and adequacy of their development in the initial training. The survey includes pilot study and private research. Pilot study includes data collection questionnaires and structured interviews for the four case studies with differently educated preschool teachers. Own research is realized in the form of questionnaires with different educated preschool teachers and structured interviews with experts on preschool education. Further analysis was carried out educational plans of selected institutions that educate future teachers of pre-primary. The benefit of the pilot study is especially significant revision of the questionnaires and key conclusion is the finding that among participants with varying degrees of education are differences in the conceptualization of competence development preparatory study, but conceptualization of the significance of the differences are not so obvious. The questionnaire survey showed that respondents perceive the used set of competencies as very important, because their assessment of the significance of individual competence was high and there are differences in the conceptualization of competence development preparatory study. Results of interviews with experts showed that the consensus in disagreement with three ways of an education system, but opinions diverge on the changes. Analysis curriculum pointing to inconsistencies in the ratio of basic educational components for the same types of institutions.

Keywords

professional competencies, education, nursery school teacher, tertiary education, graduates in the field focusing on nursery school teaching, preschool education