

The findings of the research point to a certain inadequacy in the disciplinary-didactic preparation of prospective teachers. As we have already mentioned in the discussion, this situation may be due to several factors, especially two-cycle education or some intentional or unintentional adoption of literary teaching patterns from primary or secondary school.

The results of the research also indicate significant differences in the knowledge of the concept of innovative methods between the two groups of student respondents tested. In most cases, undergraduate students were influenced by preconceptions adopted from their teachers from lower levels of education or by the semantic meaning of the term innovative. The members of the group of respondents who were attending the second year of the follow-up master's program at the time of the research investigation were already familiar with the concept of innovative methods to a certain extent (on a theoretical level) and were able to mention specific methods.

4. References

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