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Карьерный рост педагога дошкольного образования через саморефлексию в квалификационной работе

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Проблема и цель. Законодательство Словацкой республики обязывает будущих педагогов дошкольных учреждений, завершающих курс обучения в университете, а также практикующих педагогических работников, сдавших первый квалификационный экзамен, осуществлять рефлексивный анализ своей профессиональной деятельности в формате квалификационной работы. До первого квалификационного экзамена на соответствие должности педагога дошкольного учреждения допускаются лица имеющие среднее педагогическое или высшее педагогическое образование (академическую степень).

Методология. С целью оценки уровня профессиональной рефлексии педагогов дошкольных учреждений был проведен анализ их письменных квалификационных работ. Участникам исследования (дошкольным педагогам) было предложено разработать и оценить методическое решение практической задачи в собственной педагогической деятельности. В рамках исследования были проанализированы квалификационные работы, содержащие рефлексию профессиональной деятельности педагогов дошкольных учреждений, имеющих среднее педагогическое и высшее педагогическое образование. Цель состояла в том, чтобы определить и интерпретировать качественные различия между уровнем профессиональной рефлексии дошкольных педагогов в зависимости от их образовательного уровня. В работе была применена методология качественного исследования. Исследование проводилось на материале двадцати четырёх квалификационных работ, содержащих профессиональную рефлексию дошкольных педагогов.

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Двенадцать квалификационных работ были выполнены дошкольными педагогами, имеющими среднее педагогическое образование, ещё двенадцать работ выполнили педагоги, имеющие высшее образование (академическую степень). В качестве основного метода исследования использовался анализ квалификационных работ объёмом 126 страниц. При оценке авторы также использовали количественные показатели. В ходе контент-анализа документов авторами также был применен качественный метод открытого кодирования. Это позволило сгруппировать тексты для работы по трём категориям: технические вопросы (педагогическая терминология), причинно-следственный анализ (контекстная область – взаимодействие) и критическое мышление (дидактическая рефлексия – воспитательное воздействие). Для выявления, уточнения и анализа зависимости уровня профессиональной рефлексии педагогов дошкольных учреждений от их образовательного уровня было применено аксиальное кодирование.

Результаты. Статья содержит описание, оценку и интерпретацию квалификационных работ дошкольных педагогов, содержащих рефлексии их профессиональной деятельности. В процессе применения методологии качественного исследования авторами выявлена взаимосвязь между образовательным уровнем педагога и уровнем развития его профессиональной рефлексии.

Заключение. Результаты исследования показали, что в обеих группах участников наблюдается снижение способности к профессиональной рефлексии педагогов с акцентом на этапы учебного процесса. Перед участниками обеих групп стояла задача диагностировать проблему в образовательном процессе, выработать стратегии её решения и повышения качества образовательного процесса, направленные не только на обучающихся, но и на самих педагогов. Педагоги, имеющие диплом о среднем образовании, испытывали затруднения в диагностике проблем обучающихся. Осуществляя рефлексии своей профессиональной деятельности, педагоги данной группы считали, что проблемы в образовательном процессе являются проявлением возрастных и интеллектуальных особенностей обучающихся, а не результатом применяемых ими дидактических методов и приёмов. Напротив, педагоги с высшим образованием при решении профессиональных задач проявляли готовность к пересмотру применяемых дидактических методов и приёмов, а также показали более высокий уровень компетентности в области педагогической терминологии. Однако, анализируя собственную профессиональную деятельность, участники обеих групп уделяли недостаточное внимание проблемам развития личности ребёнка.

Авторы приходят к выводу, что в процессе подготовки педагогических кадров для дошкольных учреждений необходимо уделять большее внимание педагогической практике и анализу образовательной действительности с акцентом на успешность обучающихся.

Ключевые слова: карьерный рост; повышение квалификации; педагог дошкольного образования; саморефлексия педагогов; аттестационная работа.

