

Abstract

This thesis is devoted to the teaching profession with a focus on nursery school teaching. The theoretical part contains information about teaching as a profession, focusing directly on the prestige of nursery school teachers and describes the contemporary aspects of prestige. Finally, it is described in detail the development of the profession preschool teacher, as a source of ongoing professionalisation of teaching. The main objective of the research is to compare how the prestige of pre-primary teachers evaluated by teachers from other educational levels and preschool educators themselves. Furthermore, to determine how different the results of the investigation work of the author and poll by the Centre for Public Opinion Research (Centrum pro výzkum veřejného mínění - CVVM) at the Institute of Sociology of the prestige of the profession of 2013 and 2016. Design survey is mixed. The method is a questionnaire, structured interviews and document analysis.

The results show the relative agreement with research by CVVM. Respondents rated significantly differently just 4 professions and teaching professions rated slightly higher than in the original survey. Comparison of the teaching profession, as evaluated by teachers, showed that each group of teachers (according to school grades) evaluated their own vocation maximum Apart from teachers colleges and at most, respondents primary school teachers, then teachers lowest colleges. The interviews showed that the evaluation prestige is dependent on many aspects. Participants often mentioned: responsibility, demanding profession (physical and mental), contribution to society, the level of education or qualifications and experience with people from the profession or their own experience in the exercise of his profession.

Keywords

teacher, educator, status, occupation, profession, semi-profession, preprimary (preschool) teacher, teaching for kindergarten, opinion polling