

First-hand experience with art at school as a factor in shaping attitudes to art and an artistic perception of the world

My dissertation deals with the issue of how pre-school teachers acquire art-related skills and looks at the factors which influence this process. The general focus of the dissertation was updated, with the agreement of my supervisor, in line with the recommendations of lecturers from the Faculty of Primary Education.

The aim of the dissertation is to provide up-to-date feedback on the effect of teaching art and the influence it has on the attitudes of pre-school teachers. I have attempted to point out the factors which emerged as insufficient in teacher training and yet are essential for ensuring a high standard of teaching. I have based my findings on the experiences reported by pre-school teachers and secondary teacher-training school students of art at school.

The dissertation examines the findings of mainly quality-related research, drawn from analysis of interviews with pre-school teachers in the joint towns of Brandýs nad Labem and Stará Boleslav, which have been used as the basis for compilation of a series of case studies. The research has been supplemented with a questionnaire-based investigation for secondary teacher-training school students and a survey conducted amongst parents of pre-school children to determine the attitude of parents to art.

The aim of the dissertation is to produce diagnostic and explanatory information for art teachers at secondary teacher-training schools, to be used as a possible starting-point for setting up further education programmes.

Key-words: retrospection, experience, self-analysis, professional skill, creative and psychodidactic aspect, forms of education, practical teaching experience