

Currently speciality education is being transformed, the evaluation criterion are being changed in connection with the character changes of speciality work. Evaluation systems are being developed in the process of improving the quality of speciality education.

Speciality teacher autodiagnosics and autoevaluation are an integral part of the educational process. Speciality teacher autoevaluation includes a systematic selfevaluation of the teacher's own work according to beforehand set criterion. Gathered autoevaluation results become the basis for further work, since they provide the teacher with some feedback and allow them to modify their work. The aim of the thesis was to gain the experience, which autoevaluation instruments the speciality teachers use, how often and which problems they usually deal with in accordance with autoevaluation.

The entries were gathered by means of a questionnaire method. As to the pupils the questionnaire made an inquiry on the attitude to the speciality in light of their preferences, difficulties and importance. The original questionnaire of Hrabal was also provided with a specific part investigating the level of school-leaver-work-possibility flexibility. The teachers reactions are taken down in specific questionnaires, which were later on statistically analysed. The results shows that teachers show an interest in drawing up a didactic support of autoevaluation, which will simplify the choice of evaluation instruments and bring the teachers possibilities closer to their usage in the context of education.