

## PEDAGOGICKÉ PRAXE V RÁMCI STUDIA TĚLESNÉ VÝCHOVY NA PEDAGOGICKÉ FAKULTĚ JIHOČESKÉ UNIVERZITY V ČESKÝCH BUDĚJOVICÍCH

## PEDAGOGICAL PRACTICES WITHIN THE STUDY OF PHYSICAL EDUCATION AT THE FACULTY OF EDUCATION, UNIVERSITY OF SOUTH BOHEMIA IN ČESKÉ BUDĚJOVICE

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### Abstract

Teaching practice plays a crucial role in the preparation of future physical education teachers. It enables students to apply the theoretical knowledge acquired during their studies directly in practical settings, facilitating the acquisition and development of professional competences. Additionally, it enhances social and communication skills, which are essential for success in the teaching profession, all under the guidance of experienced educators. The aim of this paper is to present and analysis the concept of field practice at the Department of Physical Education and Sport at the Faculty of Education of the University of South Bohemia České Budějovice. We focus on assistant and continuous practices, which are designed to align with current European and global trends in teacher training, in accordance with the professionalization of the teaching profession. In the actual implementation of these types of practice, we also emphasize the importance of a reflective approach and the introduction of students to the realities of a genuine school environment.

**Keywords:** pedagogical practices; professional competences; student; teacher; physical education

### Souhrn

Pedagogické praxe hrají klíčovou roli v přípravě budoucích učitelů tělesné výchovy. Umožňují studentům aplikovat teoretické znalosti získané během studia přímo v praxi, získávat a rozvíjet odborné kompetence, zdokonalovat sociální a komunikační dovednosti v přípravě na výkon pedagogické profese pod vedením zkušených učitelů. Cílem příspěvku je představit a analyzovat koncepci oborových praxí na Katedře tělesné výchovy a sportu Pedagogické fakulty Jihočeské univerzity v Českých Budějovicích. Zaměřujeme se na asistentské, průběžné a souvislé praxe, jejichž záměrem je plně respektovat aktuální evropské a světové trendy přípravy učitelů v souladu s trendy profesionalizace učitelské profese. V rámci vlastní realizace uvedených druhů praxí zdůrazňujeme i význam reflexivního pojetí a uvedení studenta do podmínek reálného školního prostředí.

**Klíčová slova:** pedagogické praxe; odborné kompetence; student; učitel; tělesná výchova

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### Introduction

At present, significant advancements are being made in the fields of science, technology, and the development of information and communication technologies. These advancements bring about an increase in new knowledge and information, consequently raising the demands on the teaching profession. A modern educator must be a person equipped with extensive knowledge and specific skills, enabling them to respond effectively to situations arising in the course of teaching (Bendl & Kucharová, 2008; Vítečková, 2018). Teachers have a direct influence on the selection of teaching methods, play a significant role in motivating students, determine the content of lessons, and their approach significantly shapes students' skills and habits (Průcha, 2017; Švec & Bradová, 2013). Novice teachers

often face professional challenges due to their limited prior experience in schools. For this reason, there is no need to question the importance and relevance of teaching (subject-specific) practice as part of the professional education of students in faculties of education. In 2023, the Ministry of Education, Youth, and Sports (2023) defined the common professional competences required of teaching graduates. This document represents a shared vision for the quality of teacher preparation and aims to further professionalize the teaching profession. The foundation for this document was the Framework of Professional Teacher Qualities (Tomková et al., 2012).

It is an objective fact that the professional competences of teaching graduates cannot be developed solely through transmissive methods (lectures) or independent study of scholarly resources. Rather, they are primarily cultivated through interaction, hands-on activities, collaboration, imitation, and reflection on personal experiences (Kursová, 2021). The competence framework for teaching graduates is divided into six areas. These represent professional competences developed across all components of teacher training, including pedagogical foundations, general and subject-specific didactics, pedagogy, psychology, the taught disciplines, and, importantly, teaching practice. Teaching practice provides a critical opportunity for teacher training students to understand, apply, and enhance their professional competences. However, learning these competences also depends on quality reflection on practice experiences and a strong integration of these experiences with theoretical concepts from academic studies and professional resources (MŠMT, 2023).

