Palacky University in Olomouc

Faculty of Education

Institute of Education and Social Studies

**Research of Civics Teachers’ Specific Competencies**

*a resume of the presentation for an exam*

2014 VandaVaníčková

1st grade, Doctoral Study Programme Education

Supervisor: Doc. PhDr. Zdeněk Novotný, CSc.

**Introduction**

Nowadays we live in the time of knowledge based society (Janík, 2005) that brings many changes into our everyday lives. So much more new educational objectives and teaching tools have to be found. For example using such tools as modern technologies or new didactic methods can be one of the ways. Civics, in Czech General Framework Program called Social Sciences (Občanský a společenskovědní základ), has to correspond to these changes more than any other school subjects. Civics teachers have to consider these questions: How is their lesson preparation influenced by nature of Civics and which specific competences do they need?

**Motivation for topic**

I have studied Civics teaching within my master’s studies and so far I have found teaching this subject very challenging. My opinion is based not only on my experience coming from teaching practice at schools but also on how Czech curricular documents define it. Its multidisciplinary character requires from teachers to transfer their knowledge of psychology, sociology, philosophy, and many more so called social sciences into the didactic level. Then the topicality of the subject enhance demands on teachers to keep their information constantly updated in the light of recent development. Teaching Civics also opens dialogues about issues that deeply divide society such as racism, sexism, and religion. I believe that next to general professional competencies there are some less studied specific competencies that Civics teachers should have and which directly affect the course and quality of teaching. Therefore I have decided to do research into them to fill this knowledge gap.

**The aim of the dissertation**

The present dissertation aims to name Civics teachers’ specific competencies coming from the content of the subject defined by different School Education Programmes of selected Czech schools. Further research of these competencies will be followed by an analysis of students’ key competencies obtained by studying Civics which may also determine teachers’ specific competencies. This work will also be focused on pregraduate preparation of Civics teachers at Czech universities.

**The content of the dissertation**

The theoretical part will introduce the research context of Czech and foreign documents focused on Civics teachers’ specific competencies and also on interpretation approaches and division of professional competencies which are closely related to specific competencies. The practical part will be formed by a qualitative research in the form of in-depth interviews with qualified Civics teachers. The content of interviews will observe teachers’ perception of nature of Civics, its teaching, and associated specific competences.

**Bibliography**

*Citizen Education in Europe*. (2012). Brussels: Eurydice.

JANÍK, T. (2005). *Znalost jako klíčová kategorie učitelského vzdělávání.* Brno: Paido.

KENNEDY, K. J. (1997). *Citizenship, Education and the Modern State.* Abingdon:RoutledgeFalmer.

KYRIACOU, C. (1998). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

STANĚK, A. (2010). *Kvalitativní výzkum profesní identity učitele výchovy k občanství.* Praha: Epocha.

VAŠUTOVÁ, J. (2004). *Profese učitele v českém vzdělávacím kontextu*. Brno: Paido.