

Otevírané programy / obory

forma	typ	délka	studijní program / obor	
PS	Bc.	3	B0114A090021 B0114A320007	English Language for Teacher Education with double curriculum study Music Education for Teacher Education
PS	Bc.	3	B0114A090021 B0114A320005	English Language for Teacher Education with double curriculum study Playing Instrument for Teacher Education
PS	Bc.	3	B0114A320005 B0114A320007	Playing Instrument for Teacher Education with double curriculum study Music Education for Teacher Education
PS	Bc.	3	B0114A320005 B0114A090021	Playing Instrument for Teacher Education with double curriculum study English Language for Teacher Education
PS	Bc.	3	B0114A320006 B0114A320007	Choral Singing for Teacher Education with double curriculum study Music Education for Teacher Education
PS	Bc.	3	B0114A320007 B0114A320006	Music Education for Teacher Education with double curriculum study Choral Singing for Teacher Education
PS	Bc.	3	B0114A320007 B0114A090021	Music Education for Teacher Education with double curriculum study English Language for Teacher Education
PS	Bc.	3	B0114A320007 B0114A320005	Music Education for Teacher Education with double curriculum study Playing Instrument for Teacher Education
PS	Mgr. navaz	2	N0114A300136 N0114A300141	Teacher Education of English Language for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Playing Instrument
PS	Mgr. navaz	2	N0114A300136 N0114A300140	Teacher Education of English Language for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Educational Sciences for Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300136	Teacher Education of English Language for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300136 N0114A300138	Teacher Education of English Language for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Musics for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300137 N0114A300138	Teacher Education of Choral Singing with double curriculum study Teacher Education of Musics for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300138 N0114A300137	Teacher Education of Musics for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Choral Singing
PS	Mgr. navaz	2	N0114A300138 N0114A300141	Teacher Education of Musics for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Playing Instrument

PS	Mgr. navaz	2	N0114A300138 N0114A300136	Teacher Education of Musics for Lower and Upper Secondary Schools with double curriculum study Teacher Education of English Language for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300138 N0114A300140	Teacher Education of Musics for Lower and Upper Secondary Schools with double curriculum study Teacher Education of Educational Sciences for Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300140 N0114A300136	Teacher Education of Educational Sciences for Upper Secondary Schools with double curriculum study Teacher Education of English Language for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300140 N0114A300138	Teacher Education of Educational Sciences for Upper Secondary Schools with double curriculum study Teacher Education of Musics for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300141 N0114A300136	Teacher Education of Playing Instrument with double curriculum study Teacher Education of English Language for Lower and Upper Secondary Schools
PS	Mgr. navaz	2	N0114A300141 N0114A300138	Teacher Education of Playing Instrument with double curriculum study Teacher Education of Musics for Lower and Upper Secondary Schools

B0114A090021 English Language for Teacher Education - 0114RA090021 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

English Language for Teacher Education

The entrance exam is conducted as a written test consisting of the following four parts:

- Grammar test (multiple choice) – this section tests the applicants' knowledge of grammatical structures in isolated sentences.
- Grammar-lexical test (multiple choice) – this section tests the applicants' ability to reformulate the meaning of a sentence using different grammatical and lexical structures.
- Lexical test (multiple choice) – this section tests the applicants' knowledge of vocabulary by asking them to gap-fill appropriate words in a shorter newspaper article.
- Reading and comprehension test (multiple choice) – this section test the applicants' ability to understand the meaning of a longer newspaper article.

In order to pass the test, the applicant should have substantial knowledge of English grammar and vocabulary, be well-versed in reading and comprehension, and have the ability to navigate an unabridged or slightly abridged English text. The programme is designed for students whose command of English is at least on

the B2 level of the Common European Framework of Reference for Languages.

Maximum 40 points

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

- folk song transposition - from another tone or in another key/mode;
- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;
- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier);
- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);
- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Upuštění od přijímací zkoušky

Možnost upuštění od přijímací zkoušky: Ano

English Language for Teacher Education

The applicant may ask the Dean to exempt him or her from the entrance exam for the English teacher training programme at the Faculty of Education. The respective application needs to be paper filed by February 28, 2026. The application folder should also include a certificate that testifies to the fact that the applicant has passed an exam qualifying his or her English proficiency as C1 or higher (according to the CEFR). The issue date of the certificate must not precede the date of submitting the entrance exam application by more than two years.

If the applicant earned the qualifying certificate after the abovementioned deadline for sending the application form, s/he may furnish the certificate by May 31, 2026. Regardless of this, the application still needs to be submitted before February 28, 2026. The applicant is subsequently notified as to whether s/he has been exempted from the entrance exam or not. If the Dean grants the request for exemption, the applicant receives the decision of exemption from the entrance examination or its part and s/he receives the maximum number of points stated by admissions criteria of the given field of study. If the applicant has not furnished the required certificate by May 31, 2026, s/he needs to take the entrance exam on the stipulated date.

Další údaje

Charakteristika oboru:

English Language for Teacher Education

By majoring in English with focus on education, the students will acquire substantial expertise in the areas of linguistics (with a particular emphasis on theory of linguistic disciplines and their practical application), literature written in English, whereby, by studying various literary disciplines, the students will also learn how to analyse and interpret a wide range of literary texts. The practical language part of the curriculum will boost the students' language skills so that by the time of graduation they will have reached C1-C2 level of the Common European Framework of Reference for Languages. By successfully majoring in this BA programme, the students will qualify to be admitted to the magisterial

follow-up programme primed for secondary school teachers.

A part of the study program maior is a bachelor's thesis.

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

Doporučená literatura, model. otázky:

English Language for Teacher Education

MURPHY, R. English Grammar in Use. Cambridge University Press, 1998.

MCCARTHY, M., O'DELL, F. English Vocabulary in Use. Cambridge University Press, 1994.

SWAN, M., WALTER, C. How English Works. OUP, 1997.

THOMPSON, A. J., MARTINET, A. V. A practical English Grammar. OUP, 1987.

EASTWOOD, J. Oxford Practice Grammar. Intermediate. OUP, 2008.

Longman Language Activator. The World's First Production Dictionary. Longman, 2008.

SWAN, M. *Practical English Usage*. Oxford, 1995.

CUNNINGHAM, S., MOOR, P., *Cutting Edge. Intermediate. Student's Book, Workbook and Self-Study Book*. Pearson Education, 2005.

(or any other editions of the above-mentioned publications)

English language textbook – intermediate or higher level, e.g. New

Headway, Opportunities, Face2Face, Language in Use, Inside Out, Matrix,

Cambridge English for Schools, New Hotline, Natural English, English in Mind,

True to Life, Landmark, Progress to First Certificate, New First Certificate Gold

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

English Language for Teacher Education

Graduate of the bachelor's programme will be well-trained in linguistics, American and British literature, and he/she will be proficient in English. The study is conceived so that the graduate will be able to either continue for a Master's degree in teaching or other related programmes, or he/she can find employment in various state and international institutions.

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical

phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

B0114A090021 English Language for Teacher Education - 0114RA090021 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

English Language for Teacher Education

The entrance exam is conducted as a written test consisting of the following four parts:

- Grammar test (multiple choice) – this section tests the applicants' knowledge of grammatical structures in isolated sentences.
- Grammar-lexical test (multiple choice) – this section tests the applicants' ability to reformulate the meaning of a sentence using different grammatical and lexical structures.
- Lexical test (multiple choice) – this section tests the applicants' knowledge of vocabulary by asking them to gap-fill appropriate words in a shorter newspaper article.
- Reading and comprehension test (multiple choice) – this section test the applicants' ability to understand the meaning of a longer newspaper article.

In order to pass the test, the applicant should have substantial knowledge of English grammar and vocabulary, be well-versed in reading and comprehension, and have the ability to navigate an unabridged or slightly abridged English text. The programme is designed for students whose command of English is at least on

the B2 level of the Common European Framework of Reference for Languages.

Maximum 40 points

Playing Instrument for Teacher Education

Maximum 40 points – piano or violin

1.1 Piano – max. 40 points

The applicant will prepare and perform:

- 2 concert etudes

- 1 Baroque composition, e.g. Bach: The Piano Welltempered, Three-part Sinfonias, Suites.

- 1 quick movement from a classical sonata or classical variations (Haydn, Mozart, Beethoven).

- 1 Romantic composition.

- 1 composition written in the 20th century.

Pieces are to be memorized.

1.2 Violin – max. 40 points

The applicant will prepare and perform:

- Major and minor scales in three octaves, scales using double stop (3, 6, 8), chords.

- 2 contrasting etudes that show variety in technique and expression (Campagnoli, Dancla, Dont, Fiorillo, Paganini, Wieniawski).

- Bach: 1–2 parts from Sonatas and Partitas for solo violin.