Pedagogical practices provide students with a valuable opportunity to engage in teaching within a real school environment under the guidance of experienced educators. Students have the chance to observe and assist in physical education classes, gradually taking on the leadership of instructional units and developing their pedagogical skills. Experiences arise from spontaneous perception and the lived experience of acquired empirical knowledge in practical activities. Types of experiences can be categorized as follows: individual experience (insights gained through individual practical activities and direct interactions with others), group experience (knowledge and experiences acquired through collaborative activities within a similar environment), socio-historical experience (collection of knowledge, methods, operational procedures, behavioral norms, customs, and traditions specific to a particular socio-cultural context) and students' experiences in teaching (these experiences are a result of the individual's socialization process, social learning, incidental learning, as well as intentional activities outside of the school environment). An important component of these practices is also reflection and feedback from supervising teachers and faculty didactics. This feedback assists students in identifying their strengths and areas for improvement, which contributes to their personal and professional growth (Flemr et al., 2021; Spilková et al., 2015; Vališová & Kovaříková, 2021).

The results of the National Survey on the teaching competencies of beginning teachers unequivocally support the effort to provide teacher education students with pedagogical practices that allow them to work continuously with pupils, understand their needs, and develop competencies primarily grounded in interaction with pupils (Ministerstvo školství, mládeže a tělovýchovy, 2024).

The concept of pedagogical practices at the Faculty of Education of the University of South Bohemia in České Budějovice aligns with current European and global trends in teacher's preparation, consistent with the trends of professionalization within the teaching profession that emphasize a reflective approach - specifically, a reflective model of teacher education. The aim of pedagogical practices is to integrate theory and practice across all components of higher education training and to immerse students in the conditions of a real school environment. Significant emphasis is placed on academic reflection and systematic facilitation of experiential learning processes. Another important aspect of the pedagogical practice concept is the collaborative partnership between the faculty and the actual school environment.

In our article we will present the implementation and assurance of the existing practices at the Department of Physical Education and Sport of the Faculty of Education at the University of South Bohemia within the framework of undergraduate studies.

### *Theoretical Foundations of Teaching Practice*

Teaching practice, as an integral part of the pregraduate curriculum, represents a complex domain that addresses various conceptual, methodological, organizational, and implementation challenges. It is one of the most crucial elements in the preparation of future teachers. Its significance lies not

only in enabling students to apply theoretical knowledge in real school environments but also in providing opportunities for the development of key professional competences. The essence of teaching practice is closely linked to issues of current educational legislation (Kratochvílová & Svojanovský, 2020; Mazáčová, 2014; Wiegerová, 2011). The theoretical foundations of teaching practice at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia, are based on several pedagogical theories that complement each other and support the development of students' skills.

### 1. Experiential Learning Theory (ELT)

One of the key theoretical approaches applied in teaching practice is Experiential Learning Theory, primarily developed by David A. Kolb. Experiential learning is based on the idea that the most effective way to learn is through personal experiences, which actively engage students in the learning process. Kolb's theory emphasizes a four-phase cycle: concrete experience, reflection, abstract conceptualization, and active experimentation. In a broader sense, this approach is particularly effective when the goal of education is to change so-called action theories—individual or group beliefs about the most effective ways to solve a given task. The ideal in this context becomes teacher education that integrates educational theory into actual teaching practice. The challenges of teaching practice can only be effectively addressed within the framework of undergraduate preparation as a whole. Fragmented and unsystematic measures that do not consistently and functionally integrate theory with practice throughout the entire study period cannot significantly improve the quality of professional teacher training (Henderson, 2019; Johnson & Johnson, 2006; Lunenberg, Korthagen & Swennen, 2007; Šimoník, 2004; Štáva, 2004; Valenta, 2020). In the context of teaching practice, students learn to conduct physical education lessons through direct experience. Experiential learning also involves active experimentation, where students try new teaching strategies, analyse their impact on pupils, and adjust their methods accordingly. This continuous cycle of learning through experience is a key element of teaching practice at the Faculty of Education, University of South Bohemia, as it provides students with a real opportunity to experiment with different approaches and identify the most effective teaching methods. They gain concrete experiences, which they subsequently analyse and reflect upon during seminars. This reflection allows them to understand how to improve their performance and prepare for further pedagogical challenges. Importantly, experiential learning does not occur in isolation—it requires interaction with other students, teachers, and pupils, which fosters the development of social skills and teamwork abilities. Teaching and professional practice should never be viewed as a one-sided process. On the contrary, teachers in primary and secondary schools often express satisfaction that students bring new forms of warm-ups, preparatory games, and other trends in the field. Moreover, schools and teachers appreciate visits from faculty instructors (Flemr et al., 2021; Reitmayerová & Broumová, 2007).