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Career growth of teacher of pre-primary education through self-reflection in qualification thesis

Abstract

Introduction. *A nursery school teacher who aspires to achieve a higher career education degree in professional career development, a pedagogical employee with the first qualification exam, is forced by the legislation to elaborate a reflection on his/her educational activity by means of a written thesis. The professional thinking, often responsible for the quality of the processed reflection, is mainly influenced by pre-gradual preparation. According to the Slovak Republic legislation, the secondary or university education is accepted for the profession of a teacher of the nursery school for the first qualification exam.*

Materials and Methods. *In the research about similarities and differences in pre-elementary school teachers' self-awareness the analysis of their written self-reflection on performed activities was conducted. The participants (teachers) were asked to propose, implement and evaluate their educational activities to solve the methodological-technical problem in their individual pedagogical practice. The reflections of teachers with a high-school diploma and teachers with a university degree were analyzed. The goal was to determine and interpret the qualitative differences among participants' self-reflections depending on their highest level of education achieved. The qualitative research strategy was utilized, while research data consisted of documents – self-reflections on activities from 12 participants with a high school diploma education and 12 participants with a university degree education. The main research method was the analysis of the documents consisting of 126 pages. In the evaluation, we also utilized quantitative indicator measures. During a content analysis of the documents, we performed qualitative open coding method. This*



helped us to condense the text to work with three categories – technical matters (pedagogical terminology), cause analysis (context area – interaction) and critical thinking (didactic reflection – educational impact). Subsequently, axial coding helped us to compare, clarify and explain some coherence in handling the reflective competency of teachers with different education levels.

Results. The paper describes, evaluates, and interprets the self-reflection of teachers for pre-primary education, comparing the level of reflection processing with the achieved education using qualitative research methodology.

Conclusions. The results of the research showed that in both groups of participants, there is a decreased ability to self-reflect one's work with an emphasis on phases of an educational process. The issue in both groups appears to be the ability to explore the cause and possible strategies to improve the process' quality, not only regarding a pupil but regarding one's self as well. Among the participants with high school diploma education, their ability to diagnose a pupil is problematic. In the self-reflection, this group of teachers sees the problem in the educational time interval, or mental hygiene of a child, rather than their own didactic methods. On the contrary, the group of participants with the university degree education express possible strategies to change the didactic methods, while also expressing themselves in more technical terminology. However, in both groups, we observe negative aspect in their low ability to analyze their individual works with an emphasis on a child's personality development. Rather, they describe the pedagogical process from outside. This is to say, in pre-gradual preparation of teachers, greater attention should be paid to pedagogical practice and analysis of educational reality with an accent on preparation on a future successful pupil.

Keywords

Career growth; Teacher growth; Pre-primary education; Teacher's self-reflection; Attestation work.

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Introduction

According to the legislation of the Slovak Republic, the first, the second, and the third degree of higher education (according to the international classification ISCED 5, 6), as well as full secondary vocational education (ISCED 3, 4), with a pedagogical focus is accepted for nursery teachers who pass the first qualification exam. Therefore we focus on the comparison of teachers' self-reflection with an emphasis on their level of education. In particular, we compare the way of reflection of teachers with a secondary education degree with the teachers with an M. A. degree (university education) in the

relevant field. The study aims to bring the results of the analysis from a qualitative methodology of pedagogical research about the consistencies and differences that are in the reflections in the pedagogical thinking of teachers for pre-primary education.

Materials and Methods

In the research about similarities and differences in pre-elementary school teachers' self-awareness the analysis of their written self-reflection on performed activities was conducted. The participants (teachers) were asked to propose, implement and evaluate their educational

activities to solve the methodological-technical problem in their individual pedagogical practice. The reflections of teachers with a high-school diploma and teachers with a university degree were analyzed. The goal was to determine and interpret the qualitative differences among participants' self-reflections depending on their highest level of education achieved. The qualitative research strategy was utilized, while research data consisted of documents – self-reflections on activities from 12 participants with a high school diploma education and 12 participants with a university degree education. The main research method was the analysis of the documents consisting of 126 pages. In the evaluation, we also utilized quantitative indicator measures. During a content analysis of the documents, we performed qualitative open coding method. This helped us to condense the text to work with three categories – technical matters (pedagogical terminology), cause analysis (context area – interaction) and critical thinking (didactic reflection – educational impact). Subsequently, axial coding helped us to compare, clarify and explain some coherence in handling the reflective competency of teachers with different education levels.

