

## **ABSTRACT**

This thesis deals with the problematics of education of teacher students in the field of ICT. The theoretical part focuses on mapping of the current situation of the pregraduate qualification in the field of ICT of teacher students that do not study ICT as their specialty. It presents the results of the ICILS 2013 research, which are connected to the Strategie digitálního vzdělávání do roku 2020 (Digital Education Strategy for 2020). This program should affect the qualification in the field of ICT of teacher students and the whole concept of teaching ICT in schools. The empirical part focuses on quantitative questionnaire research carried out at the Faculty of Education, Charles University. The goal of the research was to find out if the students are being educated in the field of ICT; if they are being encouraged to use ICT, and if they are interested in ICT. ICT subjects are not compulsory at the Faculty of Education, thus the only students that are being educated in these subjects are those ones who show interest and choose them as elective courses. The thesis includes a chapter on suggestions for practical use, which among other includes the current form of fulfillment of item 3 from the Strategie digitálního vzdělávání do roku 2020 (Digital Education Strategy for 2020) - Provide conditions for development of digital literacy and informative thinking of teachers.

## **KEYWORDS**

Pre-graduate teacher training, Digital Education Strategy for 2020, ICT, attitudes, teacher, ICILS