

## **ABSTRACT**

The quality of education of teachers has recently started to be in the focus of educational theory, research and of education policy in all developed countries, including the Czech Republic. We face problems such as unqualified teachers, the lack of interest of young people in teaching, the departure of teachers from schools, the quality of education of teacher, with regard to the needs of modern society and the labor market. Furthermore, the lack of a standard for the teaching profession together with the high autonomy of universities leads to a situation in which individual faculties of primary education design education programs completely independently and we have little information, If they are equipping graduates with comparable knowledge and skills, building similar attitudes and establishing teacher education of similar priority.

The theoretical part is devoted to the development of teacher education of primary schools in the Czech Republic after 1989, the legislative and conceptual anchoring of university teacher training. In the practical part, the thesis attempts to answer the question of how different is the preparation of primary school teachers at various faculties of education in the Czech Republic. The case studies were carried out at two departments of primary education in order to find out how the characteristics of the study program, long-term goals and strategic goals of universities, admission procedure, study plans, state exams, graduate profile, priorities of study programs and overall concept of education differ. Documentation and in-depth interviews with representatives of primary education departments are used to document individual cases.

## **KEYWORDS**

education of teachers, graduate profile, Primary school teaching, Professionalization, Curriculum, Masaryk University, Charles University