### 2. Theory of Social Constructivism

Another significant theoretical approach reflected in teaching practice is social constructivism. According to this theory, learning is a social process that occurs through interaction with others. The constructivist view of learning emphasizes the active role of the learner, suggesting that knowledge is not passively received but actively constructed. The way this construction takes place is context-dependent, influenced by the learner's environment and personal biography. The development of teachers' knowledge can also be approached from a constructivist perspective. The constructivist approach to education highlights the need to employ methods that activate and engage students, encouraging them to acquire knowledge through active involvement and communication rather than passive reception. Constructivist theories, which aim to move beyond transmissive teaching, stress the process of knowledge construction by the learner. Constructivists focus on how the learning process is conditioned by the learner's abilities, prior knowledge, and the learning process itself. Since constructivists advocate studying learning as it pertains to specific content, they concentrate on the specifics of learning within individual subjects, making them particularly interested in subject didactics and psychodidactics. Constructivist teaching assumes the use of appropriate teaching strategies—those that activate the learner's cognitive processes and foster the development of independence, imagination, creativity, logical thinking, and other intellectual and creative abilities. This approach is associated with complex and engaging teaching methods, such as dialogue, discussion, problem-solving methods,

brainstorming, educational games, dramatization and situational methods, project-based learning, group and cooperative teaching, computer-supported instruction, critical thinking, open learning, and learning in real-life contexts. Interaction, in this context, refers to a reflection of the activities and social relationships of individuals-not only within the school or classroom but in all social contact. Collaborative activities, mutual relationships, and interactions are associated with the exchange, receipt, and processing of information, leading to social communication. A specific form of this is pedagogical communication, which occurs according to certain rules based on the social roles of the guiding subject and the guided subject. This type of communication usually takes place during the teaching process as instructional communication. In the context of teaching practice, this means that students learn not only through personal experience but also through interaction with mentor teachers, colleagues, and pupils (Kotlík & Jansa, 2017; Maňák & Švec, 2003; Maňák et al., 2017; Pecina & Marinič, 2021; Zormanová, 2012).

### 3. Reflective Model of Education

Another essential theoretical framework influencing teaching practice at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia, is the reflective model of education. Reflective practice, rooted in the works of John Dewey and Donald Schön, emphasizes teachers' ability to analyse their pedagogical methods, identify areas for improvement, and systematically work on their professional development. Reflective thinking is a fundamental prerequisite for effective problem-solving and enhancing teaching strategies. Reflection involves uncovering opinions, attitudes, perspectives, as well as prior knowledge and experiences. It is an intentional process aimed at evaluating various situations and outcomes using feedback, with the goal of uncovering broader connections and meanings. In pedagogy, the purpose of reflection is to improve the quality of teaching (Avis et al., 2019; Bochníček & Hališka, 2013; Nehyba, 2014; Podpera et al., 2023; Valenta, 2020). In this context, teaching practice is designed to encourage systematic reflection. During their practice, students not only apply theoretical knowledge but also analyse their pedagogical decisions. This process includes multiple steps, from reflecting on specific lessons to deeper analysis of their own teaching identity and educational approach. Under the guidance of mentor teachers and faculty didacticians, students are given opportunities to discuss their performance, evaluate strengths and weaknesses, and formulate specific steps for improvement. In tripartite reflection, students often appreciate receiving a new perspective and feedback on their performance. The goal should be to provide constructive feedback rather than excessive criticism. Reflection is not merely about evaluating what worked or did not work in teaching; it is a deeper process that addresses pedagogical values, attitudes towards students, and even the broader societal and cultural context of education. Students are deliberately encouraged to consider how their teaching methods can influence pupils not only in terms of physical fitness but also on emotional and social levels (Flemer et al., 2021; Janderková, 2019; Janík et al., 2016; Kursová, 2021; Podpera et al., 2023; Procházka & Žlábková, 2013; Stuchlíková, 2002; Stuchlíková et al., 2023; Vaculík Pravdová, 2022).