- 2 compositions from classical and romantic period of contrasting character and style

Pieces are to be memorized.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Upuštění od přijímací zkoušky

Možnost upuštění od přijímací zkoušky: Ano

English Language for Teacher Education

The applicant may ask the Dean to exempt him or her from the entrance exam for the English teacher training programme at the Faculty of Education. The respective application needs to be paper filed by February 28, 2026. The application folder should also include a certificate that testifies to the fact that the applicant has passed an exam qualifying his or her English proficiency as C1 or higher (according to the CEFR). The issue date of the certificate must not precede the date of submitting the entrance exam application by more than two years.

If the applicant earned the qualifying certificate after the abovementioned deadline for sending the application form, s/he may furnish the certificate by May 31, 2026. Regardless of this, the application still needs to be submitted before February 28, 2026. The applicant is subsequently notified as to whether s/he has been exempted from the entrance exam or not. If the Dean grants the request for exemption, the applicant receives the decision of exemption from the entrance examination or its part and s/he receives the maximum number of points stated by admissions criteria of the given field of study. If the applicant has not furnished the required certificate by May 31, 2026, s/he needs to take the entrance exam on the stipulated date.

Další údaje

Charakteristika oboru:

English Language for Teacher Education

By majoring in English with focus on education, the students will acquire substantial expertise in the areas of linguistics (with a particular emphasis on theory of linguistic disciplines and their practical application), literature written in English, whereby, by studying various literary disciplines, the students will also learn how to analyse and interpret a wide range of literary texts. The practical language part of the curriculum will boost the students' language skills so that by the time of graduation they will have reached C1-C2 level of the Common European Framework of Reference for Languages. By successfully majoring in this BA programme, the students will qualify to be admitted to the magisterial

follow-up programme primed for secondary school teachers.

A part of the study program maior is a bachelor's thesis.

Playing Instrument for Teacher Education

This program is intended for graduates of music conservatory, musical high schools and musical basic schools who are not oriented for professional interpretation career.

It is possible to study two instruments – piano or violin.

The basic subjects are individual study of instrument, chamber music, improvisation, orchestra playing. Theoretical subjects – construction and history of instrument, instrumental literature.

Graduates should be prepared for getting a job in educational institutions for musical activities of children, in music schools, in cultural institutions, museums etc. For teaching qualification in basic and high schools it is necessary to continue in Master program.

Doporučená literatura, model. otázky:

English Language for Teacher Education

MURPHY, R. English Grammar in Use. Cambridge University Press, 1998.

MCCARTHY, M., O'DELL, F. English Vocabulary in Use. Cambridge University Press, 1994.

SWAN, M., WALTER, C. How English Works. OUP, 1997.

THOMPSON, A. J., MARTINET, A. V. A practical English Grammar. OUP, 1987.

EASTWOOD, J. Oxford Practice Grammar. Intermediate. OUP, 2008.

Longman Language Activator. The World's First Production Dictionary. Longman, 2008.

SWAN, M. Practical English Usage. Oxford, 1995.

CUNNINGHAM, S., MOOR, P., Cutting Edge. Intermediate. Student's Book, Workbook and Self-Study Book. Pearson Education, 2005.

(or any other editions of the above-mentioned publications)

English language textbook – intermediate or higher level, e.g. New Headway, Opportunities, Face2Face, Language in Use, Inside Out, Matrix, Cambridge English for Schools, New Hotline, Natural English, English in Mind, True to Life, Landmark, Progress to First Certificate, New First Certificate Gold

Playing Instrument for Teacher Education

Parts and scores of European classical instrumental music of 18th to 20th century.

Informace o uplatnění absolventů:

English Language for Teacher Education

Graduate of the bachelor's programme will be well-trained in linguistics, American and British literature, and he/she will be proficient in English. The study is conceived so that the graduate will be able to either continue for a Master's degree in teaching or other related programmes, or he/she can find employment in various state and international institutions.

Playing Instrument for Teacher Education

Graduates would find possibilities to work in different government and private institutions, to work as assistants in institutions for spare-time activities of children, young people and adults, and as teachers in music schools. They possess knowledge and skills in both components: special and general educational. The curriculum's outcome is not qualification for teaching in basic and high schools.

B0114A320005 Playing Instrument for Teacher Education - 0114RA320005 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Playing Instrument for Teacher Education

Maximum 40 points – piano or violin

1.1 Piano – max. 40 points

The applicant will prepare and perform:

- 2 concert etudes

- 1 Baroque composition, e.g. Bach: The Piano Welltempered, Three-part Sinfonias, Suites.

- 1 quick movement from a classical sonata or classical variations (Haydn, Mozart, Beethoven).

- 1 Romantic composition.

- 1 composition written in the 20th century.

Pieces are to be memorized.

1.2 Violin – max. 40 points

The applicant will prepare and perform:

- Major and minor scales in three octaves, scales using double stop (3, 6, 8), chords.

- 2 contrasting etudes that show variety in technique and expression (Campagnoli, Dancla, Dont, Fiorillo, Paganini, Wieniawski).

- Bach: 1–2 parts from Sonatas and Partitas for solo violin.

- 2 compositions from classical and romantic period of contrasting character and style

Pieces are to be memorized.

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

- folk song transposition - from another tone or in another key/mode;
- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;

- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier;
- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);
- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Playing Instrument for Teacher Education

This program is intended for graduates of music conservatory, musical high schools and musical basic schools who are not oriented for professional interpretation career.

It is possible to study two instruments – piano or violin.

The basic subjects are individual study of instrument, chamber music, improvisation, orchestra playing. Theoretical subjects – construction and history of instrument, instrumental literature.

Graduates should be prepared for getting a job in educational institutions for musical activities of children, in music schools, in cultural institutions, museums etc. For teaching qualification in basic and high schools it is necessary to continue in Master program.

A part of the study program maior is a bachelor's thesis.

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

Doporučená literatura, model. otázky:

Playing Instrument for Teacher Education

Parts and scores of European classical instrumental music of 18th to 20th century.

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Playing Instrument for Teacher Education

Graduates would find possibilities to work in different government and private institutions, to work as assistants in institutions for spare-time activities of children, young people and adults, and as teachers in music schools. They possess knowledge and skills in both components: special and general educational. The curriculums outcome is not qualification for teaching in basic and high schools.

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

B0114A320005 Playing Instrument for Teacher Education - 0114RA320005 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Playing Instrument for Teacher Education

Maximum 40 points – piano or violin

1.1 Piano – max. 40 points

The applicant will prepare and perform:

- 2 concert etudes

- 1 Baroque composition, e.g. Bach: The Piano Welltempered, Three-part Sinfonias, Suites.

- 1 quick movement from a classical sonata or classical variations (Haydn, Mozart, Beethoven).

- 1 Romantic composition.

- 1 composition written in the 20th century.

Pieces are to be memorized.

1.2 Violin – max. 40 points

The applicant will prepare and perform:

- Major and minor scales in three octaves, scales using double stop (3, 6, 8), chords.
- 2 contrasting etudes that show variety in technique and expression (Campagnoli, Dancla, Dont, Fiorillo, Paganini, Wieniawski).
- Bach: 1–2 parts from Sonatas and Partitas for solo violin.
- 2 compositions from classical and romantic period of contrasting character and style

Pieces are to be memorized.

English Language for Teacher Education

The entrance exam is conducted as a written test consisting of the following four parts:

- Grammar test (multiple choice) – this section tests the applicants' knowledge of grammatical structures in isolated sentences.
- Grammar-lexical test (multiple choice) – this section tests the applicants' ability to reformulate the meaning of a sentence using different grammatical and lexical structures.
- Lexical test (multiple choice) – this section tests the applicants' knowledge of vocabulary by asking them to gap-fill appropriate words in a shorter newspaper article.
- Reading and comprehension test (multiple choice) – this section test the applicants' ability to understand the meaning of a longer newspaper article.

In order to pass the test, the applicant should have substantial knowledge of English grammar and vocabulary, be well-versed in reading and comprehension, and have the ability to navigate an unabridged or slightly abridged English text. The programme is designed for students whose command of English is at least on the B2 level of the Common European Framework of Reference for Languages.

Maximum 40 points

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Upuštění od přijímací zkoušky

Možnost upuštění od přijímací zkoušky: Ano

English Language for Teacher Education

The applicant may ask the Dean to exempt him or her from the entrance exam for the English teacher training programme at the Faculty of Education. The respective application needs to be paper filed by February 28, 2026. The application folder should also include a certificate that testifies to the fact that the applicant has passed an exam qualifying his or her English proficiency as C1 or higher (according to the CEFR). The issue date of the certificate must not precede the date of submitting the entrance exam application by more than two years.

If the applicant earned the qualifying certificate after the abovementioned deadline for sending the application form, s/he may furnish the certificate by May 31, 2026. Regardless of this, the application still needs to be submitted before February 28, 2026. The applicant is subsequently notified as to whether s/he has been exempted from the entrance exam or not. If the Dean grants the request for exemption, the applicant receives the decision of exemption from the entrance examination or its part and s/he receives the maximum number of points stated by admissions criteria of the given field of study. If the applicant has not furnished the required certificate by May 31, 2026, s/he needs to take the entrance exam on the stipulated date.