Results

Nursery Teachers' Career Growth

Nursery teachers have two ways of implementing their career growth. The first option is a vertical shift to a higher career level by continuing education. The second option is the horizontal growth of the teacher in the form of a transfer to another career position. At the nursery school level, this is the leading pedagogical staff, the leader of a methodological association, or a class teacher. Since 2009, Career Levels consolidate the Act on Educational Employees and Professional Employees (...). The Slovak Republic recognizes four career degrees:

1. Beginning Teacher – becomes a first-time worker. At this stage, an individual can remain for one year until he/she completes adaptation training. A prerequisite for progressing to the next career stage is the successful completion of the adaptation education provided by the school where the teacher teaches.

2. Independent pedagogical employee bases on an individual teacher's choice if he/she will remain in this career level during the entire professional career. It will also be reflected in one's financial assessment. If a teacher wishes to move on a higher career level – it also means to move on a position of a pedagogical employee with the first qualification or the highest career level, or a pedagogical employee with the second qualification exam, one must fulfill certain conditions.

– a pedagogue must obtain 30 credits for attending formal education programs and subsequently to undergo the preparatory attestation training in one of the organizations providing these forms of further education;

– a pedagogue must obtain 60 credits for formal education. In this case, it is not necessary to undergo preparatory attestation training.

Once these initial conditions have been met, the teacher has to face another task, to process the first or second qualification thesis in a written form and perform the qualification examination. Only a teacher with a higher education degree in the Pre-school Pedagogy can apply for the second qualification exam.

Moving up the career level, the teacher with the first qualification exam becomes responsible for class-level innovations (Babiakova, 2013 [1]). Moving up to the highest career level, the teacher with the second qualification exam becomes an expert, and one's pedagogical experience should be presented throughout the school or the wider region.

Teachers' Further Education and Purpose of the First Qualification Work

By the law (Decree No. 445/2009, Act No. 317/2009¹), the qualification exam is the verification of the competencies of a pedagogical employee as a condition which must be fulfilled for inclusion in a higher career and sustainable level. Sustainability is achieved by respecting the law. Qualification exams in Slovakia are carried out before the Attestation Commission of Higher Education Institutions, Further Education Organizations of the Ministry of Education, or the Attestation Commission of other Ministries. The content of the first and second qualification work is regulated by Decree No. 445/2009² on Further Education. It is stated that the content of the first qualification is the demonstration of the teacher's creative experience in solving a concrete professional and methodological problem. It is a prerequisite for the teacher to work out the written reflection of one's pedagogical activity and thus to demonstrate one's pedagogical experience and thinking. According to Korthagen et al. (2011) [12] thinking about teaching is a manifestation of a "wise teacher" (p. 69). It can be said that the requirements of the legislation correspond to this theory. Duchovicova and Petrova (2016) [3–4] state that a wise man (a teacher) can perform one's metacognitive processes in the following sequence: awareness of the existence of the problem; defining the nature of the problem; clarifying information about the problem; formulating a problem-solving strategy; allocating resources to address the problem; monitoring problem solving, and evaluating feedback to the solution. The teacher's starting point for processing the first qualification thesis is

an intuitive perception of the educational reality of a class with an emphasis on exploring, discovering, and diagnosing a professional methodological problem. The teachers study adequate and up-to-date literature to define and anchor the problem. It should help the teachers to find and develop innovative approaches to the strategy in the form of elimination activities, respectively, troubleshooting. The problem can be solved by the proposed activities through organizational forms and means, through methods and principles, or the teaching styles of the child. The activities should be original and innovative. The description of pedagogical-didactic procedures by which the teacher solves a professional-methodological problem is part of the qualification thesis. The teacher then writes the self-reflection of pedagogical activity. It should be stressed that, because of the high percentage of teachers with secondary education, this is the first opportunity to process the text on the problem solved with a correct work with bibliographic references to the authors. However, it is not their first opportunity to elaborate the reflection of their pedagogical steps, as it was part of the lessons of continuous pedagogical practice in their undergraduate training as well as in secondary and tertiary education. At that time, the current teachers were on the "second shore" because they were not in practice every day but rather confronted with a theoretical preparation to solve possible problems. Teachers are therefore forced to return to the mentioned study phase with an emphasis on updating sources and respecting new scientific knowledge. Dewey (as cited in