### 4. Teaching Practice and the Competency-Based Approach

Teaching practice at the Faculty of Education, University of South Bohemia, is firmly rooted in the competency-based approach to education, which emphasizes the development of specific professional competences. The competency model assumes that a successful teacher must possess not only specialized knowledge but also a wide range of practical skills, attitudes, and values that enable them to function effectively in real school environments (MŠMT, 2023). The competency framework on which teaching practice at the Faculty is based encompasses six main areas of professional competences: pedagogical and psychological knowledge, didactic skills, the ability to organize lessons, communication with pupils, reflection and self-reflection, and collaboration with other teachers and parents. During their practice, students have the opportunity to systematically develop these competences. Teaching practice thus serves not only as a means to apply theoretical knowledge but also as a tool for fostering students' personal and professional growth. In the context of physical education, particular emphasis is placed on skills related to lesson organization and safety. Physical education teachers must be able to effectively structure classes, ensure the safety of pupils, and conduct lessons that are both motivating and tailored to the needs of various age groups and levels of physical fitness. The competency-based approach supports the development of these skills through concrete experiences ga-

ined during practice (Flemler et al., 2021; Kratochvílová & Svojanovský, 2020; Mazáčová, 2014; Spilková et al., 2015; Tomková et al., 2012; Vališová & Kovaříková, 2021).

## 5. Modern Trends in Education and Their Impact on Practice

Current educational trends emphasize the need for innovation and the integration of modern technologies into teaching. Digital technologies are frequently used in physical education, particularly to support purposeful physical activity. These technologies include photo or video documentation, allowing students to observe their own performance and movement execution. Video studies serve as excellent visual materials, enabling reflective assessment and self-evaluation under a teacher's guidance. Instructional videos and the incorporation of portable devices (such as smartphones, smart bracelets, and watches) into physical activities are also highly beneficial. These tools are primarily used for leveraging sensor technologies combined with appropriate software, allowing users to monitor their activity and evaluate it based on recommendations provided. Physical education teachers have a unique opportunity to introduce these tools to students during lessons and guide them on how to use them effectively to enhance physical activity. Another category includes educational applications, which focus on teaching specific motor skills or explaining the principles of particular movements. These applications, which typically do not rely on sensor technologies, often utilize video and audio, including instructional videos and graphic content. The final category consists of sports social networks, which are often responsive websites with mobile app outputs. These platforms enable users to organize joint activities, arrange sports events, or locate facilities and venues. Such web applications can be effectively incorporated into project-based learning in school physical education, where students can communicate, share content, and organize events similarly to traditional social networks. This approach is also reflected in teaching practice at the Faculty of Education, University of South Bohemia, where students are encouraged to utilize modern tools and technologies to enhance teaching efficiency and reflection. The use of video recordings, interactive educational platforms, and other technologies allows students to analyse their pedagogical methods and receive feedback to facilitate continuous improvement. Technologies not only improve the quality of reflection but also open new opportunities for teaching innovation. During their practice, students experiment with various teaching methods, such as using online tools to communicate with parents or interactive technologies to motivate students during physical education lessons. These trends mirror broader changes in education, emphasizing individualized and personalized instruction and fostering creative thinking (Kudláček et al., 2013; Palička et al., 2017; Stuchlíková et al., 2023).