Další údaje

Charakteristika oboru:

Playing Instrument for Teacher Education

This program is intended for graduates of music conservatory, musical high schools and musical basic schools who are not oriented for professional interpretation career.

It is possible to study two instruments – piano or violin.

The basic subjects are individual study of instrument, chamber music, improvisation, orchestra playing. Theoretical subjects – construction and history of instrument, instrumental literature.

Graduates should be prepared for getting a job in educational institutions for musical activities of children, in music schools, in cultural institutions, museums etc. For teaching qualification in basic and high schools it is necessary to continue in Master program.

A part of the study program maior is a bachelor's thesis.

English Language for Teacher Education

By majoring in English with focus on education, the students will acquire substantial expertise in the areas of linguistics (with a particular emphasis on theory of linguistic disciplines and their practical application), literature written in English, whereby, by studying various literary disciplines, the students will also learn how to analyse and interpret a wide range of literary texts. The practical language part of the curriculum will boost the students' language skills so that by the time of graduation they will have reached C1-C2 level of the Common European Framework of Reference for Languages. By successfully majoring in this BA programme, the students will qualify to be admitted to the magisterial follow-up programme primed for secondary school teachers.

Doporučená literatura, model. otázky:

Playing Instrument for Teacher Education

Parts and scores of European classical instrumental music of 18th to 20th century.

English Language for Teacher Education

MURPHY, R. English Grammar in Use. Cambridge University Press, 1998.

MCCARTHY, M., O'DELL, F. English Vocabulary in Use. Cambridge University Press, 1994.

SWAN, M., WALTER, C. How English Works. OUP, 1997.

THOMPSON, A. J., MARTINET, A. V. A practical English Grammar. OUP, 1987.

EASTWOOD, J. Oxford Practice Grammar. Intermediate. OUP, 2008.

Longman Language Activator. The World's First Production Dictionary. Longman, 2008.

SWAN, M. Practical English Usage. Oxford, 1995.

CUNNINGHAM, S., MOOR, P., Cutting Edge. Intermediate. Student's Book,

Workbook and Self-Study Book. Pearson Education, 2005.

(or any other editions of the above-mentioned publications)

English language textbook – intermediate or higher level, e.g. New

Headway, Opportunities, Face2Face, Language in Use, Inside Out, Matrix,

Cambridge English for Schools, New Hotline, Natural English, English in Mind,

True to Life, Landmark, Progress to First Certificate, New First Certificate Gold

Informace o uplatnění absolventů:

Playing Instrument for Teacher Education

Graduates would find possibilities to work in different government and private institutions, to work as assistants in institutions for spare-time activities of children, young people and adults, and as teachers in music schools. They possess knowledge and skills in both components: special and general educational. The curriculum's outcome is not qualification for teaching in basic and high schools.

English Language for Teacher Education

Graduate of the bachelor's programme will be well-trained in linguistics, American and British literature, and he/she will be proficient in English. The study is conceived so that the graduate will be able to either continue for a Master's degree in teaching or other related programmes, or he/she can find employment in various state and international institutions.

B0114A320006 Choral Singing for Teacher Education - 0114RA320006 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Choral Singing for Teacher Education

The applicant will be asked to:

1. sing parts of choral compositions with record: A. Dvořák: Eja mater from Stabat mater (soprano and alto, or tenor and bass). max. 6 points.
2. sight sing a simple unison song. max. 6 points.
3. conduct B. Smetana: Má hvězda (My Star), Západ slunce (The Sunset) from the cycle Three women songs with piano accompaniment. max. 7 points.
4. conduct A. Dvořák: Slavonic Dance No. 8 with record. max. 7 points.
5. play choral scores on the piano: W. A. Mozart: Ave verum corpus, mixed choir a capella. max. 7 points.
6. sight reading and playing on piano simple three part choral score. max. 7 points.

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

- folk song transposition - from another tone or in another key/mode;
- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;
- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier;

- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);
- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Choral Singing for Teacher Education

The aim of this study program is to provide system of basic theoretical knowledge and practical conducting skills. The main subjects are: conducting technique, playing of vocal scores, vocal education in choir, aural analysis, history of choral singing, literature for all kinds of choirs.

Graduates possess knowledge and skills in both components: special and general educational. They acquire basic awareness about teacher's work through introduction to pedagogy, social pedagogy and motivational practice and basic psychological disciplines. The curriculum's outcome is not qualification for teaching.

A part of the study program major is a bachelor's thesis.

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

Doporučená literatura, model. otázky: Choral Singing for Teacher Education

Parts and scores of European classical vocal and vocal-instrumental music of 18th to 20th century.

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Choral Singing for Teacher Education

Graduates are prepared for getting a job in educational institutions for musical activities of children and adults, in cultural institutions, in churches etc. They are not prepared for independent activity of conductor. For fully qualification of choral conductor it is necessary to continue in Master program.

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

B0114A320007 Music Education for Teacher Education - 0114RA320007 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

· folk song transposition - from another tone or in another key/mode;

- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;
- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier);
- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);

- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Choral Singing for Teacher Education

The applicant will be asked to:

1. sing parts of choral compositions with record: A. Dvořák: Eja mater from Stabat mater (soprano and alto, or tenor and bass). max. 6 points.
2. sight sing a simple unison song. max. 6 points.
3. conduct B. Smetana: Má hvězda (My Star), Západ slunce (The Sunset) from the cycle Three women songs with piano accompaniment. max. 7 points.
4. conduct A. Dvořák: Slavonic Dance No. 8 with record. max. 7 points.
5. play choral scores on the piano: W. A. Mozart: Ave verum corpus, mixed choir a capella. max. 7 points.
6. sight reading and playing on piano simple three part choral score. max. 7 points.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

A part of the study program maior is a bachelor's thesis.

Choral Singing for Teacher Education

The aim of this study program is to provide system of basic theoretical knowledge and practical conducting skills. The main subjects are: conducting technique, playing of vocal scores, vocal education in choir, aural analysis, history of choral singing, literature for all kinds of choirs.

Graduates possess knowledge and skills in both components: special and general educational. They acquire basic awareness about teacher's work through introduction to pedagogy, social pedagogy and motivational practice and basic psychological disciplines. The curriculums outcome is not qualification for teaching.

Doporučená literatura, model. otázky:

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

Choral Singing for Teacher Education

Parts and scores of European classical vocal and vocal-instrumental music of 18th to 20th century.

Informace o uplatnění absolventů:

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Choral Singing for Teacher Education

Graduates are prepared for getting a job in educational institutions for musical activities of children and adults, in cultural institutions, in churches etc. They are

not prepared for independent activity of conductor. For fully qualification of choral conductor it is necessary to continue in Master program.

B0114A320007 Music Education for Teacher Education - 0114RA320007 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

· folk song transposition - from another tone or in another key/mode;

- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;
- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier);
- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);

- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

English Language for Teacher Education

The entrance exam is conducted as a written test consisting of the following four parts:

- Grammar test (multiple choice) – this section tests the applicants' knowledge of grammatical structures in isolated sentences.
- Grammar-lexical test (multiple choice) – this section tests the applicants' ability to reformulate the meaning of a sentence using different grammatical and lexical structures.
- Lexical test (multiple choice) – this section tests the applicants' knowledge of vocabulary by asking them to gap-fill appropriate words in a shorter newspaper article.
- Reading and comprehension test (multiple choice) – this section tests the applicants' ability to understand the meaning of a longer newspaper article.

In order to pass the test, the applicant should have substantial knowledge of English grammar and vocabulary, be well-versed in reading and comprehension, and have the ability to navigate an unabridged or slightly abridged English text. The programme is designed for students whose command of English is at least on the B2 level of the Common European Framework of Reference for Languages.

Maximum 40 points

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Upuštění od přijímací zkoušky

Možnost upuštění od přijímací zkoušky: Ano

English Language for Teacher Education

The applicant may ask the Dean to exempt him or her from the entrance exam for the English teacher training programme at the Faculty of Education. The respective application needs to be paper filed by February 28, 2026. The application folder should also include a certificate that testifies to the fact that the applicant has passed an exam qualifying his or her English proficiency as C1 or higher (according to the CEFR). The issue date of the certificate must not precede the date of submitting the entrance exam application by more than two years.

If the applicant earned the qualifying certificate after the abovementioned deadline for sending the application form, s/he may furnish the certificate by May 31, 2026. Regardless of this, the application still needs to be submitted before February 28, 2026. The applicant is subsequently notified as to whether s/he has been exempted from the entrance exam or not. If the Dean grants the request for exemption, the applicant receives the decision of exemption from the entrance examination or its part and s/he receives the maximum number of points stated by admissions criteria of the given field of study. If the applicant has not furnished the required certificate by May 31, 2026, s/he needs to take the entrance exam on the stipulated date.

Další údaje

Charakteristika oboru:

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

A part of the study program maior is a bachelor's thesis.