¹ Zákon NR SR 317/2009 O pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov. Retrieved from: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2009/317/20170901>

² Vyhláška 445/2009 O kontinuálnom vzdelávaní, kreditoch a atestáciách pedagogických zamestnancov a odborných zamestnancov. Retrieved from: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2009/445/20091115>

Kolb, 2014³) highlighted this step: “...emphasizing the need to break the flow of experience so that reflection could take place”. According to Dewey (...), it is necessary to reflect the experience so that we can ascertain the significance of our experience and then use it as a guideline for further experience. It can be said that this pillar also qualifies – its written work, its defense, and the oral exam of the teacher as a necessity of further education.

Results

Reflection of Educational Activities as Part of the Qualification work

As mentioned above, the content of the first qualification thesis is to demonstrate the solution to the methodological problem through creative experience. Through the deductive approach, we want to emphasize the meaning of the phrase “prove solution”. For teachers, it means not only planning pedagogical activities but also implementing them into the practice and subsequently reflecting on the process. The

reason for applying the reflection in pedagogical activity is the fact that the pedagogical process in nursery schools is not planned. Some ideas about teaching and doing reflections and self-reflections were described by these authors (Ambrozy et al. [2], Drovosekov and Sakhieva [5], Fenyvesiova and Kollarova [6], Gashi-Berisha [7], Haroun [8], Ismailova and Bondareva [9], Khuziahmetov et al. [10; 11], Petrikova et al. [17], Rizekova [18], Rozhina and Baklashova [19], Sharonova et al. [20], Staruss and Corbinová [21]). There are various factors that influence interaction in education. Nehyba, Lazarová and Kolb (2014) [14] state that this is the main reason why it is not possible to determine precisely the working procedures applicable to all situations. According to the authors, there is nothing left to improve their activity, just the use of the basic strategy “act, perceive and react accordingly” (provide the page). These three steps can also be perceived as a base for reflection. Waligórski (1993, [22, p. 34]) sees the improvement of the process in these steps:

Table 1

Stages of Improving the Pedagogical Process

diagnosis	knowledge	confrontation	changes	confrontation	diagnosis
	theory (literature analysis)	working with theoretical knowledge	teachers' activity	performance with previous theories and results	

(Korthagen et al., 2011 [12]).

The authors point out that the differences are founded in various terms of opinions that

constitute quality teaching. It is the mental process of the teacher in an attempt to structure or

³ Kolb A. D. Nepochádaný život nestojí za život [...]. In J. Nehyba & B. Lazarová et al. *Reflexe v procesu učení*.

Desetkrát stejně a přece jinak [...]. Brno: Masarykova univerzita, 2014.

re-educate a specific pedagogical experience, which creates the link between the various definitions of the quality of teaching. Kolb (2014) ⁴ adds that reflection is an internal transformation of experience. The essence of reflection lies in a deliberate attempt to change its pedagogical action in order to improve the

reflection. If we ask ourselves about the importance of improving the qualification thesis of teacher's thinking, Strauss and Corbin's (1999) model can be of great help, which is aimed to analyze qualitative data and reveal many contexts (Table 2).