### *The Structure of Teaching Practice at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia*

Teaching practice at the Faculty of Education, University of South Bohemia, is divided into several phases, allowing students to gradually gain experience in teaching physical education. This system includes subject-specific assistant practice, continuous subject-specific practice, and comprehensive subject-specific practice, each with its specific objectives and content.

1. **Subject-Specific Assistant Practice and Its Reflection:** Subject-specific assistant practice is introduced as a mandatory course in the third year of the bachelor's degree programs focusing on education for lower secondary schools and physical education for secondary schools. This course serves as the entry point into the model of subject-specific teaching practice. Students familiarize themselves with the environments of several primary and secondary schools and, through reflective observation sessions, gain insight into teaching in at least five classes or grades, with lesson durations of 45 and 90 minutes. Under the guidance of mentor teachers, students learn about the functioning of schools in relation to classroom management strategies and the resolution of educational and instructional issues. They also attend lectures by practicing teachers on topics such as the role of homeroom teachers, the implementation of guided physical activities in both school and extracurricular settings, methods of physical interventions, organization and safety during training camps, and more. If interested, students may participate in homeroom hours or parent-teacher meetings and assist the mentor teacher with lesson organization or preparation. As part of these practices, students are offered the opportunity to engage in tandem teaching with faculty instructors during the practical lessons of first-year students. It is believed that the familiar environment of the Department of Physical Education and



Sport and collaboration with subject-specific didacticians provide students with an easier transition to their initial teaching experiences compared to practice in primary or secondary schools. Each activity is subsequently evaluated in reflective seminars through supervisory discussions.

2. Continuous Subject-Specific Practice and Its Reflection is conducted over one semester as a mandatory course in the first year of the master's degree programs for teaching at lower secondary schools and secondary schools. It builds on assistant practice and focuses on the deeper development of students' professional competences. This practice is carried out in schools similar to those used for assistant practice and includes 13 teaching hours under the supervision of a mentor teacher and a faculty subject-specific didacticians. At this stage, students assume greater responsibility for conducting physical education lessons and independently organizing individual parts of the teaching process. A limitation is the minimum group size of five students (the 13 semester hours effectively apply to the group), with one student delivering the practical output while the others observe the lesson through intentional observation. Due to the fact that the university semester does not align precisely with the academic semesters of primary or secondary schools, and the timing of the practice depends on the schools' academic calendars (e.g., autumn or spring breaks), each individual student typically delivers their practical output a maximum of twice. A key component of continuous subject-specific practice is the feedback from mentor teachers and supervisory seminars, which support students' reflection and self-reflection. Students analyse their experiences and learn to effectively plan and organize physical education lessons.

3. The contextual practice at the end of the master's program focusing on education represents the pinnacle of teaching practice. Students may select any primary or secondary school aligned with their study program and undertake their practice there for four weeks, encompassing complete preparation, organization, and instruction of physical education lessons. This phase provides students with the opportunity to fully assume the role of a teacher, not only in teaching but also in the organizational and administrative tasks associated with school operations. Activities include participation in pedagogical meetings, parent-teacher conferences, and collaboration with parents. Comprehensive practice offers students a holistic experience in teaching physical education, enabling them to fully integrate theoretical knowledge with practical experience. Collaboration with the mentor teacher is indispensable during this phase. The mentor assists with the preparation of individual teaching units in accordance with thematic blocks, provides immediate reflective feedback, and offers the faculty subject-specific didacticians an overall evaluation of the student's performance at the school.

## Discussion

Teaching practice represents an indispensable component of teacher training at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia. Its primary aim is to develop students' professional competences, encompassing not only the mastery of theoretical knowledge but also its application in practice, the ability to organize and lead lessons, work with diverse groups of pupils, and reflect on their own teaching performance. The importance of these practices is affirmed by both students and mentor teachers involved in their implementation. The significance of teaching practice is regularly discussed at the Faculty of Education, not only during meetings of the Council of Subject Didacticians for Lower Secondary and Secondary Schools but also in presentations at the Pro Futuro conferences, with the 7th edition held on November 1, 2024. A clinical semester is also part of professional accreditation related to teaching practice.

