ABSTRACT

The diploma thesis on topic Development of professional competencies of Primary School teachers considers the research question: "What is the significance of teacher training and its length in the development of the professional competencies of primary school teachers?". The aim of the thesis is to introduce and analyze effective ways of developing the professional competencies of primary school teachers in the combined form of study. Contextualize the importance of practice and its length in the development of professional competencies. To deal with specific cases, ie cases of significance of practice and its length in the development of professional competencies of primary school teachers. With the support of professional literature, the basic theorems related to the topic of work are defined in the theoretical part: teacher, competencies, key competences, pedagogical knowledge and skills, constructivist approach in education and methods of professional development of teachers. Attention is paid to theory, practice and its position in teacher education. Reflection, cooperation and portfolio are mentioned here as effective means of professional development of teachers, ensuring the interconnection of theoretical knowledge and practical experience. The practical part is focused on qualitative research, the data obtained through the interview was arranged into case studies. Subsequent analysis of individual studies helped find the answer to the research question. Research shows that practice is an inseparable part of teacher education. Assuming the use of effective means of professional development, its length is an important factor influencing the development of teachers' professional competencies.

KEYWORDS

teacher’s training, professional competencies, Constructivist Learning Theory, theory - practice, reflection, portfolio