Table 2

Causes and Consequences of the Attestation Work

Causal Conditions	Phenomen	Common Conditions	Intervention Conditions	Strategies	Conclusions Consequences
Need for the elaboration of the qualification thesis in order to meet the qualification requirements.	Proposal, implementation, verification, and evaluation of activities related to the established expert-methodological problem (theoretically and practically).	Structuring activities without their written analysis and without updating the theoretical origins.	Setting up systematic activities with an emphasis on solving and eliminating a professional, methodological problem based on respecting the current theoretical backgrounds.	Active and systematic diagnostics of children with a subsequent study of current professional literature and creation of specific activities with subsequent didactic analysis in the form of reflection.	Systematic teacher education changes in the pedagogical thinking with an emphasis on the specificities of the class, their thinking will be reflected in the selection of activities and their didactic analysis – reflection.

As mentioned before, the aim of the thesis is the written processing of reflection. Every day, the teachers receive the opportunity to record their thoughts about the activity they have implemented. They can process the so-called pedagogical diary where they record their observations about educational activities. Koutekova and Furinova (2015) [13] write that “the pedagogical diary allows a deeper self-reflection of teachers, not the preparation of the teacher for teaching, but the notes after teaching as experience, observations of the teaching

process, relations between pupils, pupils' reactions to their own work, etc.” (p. 91). In preparing the thesis, the essential feature of a teaching diary is processing the information related to the methodological problem. Writing one's experiences supports the teacher's ability to logically and rationally analyze their own experiences. Babiakova (2013) [1] builds this technique on two pillars, namely, on the teacher's experience and ability to write. The qualification exams show that the second factor is a challenge for many teachers. The support service for

⁴ Kolb A. D. Neprobádaný život nestojí za život [...]. In J. Nehyba & B. Lazarová et al. *Reflexe v procesu učení*.

Desetkrát stejně a přece jinak [...], Brno: Masarykova univerzita, 2014.

teachers, in this case, is the implementation of preparatory qualification training, which also aims to prepare a teacher for the written processing of the thesis and to conduct the examination.

Reflection on points of view

Reflection can only be made depending on the activity (Kolb, 2014)⁵. It is directly linked to the already implemented activities. The process of the professional reflection writing should not only be done at the descriptive level when the teacher describes the activity from outside, but also it should be done in order to analyze the activities, actions, and responses to examine the context, the causes, and the influence as it is stated by Vajcík (cited in Kouteková & Furinová, 2015 [13]).

There are several concepts for creating a reflection of pedagogical activity. Kouteková and Furinová (2015) [13] list them in their monograph. One of the easiest ways is Smyth's reflection concept, which has four phases: the descriptive phase, the informing phase, the confronting phase, and the reconstruction phase. The descriptive phase depends on memory, accompanied by questions that are focused on the description of the course of action: *What did I do?*; *What methods did I use?* The informing phase presupposes the teachers' understanding of the didactic concept; the teacher is able to explain why a particular method has been used. The confronting phase is referred to the teachers' awareness of the values that have been strengthened in teaching. Finally, the reconstruction phase – the teachers' thinking about possible changes. *What could I do next?* Nezvalová (cited in Kouteková & Furinová, 2015) [13] does not specify the phases of reflection, but she refers to the groups of

reflections. She defines the three primary groups: the reflection/evaluation of the technical side of the educational process (description of the used material and non-material means for the fulfillment of the goals), the contextual reflection (the analysis of the relations between the individual concepts resulting from the theoretical origins and their practical application), the dialectical (critical reflection) – the highest level of reflection, in which the teacher thinks about the importance of one's work, contribution and then considers the possible correction of one's future activities. This division has become the starting point for our analysis of reflections.

Research on Conformities and Differences in Self-Reflection of Nursery Teachers

During several years of direct observation of qualification exams as a member of the examination board, which also includes a presentation and defense of a thesis, as well as assessing these works from the position of a reviewer, we found that there are differences in the way of writing the reflection. However, it cannot be unequivocally claimed that the differences are significant. Also, it cannot be argued that teachers with higher education (university education) are able to go deeper into the reflection of their pedagogical and didactic steps. The research question was: *Are the reflections of nursery teachers with completed university education at a higher level than those of full-time secondary vocational education teachers?* (referred as FSVU) This question has become a research problem at the same time, based on which we have set the goal: discover and interpret the qualitative differences between the participants' refined reflections according to their highest level of education. The sample choice was

⁵ Kolb A. D. Nepochádaný život nestojí za život [...]. In J. Nehyba & B. Lazarová et al. *Reflexe v procesu učení*.

