

Abstract

The work examines the impact of the transformation of the Czech education system after 1989 in the field of changed approach and understanding in the area of teaching and in the concept of education. The theoretical part describes the basis and nature of the changes of the concept of organizational forms and strategies of teaching. It provides explanation and overview of innovative methods, focusing on innovative – project teaching. Indicates the importance of the constructivist approach and the importance of introducing innovative methods in teaching. It describes the current process of professionalization of the teaching profession, with a focus on the professional competence of teachers. It points to the link quality indicators for schools and teachers with new methodological approaches, innovative methods of teaching and motivation of teachers for personal professional growth. There are different ways to describe innovative learning methods and their implementation in practice. Stress is peer support collaboration in schools and to support the career development of teachers. In the practical part, there are validated questions on the attitudes and capabilities of teachers to use innovative methods and motivation of teachers to further their education. The survey was conducted in one of Prague's elementary schools using the questionnaire and interviews.

The conclusion formulates concrete proposals on further possibilities of increasing access to new teaching methods and incentives to encourage personal professional development of teachers.