

ABSTRACT

The master's thesis is concerned with the progress of teaching staff in the context of intergenerational learning in nursery and primary schools. The thesis is divided into two parts. The theoretical part defines the concept of intergenerational learning and describes further connected terms. It is also dealt with the issue of the work environment and the specifics of the school organization, which distinguishes from the ordinary organization and points to the importance of the cooperation of the teaching staff. It defines the intergenerational teachings of teachers and further characterizes its forms, contents and types.

The practical part consists of a research survey in the environment of schools, the respondents of which are teaching staff of nursery and elementary schools - teachers, educators, special educators, teachers' assistants and directors of these organizations.

The aim of this work is to specify the conditions and critical spots in the pedagogical environment using structured questionnaires in the use of intergenerational learning in primary and nursery schools, to identify its most frequent forms and to define the contents in which it is used most often. The survey was carried out using a quantitative method in the form of a structured questionnaire on the basis of which research assumptions were confirmed or refuted.

It surveys fields and forms of intergenerational learning, where a positive interaction among generations is realized and problematic aspects of that process are specified.

KEYWORDS

generation, learning, intergenerational learning, learning interaction, workplace, school, cooperation