Desetkrát stejně a přece jinak [...]. Brno: Masarykova univerzita, 2014.

intentional. Since it was a pre-survey of our planned national survey, we chose 24 nursery teachers, 12 teachers having completed secondary education, and 12 teachers have completed university education. All participants have a pedagogical experience; they are 25 to 35 years of age and have undergone preparatory qualification training.

The primary research method is the analysis of documents, namely, written reflection processing exempt from qualification thesis. For each participant, we choose the reflection of educational activities; we analyze 24 documents. The texts are divided into three groups based on the teachers' responses – using technical issues, introducing the causes and critical group, and the evaluation statements. In evaluation, we proceed

with a document analysis by focusing on the open coding on the three areas mentioned above, qualitatively and quantitatively. Then we interpret and analyze them while finding the relationships and connections between the gained data. Since we cannot deal with research due to the extent of the thesis, we mention the most significant data. We have decided to interpret the technical side through quantitative data and two other areas – critical (dialectical) and causal – to interpret some qualitative ones.

Pedagogical language – a technical area

The quantitative data indicate that in terms of technical aspects in the pedagogical language, they use equally technical terms of didactic categories. It is documented in Table 3.

Table 3

The occurrence of Statements on the Rated Areas

Assessed areas	FSVU (secondary vocational education)	Teachers with university education
Technical	47	48
Causal	5	30
Critical	2	8

There are questions related to the area of causes. There is an incomparable difference. The area is attributed to the most critical impact of identifying teachers' pedagogical thinking – constructive criticism. The analysis of these two areas is discussed below.

In *the technical field*, which is characterized by operations with didactic concepts, it can be said that both groups can formally name individual pedagogical-didactic interventions correctly, but not in all cases functionally. It means that they name, for example, a method, but no longer justify its choice concerning the objective or organizational form, or its consequence. On average, a quarter of the

statements are devoted to the **objectives** of the teachers with a university education, but only half of them evaluate the objective with a specified indicator, while others only mention it with a statement that it has been met. In the case of FSVU, it was only one-sixth of the statements. **The method** was a relatively frequent category, even to a greater extent in the case of FSVU; up to 24 of the number shown in Table 3. However, only half of the participants justified the reasons why they chose it and what consequences it had - *they did not justify the selection, they named it only in relation to its placement in the education phase*. It is thus comparable to the teachers with university education who were more specific.

Similarly, it was with the **principles** that occurred in 6 cases in both presented groups, but rather only in the position of their naming. In 3 cases by the FSVU, it has been described and justified in more detail. Both groups expressed at least 2–4 statements to **organizational forms** and **didactic means** without the justification of their choice and functionality. In reflection, we should also comment on **the outcome of activities** depending on the child's diagnostics. This issue occurred only in the case of participants with a university education, in 7 statements; it is also related to the higher level of the critical level where they proposed strategies but without consequences. However, it should be emphasized that the participants were very brief in both groups, and their specific strategies that could improve their work could not be read clearly from the reflection. We want to draw attention to the fact that during an evaluation, the **FSVU takes into greater account the child**, respecting his/her personality - *in order the children to observe, in order the children to practically perform*. In the case of teachers with university education, it was more academic, as if without the presence of a child, while the participants emphasized **their personality** and their involvement - *I praised the children for encouraging them, and I respected their level of development*. Even when we focused on the occurrence of specific interventions, at **FSVU** it was **more concrete activities** with an impact towards children - *to help the children understand, to help them imagine, to give children an experience, to harmonize the game of Orff's instrumentalist with motion for them*. For the teachers with university education, these interventions were again **more at a general level** - *getting to know the new unknown, activating creative thinking*. It shows that although FSVU participants do not use such an academic language, they are increasingly reflecting on the child and its developmental peculiarities; they

look for better ways of how to bring activities closer to children. In the case of the teachers with university education, reflections are mastered by a more flexible pedagogical language, but it is evident that the teacher puts himself/herself first, which we do not regard as positive in this process, in which the content and the children are equally important. It should be taken into consideration that this is a technical area characterized by operating with concepts, but these are the signals that we recommend for further exploration.

