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The Czech Teacher Pregradual Practical Training System from the Perspective of the Educators

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Abstract

The paper presents results of empirical probes, which aimed to identify the current state and needs of the undergraduate practical training system for future teachers of Faculty of Education, University of Hradec Krlov. It is based on the use of a qualitative approach and provides new incentives for innovations, which currently being realized. one of the biggest problems of the system of practices is the lack of time devoted to reflection and evaluation, which eliminates the possibility of revising goals, approaches and procedures. In the context of innovations, we are suggesting a new concept incorporating our findings into existing system.

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1. Introduction

Pregradual teacher training traditionally consists of two parts, a theoretical preparation and practice. However this model has been recently an issue point of the professionals but also by teaching students themselves and their educators mainly from three reasons. The first reason is a long-term negative evaluation of theoretical subjects of teacher students. This influences their motivation and expectation that the teaching of theoretical character will not bring them useful insights that could be used in their future practice and the result of this is that students learn the theory mechanically in order to pass an exam and soon forget (e.g. Brcknerov, 2014, Prrcha, 2013, Juklov, 2011). Further issue is a long-term negative evaluation of theoretical training from faculty teachers' point of view

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who are leaders of pregradual training. The usual complaints of these teachers are the content of theoretical training which does not reflect the training's needs (e.g. Korthagen, 2011). All school headmasters complain about pregradual trainings after these novice teachers start to work. Mostly is reflected a minimal influence of pregradual training for the development of useful skills for practice by the school headmasters and fresh university graduates themselves (e.g. Kaganová, 1992, Juklová, 2013).

It is clear that from the above mentioned list of issues that currently operate in pregradual training of teachers two relatively separate worlds, the world of Theory and the world of Practice. These worlds very often stand opposite to one another, either in the content of teaching or in methods used or in the form of mutual attitudes towards people's work from the "second world". In accordance with professionals who try to solve these issues in different levels, we presume that the core of the solution is attempts for interconnection of both these worlds. Thanks to built up bridges there will be possible exchange of experience, information and needs between the surrounding of Theory and Practice allowing teachers to enter the practice much better prepared. Reflection represents one of the pillars supporting these trends. The effort to establish systematic reflection into professional training is obvious at many workplaces training future teachers (Spilková, Tomková a kol., 2010, Píšová a Duschinská, 2011, Vaněk, 2014). Faculty of Education, University of Hradec Králové is involved in a project called Innovation of study fields at PdF UHK which aims are innovations both theoretical and practical training. For the implementation of innovation there had been several empirical probes made with the aim to identify the current status and system needs.

Empirical survey will be presented in this paper, with the aim to find answers on the following questions.

- How real do the pregradual teacher trainings work?
- What is the essence of the role of a teacher of didactics?
- What works well in trainings?
- What should be done in order to have more efficient trainings?

2. Method and research sample

A quantitative research design was chosen and in-depth interviews. The selection of educators was made in the form nomination of surveyed persons. The surveyed persons in our research sample had to meet several criteria:

- Had to have experience in the field of practice (at primary or secondary schools), and in terms of theoretical training of future teachers.
- Had to be designated by their superiors as experienced.
- Had to have experience in the role of a teacher of didactics
- The length of their minimum practice in the field of education of future teachers should have been 7 years.

Based on these criteria there was a research sample made and consisted of the following persons (e.g. Table 1 below):

Table 1. **Structure of research sample**

Teacher of didactics	Gender	Age	Length of practice	Field
Ida	female	45 years	12 years	german language
Marketa	female	60 years	21years	czech language and literature
Dana	female	52 years	17 years	civics

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