Conclusions

The present research has both benefits and limitations; the major limitation of the research was the method used, as the academic teachers could not evaluate all their knowledge and experience. Interviews with academic teachers provided more precise information, even though taken from a smaller number of academic teachers. There were several items in the questionnaire which reduced its reliability. The research was limited also by its size, sample availability and local character. In line with the findings of Leader-Janssen and Rankin-Erickson (2013), our research results demonstrate that the development of future teachers and educational staff is a long-lasting process. The length of study, and the subjects taught improve the self-evaluation of didactic competences of academic teachers in their profession, however, a separate important issue is the theoretical, didactic and methodological preparation of the faculty aimed at the harmonious development of academic teachers’ theoretical knowledge and practical experience spread in full-time study. The findings discussed in the research revealed possible shortcomings in the university teachers’ attitudes to the development of their knowledge and experience. This should be improved by an extension of the study programme and more contact periods, consultations, and reflections with other teachers of the subjects. However, the research results may be of benefit for the development of the curriculum related to language and didactic competence. The investigation is meaningful also for follow-up research projects and for the improvement of the diagnostic process of academic teachers’ competences in their own educational practice.

References


