

ABSTRACT

The diploma thesis with the title Problems of beginning teachers. This deals with the issues of beginning teachers during their first years of practice and it also points out the existing forms of support which are available to young teachers in their first years. The theoretical part describes who can be considered a beginning teacher and the preparations of beginning teachers in Czech Republic and abroad. It defines key pedagogical and professional competence problems that new teachers experience at the start of their career. It offers solutions on how to deal with common issues and it also points out the forms of support which is available. The empirical part analyses specific problems which can appear at the start of their careers. Methods used for this analysis consisted of a questionnaire of 70 new teachers and the interview of 2 new teachers from the same primary school. The objective of this method is to find out the problems facing new teachers which appear in the first 3 years of their practice and to see if these issues were the same as the concerns that they had before they started teaching. It also highlights whether new teachers were offered any kind of support, if this support was satisfying and if so in which particular areas. It also finds out the competencies that every teacher should have to increase effectivity of pedagogical practice. Empirical part compares the results of each method that are directed towards the research goal.

KEYWORDS

Novice teacher, teaching profession, stress, preparation, first steps, support, experience of expert teacher, burnout, practice.