

CONTENT

INTRODUCTION 9

1 ENGINEERING – TRADITIONAL BRANCH
OF THE CZECH INDUSTRY 11

2 ENGINEERING IN INDUSTRY 4.0 AND EDUCATION 14

2.1 Education for Industry 4.0 16

2.2 Educational concepts of robotics and automation in Industry 4.0 17

3 SECONDARY ENGINEERING EDUCATION AS A SUBJECT
OF EVALUATION, MONITORING AND RESEARCH
AND STRATEGIC OBJECTIVES OF ITS CHANGE 18

4 FRAMEWORK EDUCATIONAL PROGRAM FOR THE FIELD
OF EDUCATION 23-41-M / 01 MECHANICAL ENGINEERING
AS A SUBJECT OF ANALYSIS 44

4.1 Two-level curriculum in the education system. 44

4.2 Framework educational program for the field of education
23-41-M/01 Mechanical engineering 45

4.3 School educational program 49

4.4 Curriculum revision context 50

4.5 Analysis of education areas from a questionnaire designed
for schools 55

4.6 Analysis of the number of lessons in educational areas 57

4.7 Comparison of the assessment of the difficulty and popularity
of the main school-leaving subjects from the point
of view of students of secondary school with a focus
on mechanical engineering 59

4.8 Evaluation of the difficulty of subjects from the perspective
of students of secondary schools with a focus on engineering . . 61

4.9 Feedback of head teachers/SEP coordinators on the content
and scope of curricular documents 62

4.10 Conclusion. 65

5 MOTIVATION TO STUDY A SECONDARY TECHNICAL SCHOOL
AND WORK IN ENGINEERING FIELD 66

5.1 Motivation as a theoretical problem. 66

5.2 Performance motivation and research
on factors motivating for studying 67

5.3 Methodology and results of pilot research
on performance motivation 68

5.3.1 Research questions and selected descriptive results
of pilot research. 68

5.3.2 Relational results of the statistical analysis
of the pilot phase of the research 71

5.4	Questionnaire survey methodology	73
5.4.1	Descriptive research results.	73
5.4.2	Relational research results	92
5.5	Research on the school performance motivation of students at secondary technical schools.	93
5.5.1	Descriptive research results.	94
5.6	Discussion and conclusion	97
6	EDUCATIONAL STRATEGIES IN THE STUDY OF ENGINEERING FIELDS	100
6.1	View of traditional and non-traditional educational strategies . .	100
6.2	Educational strategy not only in the future	102
6.3	Innovation in the curriculum	104
6.4	Changes in the learning process	105
6.5	Research methodology.	107
6.5.1	Research aim.	108
6.5.2	Descriptive research data	109
6.5.3	Relational research results	114
6.6	Discussion and conclusion	116
7	DIGITAL TECHNOLOGIES, DIGITAL AND READING LITERACY IN LEARNING AND FUTURE PRACTICE	118
7.1	Theoretical concepts of digitalisation in education and digital literacy.	118
7.1.1	Digital learning environment	122
7.2	Theoretical concept of reading literacy.	124
7.3	Research investigation	125
7.4	Methodology and results for the area of digitalisation and digital competencies of students	126
7.4.1	Research results	127
7.4.2	Summary on the digitalisation of teaching and learning and students' digital competencies	133
7.5	Methodology and results of students' reading literacy	134
7.5.1	Research results	134
7.5.2	Results of hypotheses verification	137
7.5.3	Summary for the area of student reading literacy and reading strategies	141
8	CONDITIONS AT SECONDARY SCHOOLS FOR THE IMPLEMENTATION OF EDUCATION IN MECHANICAL ENGINEERING DISCIPLINES	142
8.1	Conditions for mechanical engineering education according to the analysis of the Czech School Inspectorate.	142

8.1.1	Spatial, material and safety conditions in secondary education	142
8.1.2	Financial conditions in secondary education	143
8.1.3	Personnel conditions in secondary education.	143
8.2	Analysis of conditions for education by own questionnaire survey.	146
8.3	Conclusion	147
9	COMPETENCIES OF GRADUATES OF SECONDARY SCHOOLS WITH MECHANICAL ENGINEERING SPECIALISATION AS SEEN BY EMPLOYERS	148
9.1	The importance of competencies from the perspective of employers	148
9.2	Mechanical engineering graduates on the labour market.	149
9.2.1	The issue of unemployment of mechanical engineering graduates.	149
9.2.2	Readiness of mechanical engineering graduates to enter the labour market.	152
9.3	Definition of competency	155
9.4	Research and methodology.	159
9.4.1	Results of analyses of employers' views on the level of competencies of graduates with an apprenticeship certificate	161
9.4.2	Results of analyses of employers' views on the level of competencies of graduates with a secondary school diploma	165
9.4.3	Overall level of competencies of mechanical engineering graduates.	168
9.4.4	A look at the differences between the desired and available skills of the two cohorts of graduates.	169
9.5	Conclusion	172
10	COMPETENCIES FROM THE PERSPECTIVE OF EDUCATION PROVIDERS AND GRADUATES' EMPLOYERS	174
10.1	Analysis of key competencies from the perspective of education providers.	175
10.2	Analysis of general competencies from the perspective of education providers.	177
10.3	Analysis of professional competencies from the perspective of education providers	179
10.4	Comparison of the evaluation of graduate's professional competencies from the perspective of employers and educators.	181
10.4.1	Differences in the evaluation of the importance of graduate's professional competencies from the perspective of employers and educators	182

10.4.2 Consensus in the evaluation of the importance of graduate's professional competencies from the perspective of employers and educators	183
10.5 Comparison of the evaluation of graduate's general competencies from the perspective of employers and educators	185
10.5.1 Differences in the evaluation of the importance of graduate's general competencies from the perspective of employers and educators	186
10.5.2 Consensus in the evaluation of the importance of graduate's general competencies from the perspective of employers and educators	187
10.6 Conclusion	188
11 CAREER COUNSELLING USING INNOVATIVE DIAGNOSTIC TOOLS	189
11.1 Selected methods used in career counselling	193
11.2 Possibilities of using Eye Tracking in career counselling	195
11.3 Results of the initial check of the diagnostic tool	202
12 OPTIMISATION OF EDUCATION IN ENGINEERING DISCIPLINES FOR THE JOB MARKET	205
12.1 Outset for optimisation	206
12.2 Proposals for procedures and steps towards optimisation of secondary education in engineering disciplines	209
12.2.1 For the curricular area	209
12.2.2 For the procedural area	209
12.2.3 For the personnel area	210
12.2.4 For the area of material equipment	211
12.2.5 For the financial area	211
12.2.6 For the area of employment chances for graduates. . . .	211
12.3 Supposed impact of chosen components of "the environment of the SVE system (Secondary Technical education)" on the optimisation activities	212
CONCLUSION	215
RESUMÉ	217
SUMMARY	219
RESÜMEE	221
REFERENCES	225
NAME INDEX	235
MATERIAL INDEX	237