ABSTRACT
The thesis deals with undergraduate training of kindergarten teachers. The aim is to compare the issue of preparation for the profession of kindergarten teacher from different perspectives in historical and international comparisons and reflect and analyze the needs of the profession towards initial training kindergarten teachers on the basis of theoretical concepts and statements from practice. The research aims to analyze the curriculum of initial training kindergarten teachers at selected faculties of education in the Czech Republic, analyze and reflect on meeting the needs of the profession in these faculties and learn how to evaluate their students' level of development of their professional competence at the beginning of undergraduate training and at the end. Research design is a multi-case study. Working with research respondents has a longitudinal character. Methods were used quantitative and qualitative methodology - questionnaire, rating scales, content analysis of documents, interview and focus group. The thesis analyzes the curriculum of undergraduate training at Faculty of Education Charles University in Prague, Faculty of Education University of West Bohemia in Pilsen and Faculty of Education University of South Bohemia in České Budějovice in the context of the model of the professional standard. The thesis bringing students' view of the preparation for its own development of professional competencies and gives it to the relationship with the analysis of the curriculum. Analyzes the strengths and weaknesses of training at these faculties and reflects the areas and topics for innovations the undergraduate training of kindergarten teachers on university level education.

KEYWORDS
undergraduate training, teaching profession, kindergartener, professional competences, professional standard, curriculum, multiple case study, evaluation of competence development