The results of studies and questionnaire surveys indicate that teaching practice significantly contributes to the development of professional competences in future teachers. Students consistently report that their practice provided them with the opportunity to better understand the practical aspects of teaching, such as lesson planning, working with teaching aids, effectively managing the teaching process, and addressing unexpected pedagogical situations (Flemr et al., 2021; Spilková et al., 2015; Vališová & Kovářiková, 2021; Kratochvílová & Svojanovský, 2020; Ministry of Education, Youth, and Sports, 2024). In connection with teaching practice, the Standard of Quality for Professional Competences of Teaching Students at the University of South Bohemia in České Budějovice was developed (Nohavová & Žlábková, 2022), based on the Standard of Quality for Professional Competences of Teaching Students. According to Kratochvílová & Svojanovský (2020):

The Standard of Quality for Professional Competences of Teaching Students serves as a tool for comprehensive formative self-assessment and evaluation of the professional competences of teaching students (for primary and secondary schools) throughout their undergraduate professional preparation. Professional competences are understood as a set of professional knowledge, skills, attitudes, values, and personal characteristics. The purpose of the Standard is to support the professional development of students (future teachers) during their undergraduate preparation. It represents an initial standard preceding the future professional teacher standard and guides students, in collaboration with others (mentor teachers, academic staff, and peers), towards self-regulation of their professional growth (p. 3).

The authors of the revised version (Nohavová & Žlábková, 2022) recommend the following approach for teaching students to work with the Standard:

The Standard is designed to assess the state of professional competences necessary for lesson planning, implementation, and evaluation, as well as to monitor the development of professional competences during teaching practice. The Standard serves for the long-term evaluation of individual teaching practices as a whole (reflecting on which student competences were developed) and also for evaluation across semesters (reflecting on how student competences were developed throughout the entire study period). For the purpose of reflection, the Standard may be used multiple times during the course of study. The Standard can be utilized by subject-specific didacticians, practice supervisors, primary and secondary school teachers, and academic staff from the Department of Pedagogy and the Department of Psychology at the Faculty of Education, University of South Bohemia. It is not primarily intended for the evaluation of individual lessons (it does not serve as an observation form), but, as stated earlier, it is intended primarily for self-reflection and the reflection of practice as a whole. The Standard includes 26 quality criteria for professional competences necessary for lesson planning, implementation, and evaluation. These criteria are formulated from the perspective of the teaching student and are divided into five thematic areas: (1) Lesson Planning, (2) Conditions for Learning, (3) Support for Learning, (4) Feedback and Evaluation of Student Outcomes, and (5) Reflection on Teaching. At the end of the Standard, students have access to a self-reflection table for assessing the quality of their professional competences. In this table, students record whether their competences were developed during practice or whether they had the opportunity to develop their competences, as individual practices may focus on developing different competences. If students had the opportunity to develop their competences, they assess the level of development (A, B, or C) based on the Standard and, if applicable, provide an example from their practice illustrating how the competence was developed (p. 1–2).

During teaching practice, students face challenges that they do not encounter in an academic environment; they must adapt to different types of school settings, work with varying levels of physical fitness among pupils, and address potential reluctance toward physical activities. This process of adaptation is crucial for their professional growth as it teaches them flexibility and the ability to respond quickly to new situations. Teaching practice allows students to apply their theoretical knowledge more effectively. Physical education is not just about knowledge of physical activities and didactic approaches but also involves the ability to adapt to students' needs. During practice, students encounter a diverse range of pupils, from those who are highly physically fit and motivated to those with low levels of physical fitness or no interest in physical education classes. This diverse pedagogical context places high demands on future teachers but simultaneously fosters the development of individual approaches and differentiated teaching methods. One of the key elements of practice is reflection. The reflective model of education helps students analyse their performance, identify strengths and weaknesses, and plan their further professional development accordingly. This reflection occurs in several stages-during the practice itself, students have the opportunity to discuss their experiences with mentor teachers and faculty didacticians. Subsequently, in seminars focused on supervision and reflection, students analyse specific situations from their teaching, evaluate their decision-making processes, and explore areas for improvement. Reflection not only enhances self-regulation and critical thinking but also supports students' ability to adapt to different school conditions. Many students acknowledge that reflection helped them better understand their pupils' needs and respond to their specific requirements more effectively. The reflective process also leads to improved communication skills-students must analyse not only their pedagogical decisions but also their communication strategies with pupils, colleagues, and parents. Another challenge is working with the material conditions of schools, which can vary

