

Abstract:

The presented dissertation paper deals with the pre-graduate preparation of teachers, specially its integral part, pedagogical-psychological experience („experience“). The aim of this paper is comparative study focused on analysing and comparing the conception and implementation of the current conditions of this experience. Comparison was performed between two faculties of education – Faculty of Education at Charles University in Prague and the Faculty of Education at Comenius University in Bratislava. The main research methods were comparative analysis of content, questionnaires and structured interviews. In the research part of the paper, we are trying to define issues that have positive or negative influence: motivation of students to choice of their major of study, their subjective perception of their preparedness for this kind of experience, their assessment of progress of pedagogical experience and its benefits for their future profession. We were provided with other indications by headmasters of schools where this subject was already implemented, by teachers who dedicated themselves to students and by university teachers who lead this subject. The main benefit of this paper is in comparison of both conceptions along with recommendation of the optimal form of practice that could be utilized in the future while correcting study plans for Faculty of Educations at Charles University in Prague.

Key words:

Pedagogical experience, comparison, student of faculty of education, university teacher, practise teacher, headmaster of university, headmaster of practical school, teacher of pedagogical faculty