English Language for Teacher Education

By majoring in English with focus on education, the students will acquire substantial expertise in the areas of linguistics (with a particular emphasis on theory of linguistic disciplines and their practical application), literature written in English, whereby, by studying various literary disciplines, the students will also learn how to analyse and interpret a wide range of literary texts. The practical language part of the curriculum will boost the students' language skills so that by the time of graduation they will have reached C1-C2 level of the Common European Framework of Reference for Languages. By successfully majoring in this BA programme, the students will qualify to be admitted to the magisterial follow-up programme primed for secondary school teachers.

Doporučená literatura, model. otázky:

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

English Language for Teacher Education

MURPHY, R. English Grammar in Use. Cambridge University Press, 1998.

MCCARTHY, M., O'DELL, F. English Vocabulary in Use. Cambridge University Press, 1994.

SWAN, M., WALTER, C. How English Works. OUP, 1997.

THOMPSON, A. J., MARTINET, A. V. A practical English Grammar. OUP, 1987.

EASTWOOD, J. Oxford Practice Grammar. Intermediate. OUP, 2008.

Longman Language Activator. The World's First Production Dictionary. Longman, 2008.

SWAN, M. Practical English Usage. Oxford, 1995.

CUNNINGHAM, S., MOOR, P., Cutting Edge. Intermediate. Student's Book, Workbook and Self-Study Book. Pearson Education, 2005.

(or any other editions of the above-mentioned publications)

English language textbook – intermediate or higher level, e.g. New

Headway, Opportunities, Face2Face, Language in Use, Inside Out, Matrix,

Cambridge English for Schools, New Hotline, Natural English, English in Mind,

True to Life, Landmark, Progress to First Certificate, New First Certificate Gold

Informace o uplatnění absolventů:

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant

pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

English Language for Teacher Education

Graduate of the bachelor's programme will be well-trained in linguistics, American and British literature, and he/she will be proficient in English. The study is conceived so that the graduate will be able to either continue for a Master's degree in teaching or other related programmes, or he/she can find employment in various state and international institutions.

B0114A320007 Music Education for Teacher Education - 0114RA320007 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 40 points.
2. Exam in the second subject – a maximum score of 40 points.

Total score – 80 points maximum.

Music Education for Teacher Education

The entrance exam tests talent. The candidate can get a maximum of 40 points. The subject of the talent test is the verification of musicality, the level of singing skills and in playing the piano or violin. (Violinists demonstrate elementary piano playing, such as playing a folk song with a simple harmonization). The candidate can present the play other musical instruments (flute, guitar, etc.). He can get a bonus of 1 point for each instrument. The maximum points for all instruments (piano or violin + another instrument) is a total of 10 points. The candidate must demonstrate play another instrument during the exam.

1. Singing (maximum score 10, a passing minimum score 4)

Two folk songs a cappella.

Correct pronunciation and a healthy voice, capable of development are required.

2. Musicality (maximum score 20, a passing minimum score 7)

· folk song transposition - from another tone or in another key/mode;

- improvised singing of a parallel second voice in a folk song;
- reproduction of a sounding tone (outside the singing position of the voice), identification of sounding intervals and chords;
- singing reproduction of rhythmic-melodic models;
- reproduction of rhythmic models;
- vocal creativity – supplementing pre-recorded pre-sentences into periods
- rhythm and melodization of rhymes rhythmization and melodization of simple children's rhymes;
- creation of melody and rhythm to a simple rhyme.

3. Instrumental Performance (maximum score 10, a passing minimum score 4)

3.1 Piano

- two etudes (e. g. C. Czerny, op. 261, 849, 299);
- one baroque composition (e. g. J. S. Bach: Little Preludes and Fugues, Invertions and Sinfonias, Two-Voice Inventions, Well-Tempered Clavier);
- the first movement of a classical sonata or sonatina;
- one romantic composition (e. g. F. Mendelssohn-Bartholdy: Songs Without Words or R. Schumann: Children's Scenes or F. Schubert: Moments musicaux);
- folk songs with harmonization and transposition

Playing by heart is not required.

3.2 Violin

- scales and chords in three octaves;
- two etudes (e. g. J. F. Mazas or R. Kreutzer)
- one movement of sonata, concerto or similar composition (e. g. A. Dvorak: Romantic Pieces, P. Eben: Sonatina semplice);

- one folk song and its transposition;

Playing by heart is not required.

If the candidate does not have a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Playing Instrument for Teacher Education

Maximum 40 points – piano or violin

1.1 Piano – max. 40 points

The applicant will prepare and perform:

- 2 concert etudes
- 1 Baroque composition, e.g. Bach: The Piano Welltempered, Three-part Sinfonias, Suites.
- 1 quick movement from a classical sonata or classical variations (Haydn, Mozart, Beethoven).
- 1 Romantic composition.
- 1 composition written in the 20th century.

Pieces are to be memorized.

1.2 Violin – max. 40 points

The applicant will prepare and perform:

- Major and minor scales in three octaves, scales using double stop (3, 6, 8), chords.
- 2 contrasting etudes that show variety in technique and expression (Campagnoli, Dancla, Dont, Fiorillo, Paganini, Wieniawski).
- Bach: 1–2 parts from Sonatas and Partitas for solo violin.

- 2 compositions from classical and romantic period of contrasting character and style

Pieces are to be memorized.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Music Education for Teacher Education

University study program Music Education with a focus on education prepares students in the theoretical and practical specialization of music pedagogy and provides basic knowledge for job in education. The study combines three components of Middle school / Junior High school / Secondary school / High school / Junior High school / Senior High school teacher training: subject training, general and subject training didactics and teacher propaedeutics (pedagogical-psychological training). The obligatory basis of the study consists of music theoretical components of education: music theory, harmony, counterpoint, musical forms, organology, history of music, etc.

Improving musical skills is provided by vocal and instrumental preparation, intonation and auditory analysis, choral conducting. Everything is focused on the work of a lecturer, assistant teacher, educator, cultural assistants, etc. The next part is the didactics of music education, listening and assistant practice at school. These activities prepare the graduate for the next level of study - a master's degree in music education.

The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components according to the standards of teacher training of the Ministry of Education, Youth and Sports of the Czech Republic. Pedagogical-psychological preparation includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice and aims to prepare for the subsequent master's study of teaching.

A part of the study program maior is a bachelor's thesis.

Playing Instrument for Teacher Education

This program is intended for graduates of music conservatory, musical high schools and musical basic schools who are not oriented for professional

interpretation career.

It is possible to study two instruments – piano or violin.

The basic subjects are individual study of instrument, chamber music, improvisation, orchestra playing. Theoretical subjects – construction and history of instrument, instrumental literature.

Graduates should be prepared for getting a job in educational institutions for musical activities of children, in music schools, in cultural institutions, museums etc. For teaching qualification in basic and high schools it is necessary to continue in Master program.

Doporučená literatura, model. otázky:

Music Education for Teacher Education

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Folk song collections

Sheet Music from the 17th to the 21st century

Playing Instrument for Teacher Education

Parts and scores of European classical instrumental music of 18th to 20th century.

Informace o uplatnění absolventů:

Music Education for Teacher Education

The graduate defines and explains music and music education concepts, he puts them into context. He masters the musical activities necessary for the demonstration and verification of knowledge: he demonstrates theoretical phenomena on a musical instrument, plays folk songs and popular songs, plays compositions of various stylistic periods. He is able to use his voice in music educational activities – by speech, singing of folk-songs and artificial compositions at the appropriate level of interpretation. He conceives music education activities in out-of-school music education, explains and confirms

music phenomena in school music education, and corrects partial music education knowledge and activities. Expected employment of the graduate in the following job positions:

primary opportunities: teaching assistant at school; pedagogue or assistant pedagogue in an out-of-school music institution,

secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Playing Instrument for Teacher Education

Graduates would find possibilities to work in different government and private institutions, to work as assistants in institutions for spare-time activities of children, young people and adults, and as teachers in music schools. They possess knowledge and skills in both components: special and general educational. The curriculum's outcome is not qualification for teaching in basic and high schools.

N0114A300136 Teacher Education of English Language for Lower and Upper Secondary Schools - 0114TA300136 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (language disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for maior/minor programme.

Teacher Education of Playing Instrument

Maximum 30 points

1. Audition – piano or violin (max. 20 points)

Performance in the complete length of cca 30 min. contains:

- 1 sonata, suite, concert, cycle, variations etc.,
- 1 concert etude,
- 2 other compositions of different styles.

The number of points is given by complex evaluation of intepretation of individual compositions.

Pieces are to be memorized.

2. Interview – piano or violin (max. 10 points)

- History of instrument, piano or violin literature (max. 5 points)
- Description of personal musical experience and plans (max. 5 points)

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Teacher Education of Playing Instrument

The aim is to educate a school-leaver who is able to teach instrument playing (piano or violin) at different kinds of music schools. The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge and abilities. Master study degree focuses on collaboration with pedagogical and psychological subjects and with praxis at basic and high schools to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Doporučená literatura, model. otázky:

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). A Student's Grammar of the English Language. London: Longman.