Part of the causes is interaction – a contextual area

In their evaluation, FSVU participants also commented on identification, verification, validation of knowledge, and on usage in practical activities. They emphasize observation of activity, subsequent repetition, and possibilities of modification of activities up to their own experience. From the point of view of participant analysis, we cannot positively **evaluate activities of the children and the teacher that were rather described externally**, which did not prove that the performance standards were met by the children. They draw attention to the **emotions** “*method of play has sparked great interest among children*”, their **communication problems** “*children from the less cultured environment*”, or the problem of **time-space** to manage their task where they see a starting point in above mentioned other organized activities during the day, afternoon. Although, to a lesser extent, the FSVU participants see the causes in the choice of methods and means concerning the motivation and successful completion of children's activities, with **emphasis on diagnostics**. This result was not confirmed with the teachers with university education (see Table 3).

As in the previous cases, the participants with university education **describe the sequence of activities**, but in order to clarify the necessity

of including the activity: “(...) *I wanted to change the nature of sedentary activity*”. These participants also comment on the **emotions** of children, but it results from the children’s activity “*they were looking forward to a separate application (...) they were interested in the activity*”. Although the causal area statements were represented in an incomparable quantitative difference 30 (see Table 3), it cannot be said that there is the same disparity in terms of quality. Only in one case, a change of activity alert appears because the teacher respects the **child's learning style**. Several participants commented that they “*had to*” **help** children in performing tasks, especially during handling work. However, none of them mentions a possibility of changing the method or means, for instance, other natural or technical material: “(...) *I helped them (...) I had to assist individually*”. From the point of view of educational methods, the participants expressed towards the praise, but only in connection with managing the task at the level of *independence and a suggesting change in the activity*. The final diagnostic phase did not always address the participants in a concrete way. Instead, they evaluated it in a general way: “*By supportive questions, I encouraged children to self-evaluation; I encourage children to activity*”. Only in one case, there were specific statements: “*what they created, how they enjoyed working, whether they succeeded*”. Similarly, in one case, the participant commented **on the discipline**, especially on the risks during group formation. It shows that participants are able to work efficiently and flexibly with the time of educational activity.

It is necessary to consider whether a written analysis captures the realization level and whether a participant can be a better “*theoretician*” than a “*practitioner*” and vice versa. These ideas prove that in several reflections of the teachers with a university education, there are phrases such as

“*socio-emotional area, improving collective emotions, collective feeling, positive appreciation (...)*”. The statements above are out of the context because the participants, in any case, state the fulfillment of the objective as a necessity emphasizing credits of own actions. It has also been demonstrated in the previous technical field. Here is where the theory of Pelikán (1991) [15] and Petlák (2004) [16] confirms, the selection and structuring of teacher activities are based on the teacher's concept of teaching. Although Pelican's research has confirmed that the personality characteristics of a teacher’s qualities are not important, we can see that it can play its role in reflection, for example, giving himself/herself credit without interaction.

Dialectic reflection – the meaning of action

The statements belonging to the *critical area* category were least represented in both groups; for FSVU participants, there were only two statements. The participants confronted the **difficulty of the content** with the fulfilled objective, while **they saw the strategy in the time horizon** rather than in improving their educational interventions. In the context of thinking and further progression of the child, the FSVU participants comment on possible strategies in which they do not indicate that they would change the way (methods), but rather **the time interval** with emphasizing on the frequency of inclusion. For example, the following statement is a proof: “*In one day I would choose to create a book and its re-reading during which we repeat the memory reading, and I would save the directional orientation for the next day*”. From the point of view of self-reflection, it is difficult to say whether time would be beneficial for the activity or a change of the organizational form, or a choice of another method. An exciting moment of reflection of FSVU participants is also

that although the task is to reflect on their work and its improvement, in the reflection, we find that the participants instead write some **professional recommendations**. For example, what activities should be included, they professionally called it “*the method of movement improvisation*”, but do not justify why and what effect it may have on the child. We can say that FSVU participants are rather critical not because of their choice of didactic “tools” but rather of children, their possibilities, and limits, and they see the solution exclusively in time.

