

Observing Qualitative Changes in Psychosomatic Condition

Abstract

The article includes the interpretation and evaluation of self-reflections of students who experimented with Acting with the Inner Partner

Key words: *acting with the inner partner, analysis of students' reflections, self-consciousness, psychosomatic, experiential learning.*

1. Introduction

Professor Švec highlights problems of teacher education discussed in journals and monographies, both in the Czech Republic and abroad (Lukášová-Kantorková 2003, Spilková, et al. 2004, Vašutová 2004). The above-mentioned papers emphasize **pedagogical training** as a very important part of education of future teachers. The pedagogical training can be defined from various points of view, most often as learning the **pedagogical know-how**. In the Czech Republic it has been widely used, especially with the delimitation of pedagogical (professional) qualifications (e.g. Švec 1999, Walterová 2001, Janík 2005).

Selection of a convenient approach is an issue. We support the idea of Professor Vyskočil (2000) that pedagogy, let us say, pedagogical work in various relationships and situations is similar to acting, i.e., acting not only in the sense of actors' public performance but acting as a conscious, communicative, creative and in this respect personal and authentic action. The preference of authentic acting is the main tendency of studying the so-called **psychosomatic disciplines**. Psychosomatic disciplines are different from other disciplines orientated to verbal and non-verbal