QUIRK, R. et al. (1985) A Comprehensive Grammar of the English Language. WF Appendix, Longman.

ROACH, P.(1983). English Phonetics and Phonology. Cambridge University Press.

Literature

BRADBURY, M., Ruland, R. (1991). From Puritanism to Postmodernism. Penguin Books.

BRADBURY, M (1994). The Modern British Novel. Penguin Books.

HEAD, D. (2002). Modern British Fiction, 1950-2000. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). Lectures on American Literature. UK v Praze, Karolinum.

SANDERS, A. (2004). The Short Oxford History of English Literature. Oxford University Press.

Teacher Education of Playing Instrument

Parts and scores of European classical instrumental music of 18th to 20th century.

PALMIERI, R. *Encyclopedia of the Piano*. New York, London: Garland Publishing, 1996.

NEUHAUS, HEINRICH. *The Art of Piano Playing*. Kahn & Averill London 2016

Brendel Alfred: *On Music*. A Capella Books, Chicago 2007

KOLNEDER, W. *The Amadeus Book of the Violin: Construction, History and Music*. Milwaukee, United States: Hal Leonard Corp. 2003.

ROTH, H. *Violin Virtuosos from Paganini to the 21st Century*. Los Angeles: California Classics Book 1997

Informace o uplatnění absolventů:

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

Teacher Education of Playing Instrument

The graduate of the master studium is full qualified in the professional,

didactic and pedagogic sphere as well as in the sphere of organisation, administration, general education and professional or personal culture. He acquires qualification for music education at basic music schools, basic and high schools.

N0114A300136 Teacher Education of English Language for Lower and Upper Secondary Schools - 0114TA300136 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (language disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for maior/minor programme.

Teacher Education of Education for Upper Secondary Schools

The entrance examination is oral. Its objective is to verify applicants' knowledge and their motivation for the study. Questions focus on checking the expert knowledge on the level of bachelor study of education at the Faculty of Education and will be based on the recommended literature. Each applicant will get one question from each topic, i.e. together three questions checking their knowledge. Evaluation criteria are as follows: factual correctness, critical assessment skill, the expression of own opinion, the use of appropriate terminology, good knowledge of professional literature related to the topic. Topics (are derived from rudimentary subjects of the bachelor study of education programme at the Faculty of Education of Charles University): General theory of education and Philosophy of education, Social pedagogy and Sociology of education, Psychology and Special pedagogy. Motivation for the study will be evaluated based on a discussion, the basis of which will be the letter of motivation and the list of studied specialized literature from the field of the educational science. The applicant must send the letter of motivation in the length of one standard page (1800 characters incl. spaces) and the list of studied literature together with the study admission application.

Knowledge part of the admission interview (3 questions) – maximum of 15 points, motivational part of the interview (discussion regarding the letter of motivation and the list of studied specialized literature) – maximum of 15 points. Total score for the oral exam – maximum of 30 points.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Teacher Education of Education for Upper Secondary Schools

Studies primarily aim at the development of professional, pedagogical and psychological, communication and other personal and cultivation competences needed to become a teacher of pedagogy at secondary vocational schools and for other educational and coordination activities in the field of education. Apart from the intensification of professional scientific bases of pedagogical disciplines (following the contents of the bachelor studies), the aim is at the didactics of education and at the application of professional didactic competences in teaching practice. Special focus is on the methodology of pedagogical research, because one of the objectives is to make pedagogy teachers proficient among other things in proposing, implementing and evaluating empirical research in the field of education. The focus in the study programme is also put on knowledge and skills in the field of social education, social work and methodology of these phenomena. Students have their teaching practice in schools, school facilities; but also, in social service facilities.

Doporučená literatura, model. otázky:

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). A Student's Grammar of the English Language. London: Longman.

QUIRK, R. et al. (1985) A Comprehensive Grammar of the English Language.

WF Appendix, Longman.

ROACH, P.(1983). *English Phonetics and Phonology*. Cambridge University Press.

Literature

BRADBURY, M., Ruland, R. (1991). *From Puritanism to Postmodernism*. Penguin Books.

BRADBURY, M (1994). *The Modern British Novel*. Penguin Books.

HEAD, D. (2002). *Modern British Fiction, 1950-2000*. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). *Lectures on American Literature*. UK v Praze, Karolinum.

SANDERS, A. (2004). *The Short Oxford History of English Literature*. Oxford University Press.

Teacher Education of Education for Upper Secondary Schools

BARLETT, S., & BURTON, D. (2016). *Introduction to education studies*. London, Sage Publications. ISBN 978-1-4739-1899-3.

NODDINGS, N. (2015). *Philosophy of education*. Boulder, Westview Press. ISBN 978-0-8133-4972-5.

BALLANTINE, J., & HAMMACK, F. M. (2015). *The sociology of education: A systematic analysis*. Routledge. ISBN 978-0-2058-0091-9.

STORO, J. (2013). *Practical Social Pedagogy: Theories, values and tools for working with children and young people*. Bristol, The Policy Press. ISBN 978-1-44730-538-5.

KOMBA, S. (2012). *Introduction to special education: A Textbook for Education Students*. Lambert Academic Publishing. ISBN 978-3-8465-5314-5.

ALCOCK, J. & SADAVA, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. London, Sage Publications. ISBN 978-1-4462-5619-0.

Informace o uplatnění absolventů:

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

Teacher Education of Education for Upper Secondary Schools

Graduates have thorough theoretical knowledge and practical skills prerequisite to erudite teaching of educational science at secondary schools and colleges. They have mastered the specialized terminology of educational science and related sciences and is knowledgeable in interdisciplinary issues and pedagogically relevant topics of modern social sciences. They can consider contexts of a wide range of educational problems, taking into account variability among individuals and in society. They can apply their knowledge and skills not only in creative teaching of educational disciplines, but also in social science research and in conceptual work in education.

N0114A300136 Teacher Education of English Language for Lower and Upper Secondary Schools - 0114TA300136 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 60 points maximum.

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (langue disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for maior/minor programme.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Doporučená literatura, model. otázky:

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). A Student's Grammar of the English Language. London: Longman.

QUIRK, R. et al. (1985) A Comprehensive Grammar of the English Language. WF Appendix, Longman.

ROACH, P.(1983). English Phonetics and Phonology. Cambridge University

Press.

Literature

BRADBURY, M., Ruland, R. (1991). From Puritanism to Postmodernism. Penguin Books.

BRADBURY, M (1994). The Modern British Novel. Penguin Books.

HEAD, D. (2002). Modern British Fiction, 1950-2000. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). Lectures on American Literature. UK v Praze, Karolinum.

SANDERS, A. (2004). The Short Oxford History of English Literature. Oxford University Press.

Informace o uplatnění absolventů:

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

N0114A300136 Teacher Education of English Language for Lower and Upper Secondary Schools - 0114TA300136 (PS)

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can

then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice.

Doporučená literatura, model. otázky:

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). *A Student's Grammar of the English Language*. London: Longman.

QUIRK, R. et al. (1985) *A Comprehensive Grammar of the English Language*. WF Appendix, Longman.

ROACH, P.(1983). *English Phonetics and Phonology*. Cambridge University Press.

Literature

BRADBURY, M., Ruland, R. (1991). *From Puritanism to Postmodernism*. Penguin Books.

BRADBURY, M (1994). *The Modern British Novel*. Penguin Books.

HEAD, D. (2002). *Modern British Fiction, 1950-2000*. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). *Lectures on American Literature*. UK v Praze, Karolinum.

SANDERS, A. (2004). *The Short Oxford History of English Literature*. Oxford University Press.

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

N0114A300137 Teacher Education of Choral Singing - 0114TA300137 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Choral Singing

1. Audition (max. 20 points)

- Conductor's performance (15-20 min.) with record or piano cooperation (max. 15 points)

Compositions of different styles are recommended. (The accompanist or record must be supplied by the applicant.)

- Musical oral analysis (max. 5 points)

2. Interview (max. 10 points)

- Choral and cantata literature (max. 5 points)

- Description of personal musical experience and plans (max. 5 points)

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.

b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Choral Singing

The aim of this study program is to educate a school-leaver who is able to become a conductor of different kinds and level of choirs (children, girls, half-mixed of youth, women, mixed and also men). The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge and abilities. Master study degree focuses in collaboration with pedagogical and psychological subjects and with praxis in different choirs to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice.

Doporučená literatura, model. otázky:

Teacher Education of Choral Singing

Text books concerning history of choral singing and survey of vocal and vocal instrumental repertory. Parts and scores of European classical vocal and vocal-instrumental music of 18th to 20th century.

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Teacher Education of Choral Singing

Graduates achieve knowledge and practical skills in their field. They are able to apply all the gained knowledge with educational-psychological and professional-didactic disciplines into music-pedagogical practice in correlation with all theoretical and practical components. They are qualified as choir conductors in a pedagogical, artistic, organisational and social area.

