ABSTRACT

The aim of this thesis is to identify forms and areas of support for teachers in the self-education originating from other selected organizations directly managed by MEYS, and evaluate usability of support for the professional development of elementary school teachers. The theoretical part of the thesis deals with self-education as an important process that participates in the professional development of teachers. It also deals with methods of education, sources of information and the possibilities of self-management of self-education from the perspective of a self-educated person as well as external subjects. In the practical part, the thesis focuses on quantitative survey research focusing on MEYS for supported development of teachers – by the National Institute for Education and the National Institute for Further Education. For the purpose of identifying the available forms and areas of support for teachers in self-education, especially the support of elementary school teachers, a content analysis of the institutions' documents was performed. Based on this, it was found that the output of institutions' activities in recent years were published sources of information usable for self-education of teachers and the offer of educational opportunities. Institutions have also been identified as supporting places for teachers' professional development. On the basis of the results of the content analysis, a questionnaire survey was conducted with elementary school teachers to determine the usability of these forms and areas of support in self-education. In the thesis is also mentioned some aspects that play a main role in its usability.

KEYWORDS

teacher, professional development, self-education, educational management, forms of support, organizations directed by the MEYS