The participants with university education are more critical not only of their choice of **didactic procedures** but also of **time**. Although they do not think about the cause, they instead take into account the subsequent solution for its elimination with an emphasis on their didactic procedures, their *most frequent choices are the inclusion of individual, organizational form, the offer of more frequent manipulation with didactic devices, and also a change of space from interior to exterior with emphasis on developmental possibilities of the child*. It should be appreciated that one of the participants expressed her views on **the offer**, which can be named **a motivation** and not a necessity (command) in the pedagogical-didactic procedure for improving the child's skills, for example, cutting and scissors handling. The teachers with university education do not forget **to take into account the child's limits**, and they are able to look for and find opportunities for improvement, or secondarily they take into account other possible causes of child failure: “*This problem might have occurred due to the children's inadequate experience of solving problems with similar content*”. We must also mention a frequent **category of creativity** among teachers. Especially in artistic activities, it is shown that teachers give a relatively important role in creativity, but none of them specify what exactly they observed in creativity. On the one

hand, they point out that although “*they will make a lot of effort (...) less skillful children can stay unrecognized among those who are more active*”. One of the participants sees the solution in the already mentioned **change of organizational form**. However, what we consider to be a severe disadvantage of the statements above is that without the knowledge of what we observe in the category of creativity. Based on the result effect children cannot be evaluated as “*less skillful*”. The creativity of the child also depends on the offer of motivation, aids, proximity to the topic, or the art or atmosphere in the classroom, and in no case must there be control as emphasized by one of the participants. The child's creativity also depends on the offer of motivation, the aids, closeness of the topic, artistic techniques, the mood in the class, and, in any case, there should be no supervisors, as one of the participants suggests it.

Conclusions, Discussion

The reflections in the qualification thesis of FSVU teachers and the teachers with university education showed that in both groups a greater attention should be paid not only to reflecting the practice with an emphasis on the learning process but also on areas of improvement in the search for causes and possible strategies to improve the learning process towards children and teachers themselves. More attention should be paid to the diagnosis, which needs to be taken into account when planning further activities and to focus on the fact that we must take into account the content, the personality of the child, and the personality of the teacher during the evaluation. It is not possible to evaluate the process without the interaction of these factors. We should also like to pay more attention to reflection not to allow to disappear a child's personal development in the contextual context; we should not operate only with terms that do not have a specific and useful value. For

teachers with secondary education, we would recommend to be more rigorous in the preparatory qualification education where the emphasis would be placed on current theoretical backgrounds to understand that this is a necessary condition for the practical solution of any pedagogical problem. At this time, it may be assumed that all didactic categories and their relationships will be taken into consideration in the variation of pedagogical-didactic procedures.

The teacher's reflection is a set of internal questions that he/she answers. Some of the results of our research show that we can not unequivocally claim that the teachers with university education are better prepared in the area of reflective competences through which we can find out their pedagogical thinking. The teachers insert their professional, pedagogical, psychological, and social knowledge and their current psychological and physical condition and

overall emotional stability. Thinking of the teacher as an internal agent of one's subjective teaching approach is a process that evolves, and therefore it is necessary to pay attention to the motivation for further education already in the pre-graduate studies. It can also open up other personality, especially communication and career opportunities – the courage to experiment, think about processes differently and thus to find answers to questions related to the determinants of the pedagogical process. Metacognitive thinking of a teacher, as one of the internal factors of education, is a process that develops and depends on one's experience. It is the main reason why it is important to combine practice with theory already in the preparation stage of future teachers and why it is necessary to use the potential of a teachers' experience from practice in their further education.

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