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

N0114A300138 Teacher Education of Musics for Lower and Upper Secondary Schools - 0114TA300138 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

- a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.
- b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Teacher Education of Choral Singing

1. Audition (max. 20 points)

- Conductor's performance (15-20 min.) with record or piano cooperation (max. 15 points)

Compositions of different styles are recommended. (The accompanist or record must be supplied by the applicant.)

- Musical oral analysis (max. 5 points)

2. Interview (max. 10 points)

- Choral and cantata literature (max. 5 points)

- Description of personal musical experience and plans (max. 5 points)

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice. Part of it is the elaboration of a diploma thesis.

Teacher Education of Choral Singing

The aim of this study program is to educate a school-leaver who is able to become a conductor of different kinds and level of choirs (children, girls, half-mixed of youth, women, mixed and also men). The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge and abilities. Master study degree focuses in collaboration with pedagogical and psychological subjects and with praxis in different choirs to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Doporučená literatura, model. otázky:
Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Teacher Education of Choral Singing

Text books concerning history of choral singing and survey of vocal and vocal-instrumental repertory. Parts and scores of European classical vocal and vocal-instrumental music of 18th to 20th century.

Informace o uplatnění absolventů:

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Teacher Education of Choral Singing

Graduates achieve knowledge and practical skills in their field. They are able to apply all the gained knowledge with educational-psychological and professional-didactic disciplines into music-pedagogical practice in correlation with all theoretical and practical components. They are qualified as choir conductors in a pedagogical, artistic, organisational and social area.

N0114A300138 Teacher Education of Musics for Lower and Upper Secondary Schools - 0114TA300138 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

- a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.
- b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Teacher Education of Playing Instrument

Maximum 30 points

1. Audition – piano or violin (max. 20 points)

Performance in the complete length of cca 30 min. contains:

- 1 sonata, suite, concert, cycle, variations etc.,
- 1 concert etude,
- 2 other compositions of different styles.

The number of points is given by complex evaluation of interpretation of individual compositions.

Pieces are to be memorized.

2. Interview – piano or violin (max. 10 points)

- History of instrument, piano or violin literature (max. 5 points)
- Description of personal musical experience and plans (max. 5 points)

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice. Part of it is the elaboration of a diploma thesis.

Teacher Education of Playing Instrument

The aim is to educate a school-leaver who is able to teach instrument playing (piano or violin) at different kinds of music schools. The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge

and abilities. Master study degree focuses on collaboration with pedagogical and psychological subjects and with praxis at basic and high schools to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Doporučená literatura, model. otázky:

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Teacher Education of Playing Instrument

Parts and scores of European classical instrumental music of 18th to 20th century.

PALMIERI, R. *Encyclopedia of the Piano*. New York, London: Garland Publishing, 1996.

NEUHAUS, HEINRICH. *The Art of Piano Playing*. Kahn & Averill London 2016

Brendel Alfred: *On Music*. A Capella Books, Chicago 2007

KOLNEDER, W. *The Amadeus Book of the Violin: Construction, History and Music*. Milwaukee, United States: Hal Leonard Corp. 2003.

ROTH, H. *Violin Virtuosos from Paganini to the 21st Century*. Los Angeles: California Classics Book 1997

Informace o uplatnění absolventů:

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Teacher Education of Playing Instrument

The graduate of the master studium is full qualified in the professional, didactic and pedagogic sphere as well as in the sphere of organisation, administration, general education and professional or personal culture. He acquires qualification for music education at basic music schools, basic and high schools.

N0114A300138 Teacher Education of Musics for Lower and Upper Secondary Schools - 0114TA300138 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

- a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.
- b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (language disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for major/minor programme.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice. Part of it is the elaboration of a diploma thesis.

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic,

literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Doporučená literatura, model. otázky:

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). *A Student's Grammar of the English Language*. London: Longman.

QUIRK, R. et al. (1985) *A Comprehensive Grammar of the English Language*. WF Appendix, Longman.

ROACH, P.(1983). *English Phonetics and Phonology*. Cambridge University

Press.

Literature

BRADBURY, M., Ruland, R. (1991). From Puritanism to Postmodernism. Penguin Books.

BRADBURY, M (1994). The Modern British Novel. Penguin Books.

HEAD, D. (2002). Modern British Fiction, 1950-2000. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). Lectures on American Literature. UK v Praze, Karolinum.

SANDERS, A. (2004). The Short Oxford History of English Literature. Oxford University Press.

Informace o uplatnění absolventů:

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

N0114A300138 Teacher Education of Musics for Lower and Upper Secondary Schools - 0114TA300138 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

- a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.
- b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Teacher Education of Education for Upper Secondary Schools

The entrance examination is oral. Its objective is to verify applicants' knowledge and their motivation for the study. Questions focus on checking the expert knowledge on the level of bachelor study of education at the Faculty of Education and will be based on the recommended literature. Each applicant will get one question from each topic, i.e. together three questions checking their knowledge. Evaluation criteria are as follows: factual correctness, critical assessment skill, the expression of own opinion, the use of appropriate terminology, good knowledge of professional literature related to the topic. Topics (are derived from rudimentary subjects of the bachelor study of education programme at the Faculty of Education of Charles University): General theory of education and Philosophy of education, Social pedagogy and Sociology of education, Psychology and Special pedagogy. Motivation for the study will be evaluated based on a discussion, the basis of which will be the letter of motivation and the list of studied specialized literature from the field of the educational science. The applicant must send the letter of motivation in the length of one standard page (1800 characters incl. spaces) and the list of studied literature together with the study admission application.

Knowledge part of the admission interview (3 questions) – maximum of 15 points, motivational part of the interview (discussion regarding the letter of motivation and the list of studied specialized literature) – maximum of 15 points. Total score for the oral exam – maximum of 30 points.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice. Part of it is the elaboration of a diploma thesis.

Teacher Education of Education for Upper Secondary Schools

Studies primarily aim at the development of professional, pedagogical and psychological, communication and other personal and cultivation competences needed to become a teacher of pedagogy at secondary vocational schools and for other educational and coordination activities in the field of education. Apart from

the intensification of professional scientific bases of pedagogical disciplines (following the contents of the bachelor studies), the aim is at the didactics of education and at the application of professional didactic competences in teaching practice. Special focus is on the methodology of pedagogical research, because one of the objectives is to make pedagogy teachers proficient among other things in proposing, implementing and evaluating empirical research in the field of education. The focus in the study programme is also put on knowledge and skills in the field of social education, social work and methodology of these phenomena. Students have their teaching practice in schools, school facilities; but also, in social service facilities.

Doporučená literatura, model. otázky:

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Teacher Education of Education for Upper Secondary Schools

BARLETT, S., & BURTON, D. (2016). *Introduction to education studies*. London, Sage Publications. ISBN 978-1-4739-1899-3.

NODDINGS, N. (2015). *Philosophy of education*. Boulder, Westview Press. ISBN 978-0-8133-4972-5.

BALLANTINE, J., & HAMMACK, F. M. (2015). *The sociology of education: A systematic analysis*. Routledge. ISBN 978-0-2058-0091-9.

STORO, J. (2013). *Practical Social Pedagogy: Theories, values and tools for working with children and young people*. Bristol, The Policy Press. ISBN 978-1-44730-538-5.

KOMBA, S. (2012). *Introduction to special education: A Textbook for Education Students*. Lambert Academic Publishing. ISBN 978-3-8465-5314-5.

ALCOCK, J. & SADAVA, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. London, Sage Publications. ISBN 978-1-4462-5619-0.

Informace o uplatnění absolventů:

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

Teacher Education of Education for Upper Secondary Schools

Graduates have thorough theoretical knowledge and practical skills prerequisite to erudite teaching of educational science at secondary schools and colleges. They have mastered the specialized terminology of educational science and related sciences and is knowledgeable in interdisciplinary issues and pedagogically relevant topics of modern social sciences. They can consider contexts of a wide range of educational problems, taking into account variability among individuals and in society. They can apply their knowledge and skills not only in creative teaching of educational disciplines, but also in social science research and in conceptual work in education.

N0114A300140 Teacher Education of Education for Upper Secondary Schools - 0114TA300140 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Education for Upper Secondary Schools

The entrance examination is oral. Its objective is to verify applicants' knowledge and their motivation for the study. Questions focus on checking the expert knowledge on the level of bachelor study of education at the Faculty of Education and will be based on the recommended literature. Each applicant will get one question from each topic, i.e. together three questions checking their knowledge. Evaluation criteria are as follows: factual correctness, critical assessment skill, the expression of own opinion, the use of appropriate terminology, good knowledge of professional literature related to the topic. Topics (are derived from rudimentary subjects of the bachelor study of education programme at the Faculty of Education of Charles University): General theory of education and Philosophy of education, Social pedagogy and Sociology of education, Psychology and Special pedagogy. Motivation for the study will be evaluated based on a discussion, the basis of which will be the letter of motivation and the list of studied specialized literature from the field of the educational science. The applicant must send the letter of motivation in the length of one standard page (1800 characters incl. spaces) and the list of studied literature together with the study admission application.

