

Abstract

The thesis deals with the theme of empathy of teacher in educational theory and teaching practice. Its objective is to bring on an analysis of major Czech and foreign educational theories an overview of empathy as specific skills of teacher, its development and position within the given educational concept. The theoretical part first deals with the development of the concept of empathy in the context of psychology, differences between the concepts of sympathy and empathy, its relationship to sex, emotional intelligence, sociability, then focuses on empathy in the context of educational communication at school. The main part consists of analysis of important domestic pedagogical concepts of domestic authors, such as Comenius, Lindner, Úlehla, Chlup, Uher and Příhoda. Among foreign authors are, for example, Rousseau, Pestalozzi, Herbart, Dewey, Steiner and Rogers. The aim of the empirical part is to implement and with the use of relevant research tools to verify the effectiveness of the learning program developing empathy of future teachers. The thesis should contribute to a deeper understanding of empathy in the educational process, both within the theoretical, based on reflection of this phenomenon in educational theories, and especially in practice in connection with the preparation of future teachers.

Keywords

empathy, cognitive and affective empathy, expressed empathy, educational theory, teacher, research