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Pedagogical Condition at Undergraduate Teacher Preparation

Abstract

Within the academic preparation of future teachers we quite often notice that the students expect pedagogical or didactic disciplines to give them practical advice and guidelines for their teaching, which is logical. However, every experienced pedagogue knows how unrealistic such expectations are. The study of pedagogical sciences offers information basis, but its knowledge does not guarantee pedagogical mastery to any teacher. Our aim is to enrich the existing form of pedagogical programmes by adding a new dimension of personality development, which we want to achieve through psychosomatic disciplines. Completing this kind of preparation should enable the students to develop the so-called pedagogical condition. Graduates in Teacher Training programmes should then be not only academically educated professionals, but also authentic, self-reflecting personalities, capable of taking responsibility for their action.

Keywords: *pedagogical condition, psychosomatic preparation, undergraduate teacher preparation, pedagogical environment, psychodidactic dimension, personal dimension, communicative dimension*

Introduction

In the introduction we present the results of the research that involved the students of Bachelor's programme Preschool Teacher Training, during three years (2010–2013). On the basis of the presented findings we offer a model of preparation with its verification that would make the undergraduate preparation of future pedagogues more effective and develop their pedagogical condition.