Knowledge part of the admission interview (3 questions) – maximum of 15 points, motivational part of the interview (discussion regarding the letter of motivation and the list of studied specialized literature) – maximum of 15 points. Total score for the oral exam – maximum of 30 points.

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (langue disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for maior/minor programme.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Education for Upper Secondary Schools

Studies primarily aim at the development of professional, pedagogical and psychological, communication and other personal and cultivation competences needed to become a teacher of pedagogy at secondary vocational schools and for other educational and coordination activities in the field of education. Apart from the intensification of professional scientific bases of pedagogical disciplines (following the contents of the bachelor studies), the aim is at the didactics of education and at the application of professional didactic competences in teaching practice. Special focus is on the methodology of pedagogical research, because one of the objectives is to make pedagogy teachers proficient among other things in proposing, implementing and evaluating empirical research in the field of education. The focus in the study programme is also put on knowledge and skills in the field of social education, social work and methodology of these phenomena. Students have their teaching practice in schools, school facilities; but also, in social service facilities.

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Doporučená literatura, model. otázky:

Teacher Education of Education for Upper Secondary Schools

BARLETT, S., & BURTON, D. (2016). *Introduction to education studies*. London, Sage Publications. ISBN 978-1-4739-1899-3.

NODDINGS, N. (2015). *Philosophy of education*. Boulder, Westview Press. ISBN 978-0-8133-4972-5.

BALLANTINE, J., & HAMMACK, F. M. (2015). *The sociology of education: A*

systematic analysis. Routledge. ISBN 978-0-2058-0091-9.

STORO, J. (2013). *Practical Social Pedagogy: Theories, values and tools for working with children and young people*. Bristol, The Policy Press. ISBN 978-1-44730-538-5.

KOMBA, S. (2012). *Introduction to special education: A Textbook for Education Students*. Lambert Academic Publishing. ISBN 978-3-8465-5314-5.

ALCOCK, J. & SADAVA, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. London, Sage Publications. ISBN 978-1-4462-5619-0.

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). *A Student's Grammar of the English Language*. London: Longman.

QUIRK, R. et al. (1985) *A Comprehensive Grammar of the English Language*. WF Appendix, Longman.

ROACH, P.(1983). *English Phonetics and Phonology*. Cambridge University Press.

Literature

BRADBURY, M., Ruland, R. (1991). *From Puritanism to Postmodernism*. Penguin Books.

BRADBURY, M (1994). *The Modern British Novel*. Penguin Books.

HEAD, D. (2002). *Modern British Fiction, 1950-2000*. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). *Lectures on American Literature*. UK v Praze, Karolinum.

SANDERS, A. (2004). *The Short Oxford History of English Literature*. Oxford University Press.

Informace o uplatnění absolventů:

Teacher Education of Education for Upper Secondary Schools

Graduates have thorough theoretical knowledge and practical skills prerequisite

to erudite teaching of educational science at secondary schools and colleges. They have mastered the specialized terminology of educational science and related sciences and is knowledgeable in interdisciplinary issues and pedagogically relevant topics of modern social sciences. They can consider contexts of a wide range of educational problems, taking into account variability among individuals and in society. They can apply their knowledge and skills not only in creative teaching of educational disciplines, but also in social science research and in conceptual work in education.

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

N0114A300140 Teacher Education of Education for Upper Secondary Schools - 0114TA300140 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (přijímací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (přijímací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Education for Upper Secondary Schools

The entrance examination is oral. Its objective is to verify applicants' knowledge and their motivation for the study. Questions focus on checking the expert knowledge on the level of bachelor study of education at the Faculty of Education and will be based on the recommended literature. Each applicant will get one question from each topic, i.e. together three questions checking their knowledge. Evaluation criteria are as follows: factual correctness, critical assessment skill, the expression of own opinion, the use of appropriate terminology, good knowledge of professional literature related to the topic. Topics (are derived from rudimentary subjects of the bachelor study of education programme at the Faculty of Education of Charles University): General theory of education and Philosophy of education, Social pedagogy and Sociology of education, Psychology and Special pedagogy. Motivation for the study will be evaluated based on a discussion, the basis of which will be the letter of motivation and the list of studied specialized literature from the field of the educational science. The applicant must send the letter of motivation in the length of one standard page (1800 characters incl. spaces) and the list of studied literature together with the study admission application.

Knowledge part of the admission interview (3 questions) – maximum of 15 points, motivational part of the interview (discussion regarding the letter of motivation and the list of studied specialized literature) – maximum of 15 points. Total score for the oral exam – maximum of 30 points.

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

- a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.
- b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Education for Upper Secondary Schools

Studies primarily aim at the development of professional, pedagogical and psychological, communication and other personal and cultivation competences needed to become a teacher of pedagogy at secondary vocational schools and for other educational and coordination activities in the field of education. Apart from the intensification of professional scientific bases of pedagogical disciplines (following the contents of the bachelor studies), the aim is at the didactics of education and at the application of professional didactic competences in teaching practice. Special focus is on the methodology of pedagogical research, because one of the objectives is to make pedagogy teachers proficient among other things in proposing, implementing and evaluating empirical research in the field of education. The focus in the study programme is also put on knowledge and skills in the field of social education, social work and methodology of these phenomena. Students have their teaching practice in schools, school facilities; but also, in social service facilities.

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships

between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice.

Doporučená literatura, model. otázky:

Teacher Education of Education for Upper Secondary Schools

BARLETT, S., & BURTON, D. (2016). *Introduction to education studies*. London, Sage Publications. ISBN 978-1-4739-1899-3.

NODDINGS, N. (2015). *Philosophy of education*. Boulder, Westview Press. ISBN 978-0-8133-4972-5.

BALLANTINE, J., & HAMMACK, F. M. (2015). *The sociology of education: A systematic analysis*. Routledge. ISBN 978-0-2058-0091-9.

STORO, J. (2013). *Practical Social Pedagogy: Theories, values and tools for working with children and young people*. Bristol, The Policy Press. ISBN 978-1-44730-538-5.

KOMBA, S. (2012). *Introduction to special education: A Textbook for Education Students*. Lambert Academic Publishing. ISBN 978-3-8465-5314-5.

ALCOCK, J. & SADAVA, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. London, Sage Publications. ISBN 978-1-4462-5619-0.

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Teacher Education of Education for Upper Secondary Schools

Graduates have thorough theoretical knowledge and practical skills prerequisite to erudite teaching of educational science at secondary schools and colleges. They have mastered the specialized terminology of educational science and related sciences and is knowledgeable in interdisciplinary issues and pedagogically relevant topics of modern social sciences. They can consider contexts of a wide range of educational problems, taking into account variability among individuals and in society. They can apply their knowledge and skills not only in creative teaching of educational disciplines, but also in social science research and in conceptual work in education.

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.

N0114A300141 Teacher Education of Playing Instrument - 0114TA300141 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Playing Instrument

Maximum 30 points

1. Audition – piano or violin (max. 20 points)

Performance in the complete length of cca 30 min. contains:

- 1 sonata, suite, concert, cycle, variations etc.,
- 1 concert etude,
- 2 other compositions of different styles.

The number of points is given by complex evaluation of interpretation of individual compositions.

Pieces are to be memorized.

2. Interview – piano or violin (max. 10 points)

- History of instrument, piano or violin literature (max. 5 points)

- Description of personal musical experience and plans (max. 5 points)

Teacher Education of English Language for Lower and Upper Secondary Schools

The entrance exam is written (test) and consists of a linguistic and literary part. The linguistic part (language disciplines): text analysis with regard to its phonetic, morphological, lexicological and syntactic aspects. A successful applicant needs to be well-versed in all the basic disciplines within the English language system (phonetics, phonology, lexicology, morphology and syntax). The linguistic test plumbs the applicants' knowledge of the relevant terminology, their ability to properly expound miscellaneous systemic phenomena within their original context, and to give a practical illustration using some concrete language material. The test also includes theoretical syntax (semi-clausal constructions, negations, word order and functional sentence, etc.). The literary part of the test plumbs the applicants' awareness of literature and literary history, namely in the fields of English and American literature (developmental tendencies, key representatives and canonical works, historical context, etc.) from their historical beginnings until today. All questions are in the multiple choice form.

Maximum 30 points

The exam is same for single field programme and for maior/minor programme.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Playing Instrument

The aim is to educate a school-leaver who is able to teach instrument playing (piano or violin) at different kinds of music schools. The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge and abilities. Master study degree focuses on collaboration with pedagogical and psychological subjects and with praxis at basic and high schools to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Teacher Education of English Language for Lower and Upper Secondary Schools

The core expertise taught within the MA study builds on the preceding BA study programme, and consists of a set of symbiotically interconnected linguistic, literary and didactic disciplines designed to give the graduate substantial knowledge in all these, in correspondence to the MA level.

Doporučená literatura, model. otázky:

Teacher Education of Playing Instrument

Parts and scores of European classical instrumental music of 18th to 20th century.