significantly. Some schools have small gymnasiums or limited equipment, which forces students to find alternative teaching methods. However, this aspect of teaching practice is seen positively, as it teaches future teachers' creativity and flexibility, which are essential competences for their professional careers (Flemr, 2021; Kotlík & Jansa, 2017; Kursová, 2021; Kursová & Tlustý, 2024; Vališová & Kovaříková, 2021).

The results of supervisory interviews conducted during the reflective seminars of subject-specific practice at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia, confirm the increasing need for practice to be conducted in schools, followed by reflection. In these interviews, questions are grouped into thematic areas such as: What activities and situations did you find conducive to good collaboration with your mentor teacher? What surprised you about the practice, especially if it unfolded differently than you expected? Please indicate whether (and how) you were able to maintain students' attention during lessons. What organizational forms of teaching did you use? Did you use motivational methods in your teaching? If so, which ones? Were you able to develop your professional competences during the practice? Please indicate what you still need to learn. What key observations, insights, and impressions do you take away from the teaching experience for your future profession? After completing the comprehensive practice, students work with the Standard of Quality for Professional Competences of Teaching Students at the University of South Bohemia in České Budějovice. Students report that the practice helped them gain a real understanding of physical education teaching, taught them how to organize lessons effectively, and helped them develop skills such as motivating students to actively participate in physical education. These experiences are especially valuable in the context of the growing demands on the teaching profession, which requires a high level of flexibility, creativity, and the ability to respond to the individual needs of students.

In the future, it is essential for teaching practice to remain at the core of preparing future physical education teachers, while also continuing to evolve. This includes the integration of new pedagogical methods and technologies that can enhance the effectiveness of teaching and support an individualized approach to students. Emphasis on feedback and reflection should be maintained, as these elements are crucial for students' professional growth and their ability to become high-quality and innovative teachers.

## Conclusion

Teaching practice at the Department of Physical Education and Sport, Faculty of Education, University of South Bohemia, is a key component in preparing future physical education teachers. By providing students with a comprehensive opportunity to connect theoretical knowledge with practical experience, it contributes to their professional growth and equips them with the skills necessary for the teaching profession. During these practices, students not only learn essential organizational and didactic skills but also develop the abilities needed to guide pupils, motivate them to engage in physical activities, and communicate effectively within the educational process. In this way, teaching practice becomes an indispensable tool for developing professional competences, encompassing not only subject-specific knowledge but also the ability to adapt to diverse educational conditions and the needs of individual pupils. Teaching practice at the Department of Physical Education and Sport supports innovative approaches to teaching physical education. Students are encouraged to utilize modern technologies during their practice, such as providing instructional videos to mentor teachers and pupils and assigning challenges as part of physical activity implementation. It can be concluded that subject-specific teaching practices fully align with modern trends in education and contribute to the professionalization of the teaching profession. The Department of Physical Education and Sport fully identifies with the teacher preparation concept Teacher Pro Futuro, which envisions a motivated, empathetic, and inspiring teacher-one who supports their pupils and fosters their well-rounded competences. This integrated approach to teacher preparation ensures that graduates of the Faculty of Education, University of South Bohemia, will be capable of delivering high-quality and competent physical education lessons, inspiring their pupils to pursue lifelong interest in physical activities, and contributing to the overall development of the educational process.

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