PALMIERI, R. *Encyclopedia of the Piano*. New York, London: Garland Publishing, 1996.

NEUHAUS, HEINRICH. *The Art of Piano Playing*. Kahn & Averill London 2016

Brendel Alfred: *On Music*. A Capella Books, Chicago 2007

KOLNEDER, W. *The Amadeus Book of the Violin: Construction, History and Music*. Milwaukee, United States: Hal Leonard Corp. 2003.

ROTH, H. *Violin Virtuosos from Paganini to the 21st Century*. Los Angeles:

California Classics Book 1997

Teacher Education of English Language for Lower and Upper Secondary Schools

Linguistics

GREENBAUM, S., QUIRK, R. (1990). A Student's Grammar of the English Language. London: Longman.

QUIRK, R. et al. (1985) A Comprehensive Grammar of the English Language. WF Appendix, Longman.

ROACH, P.(1983). English Phonetics and Phonology. Cambridge University Press.

Literature

BRADBURY, M., Ruland, R. (1991). From Puritanism to Postmodernism. Penguin Books.

BRADBURY, M (1994). The Modern British Novel. Penguin Books.

HEAD, D. (2002). Modern British Fiction, 1950-2000. Cambridge University Press.

PROCHÁZKA, M. et al. (2011). Lectures on American Literature. UK v Praze, Karolinum.

SANDERS, A. (2004). The Short Oxford History of English Literature. Oxford University Press.

Informace o uplatnění absolventů:

Teacher Education of Playing Instrument

The graduate of the master studium is full qualified in the professional, didactic and pedagogic sphere as well as in the sphere of organisation, administration, general education and professional or personal culture. He acquires qualification for music education at basic music schools, basic and high schools.

Teacher Education of English Language for Lower and Upper Secondary Schools

This graduate is acquainted with the fundamental concepts of, and relations between, the langue and parole disciplines including interdisciplinary approaches, is able to interpret texts of Anglophone literatures, has a good command of the latest theories and methods of English language teaching and can apply his/her knowledge and skills in his/her practice as a teacher.

N0114A300141 Teacher Education of Playing Instrument - 0114TA300141 (PS)

Podmínky přijetí dle §49 odst. 1-3 (znalosti, schopnosti, prospěch)

Způsob ověření: Přijímací zkouška

Datum ověření (příjmací zkoušky) od: 01.06.2026

Do: 19.06.2026

Náhradní termín (příjmací zkoušky) od: 24.06.2026

Do: 25.06.2026

Podmínky přijetí:

1. Exam in the first subject – a maximum score of 30 points.
2. Exam in the second subject – a maximum score of 30 points.
3. Pedagogical-psychological Preparation Oral Examination – a maximum score of 30 points.

Total score – 90 points maximum.

Teacher Education of Playing Instrument

Maximum 30 points

1. Audition – piano or violin (max. 20 points)

Performance in the complete length of cca 30 min. contains:

- 1 sonata, suite, concert, cycle, variations etc.,
- 1 concert etude,
- 2 other compositions of different styles.

The number of points is given by complex evaluation of interpretation of individual compositions.

Pieces are to be memorized.

2. Interview – piano or violin (max. 10 points)

- History of instrument, piano or violin literature (max. 5 points)

- Description of personal musical experience and plans (max. 5 points)

Teacher Education of Musics for Lower and Upper Secondary School

The entrance tests the talent (maximum score 30) and contains two parts: oral and practical exam.

Oral exam (maximum score 15, passing minimum score 6): motivational interview on a music-pedagogical topic, music theory, music history, general cultural knowledge.

Practical exam (maximum score 15 and passing minimum score 6): level of the practical part of the state final exam of the bachelor's study Music Education:

a) Instrumental performance (piano or violin) and vocal performance (in the complete length of approximately 10 minutes). The candidate chooses the composition in advance.

b) Singing of a folk song with harmonization - presentation of different types of folk song (e. g. song of recitative type, song with variable beat or meter, song with tempo change, song with tonal change, song in church mode or folklore mode, etc.).

The candidate can have his own piano accompanist.

If the candidate does not gain a minimum score in one part of the exam, the overall exam is evaluated as insufficient = 0 points.

Pedagogical-psychological Preparation Oral Examination

The objective of the oral interview is to check the level of the candidate's knowledge of the basics of pedagogical and psychological disciplines in accordance with the requirements stipulated by the obligatory subjects of the pedagogical-psychological preparation for the bachelor's study program at the Faculty of Education of Charles University. The subjects are as follows: Introduction to Pedagogy (General and Social Pedagogy), Basics of Psychology (General, Developmental and Social Psychology), Basics of General Didactics, Basics of Special Pedagogy. Apart from testing knowledge of theory and terminology, the focus of the interview is also on the candidate's ability to apply the acquired knowledge to model situations in teaching practice.

Podmínky přijetí dle §49 odst. 1-3 (zdravotní způsobilost)

Zdravotní způsobilost:

požadavky nejsou

Další údaje

Charakteristika oboru:

Teacher Education of Playing Instrument

The aim is to educate a school-leaver who is able to teach instrument playing (piano or violin) at different kinds of music schools. The study is tied with preceding bachelor study, concentrated on gaining special musical knowledge and abilities. Master study degree focuses on collaboration with pedagogical and psychological subjects and with praxis at basic and high schools to development of musical pedagogical skills. The subjects take account of pedagogical orientation of master degree.

Teacher Education of Musics for Lower and Upper Secondary Schools

The study program follows on from the bachelor's study program Music Education with a focus on education.

The aim of the study program is to provide its graduates with a comprehensive master's degree, which will prepare them for the profession of music teacher at the 2nd level of primary and secondary schools. The study program takes into account the proportionality of the cognitive, didactic and pedagogical-psychological components of the training, while the field knowledge gained in the bachelor's degree is further systematized and applied in the field of didactics and professional subjects closely related to it. Graduates of the study program are competent to independently create school educational programs in the educational field of Arts and Culture. They are ready to teach music education with all its aspects in the field of knowledge and skills. The study program builds on creative activities in the field of music education and its didactics. The field component is focused on a deeper understanding of music education issues, which is reflected in the teaching of music education in primary and secondary schools. Musical phenomena and concepts are presented in a broader context and relationships between different types of science and art. The music didactic component is based on the knowledge gained in music pedagogical research and on best practices verified in practice. The music theory and pedagogical component can then be deepened in a doctoral study program, e.g. Music Theory and Pedagogy. The study program in the major plan respects the balance of subject, didactic and pedagogical-psychological components of training according to the standards of teacher training of the Ministry of Education. Pedagogical-psychological training

includes subjects of pedagogy, psychology and special pedagogy, including pedagogical-psychological practice.

Doporučená literatura, model. otázky:

Teacher Education of Playing Instrument

Parts and scores of European classical instrumental music of 18th to 20th century.

PALMIERI, R. *Encyclopedia of the Piano*. New York, London: Garland Publishing, 1996.

NEUHAUS, HEINRICH. *The Art of Piano Playing*. Kahn & Averill London 2016

Brendel Alfred: *On Music*. A Capella Books, Chicago 2007

KOLNEDER, W. *The Amadeus Book of the Violin: Construction, History and Music*. Milwaukee, United States: Hal Leonard Corp. 2003.

ROTH, H. *Violin Virtuosos from Paganini to the 21st Century*. Los Angeles: California Classics Book 1997

Teacher Education of Musics for Lower and Upper Secondary School

Butterworth, A. *Harmony in Practice*. ABRSM.

Taylor, E. *The AB Guided to Music Theory*, part I, II. ABRSM.

Taylor, E. *First Steps in Music Theory*. ABRSM.

Taylor, E. *Music Theory in Practice*, part 1 to 5. ABRSM.

Laitz, S. G. *The Complete Musician: An Integrated Approach to Tonal Theory, Analysis, and Listening*. New York: Oxford University Press, 2012.

Lerdahl, F., and R. Jackendoff. *A Generative Theory of Tonal Music*. Cambridge, Mass: MIT Press, 1983.

Forte, A. *The Structure of Atonal Music*. New Haven: Yale University Press, 1973. Print.

Randel, D. M.: *The Harvard Dictionary of Music* (Harvard University Press Reference Library)

Burkholder, J. P. *A History of Western Music*.

Dillon, S. *Psychology of Music*. Sheffield Hallam University, UK, 2018.

Folk song collections

Sheet Music from the 17th to the 21st century

Informace o uplatnění absolventů:

Teacher Education of Playing Instrument

The graduate of the master studium is full qualified in the professional, didactic and pedagogic sphere as well as in the sphere of organisation, administration, general education and professional or personal culture. He acquires qualification for music education at basic music schools, basic and high schools.

Teacher Education of Musics for Lower and Upper Secondary School

Expected employment of the graduate in the following job positions:

Primary opportunities: Music teacher of Middle school / Junior High school / Secondary school / High school / Junior High school; pedagogue or assistant pedagogue in an out-of-school music institution

Secondary opportunities: assistant in public administration or private company in culture, productive and senior education.