

## **ABSTRACT**

This bachelor thesis describes and discusses error in teaching from the point of view of pupils and teachers of the 2nd grade of primary school. It is divided into a theoretical part and an empirical part.

The theoretical part clarifies topics related to the definition and role of error in the learning process from the perspective of pedagogical didactics and psychology. The following chapters are devoted to error management based on Czech and foreign researches and the theory of feedback. Last but not least, there are presented professional and personal specifics of the participants in the educational process, which may take a part in the perception of error in school.

The empirical part contains a description of the research, which primary goal was to map the concept of error in teaching according to the pupils and teachers of the 2nd grade of primary school. The research sample consists of 6 pupils and 5 teachers. Based on the analysis of the data from semi-structured interviews, the main and partial research questions of the study were answered. The main benefit of the research seems to be a closer understanding of the factors influencing the experience of error from the perspective of pupils and teachers. The obtained data show that errors arouse unpleasant emotions, especially in students. In order for a positive conception of error to be built in the classroom, activity of teachers and pupils is necessary. According to the respondents, calm and understandable feedback, the search for partial successes and the ability of teachers to self-reflect help. Communication and applied techniques must be adapted to the different characteristics of the participants in the educational process. It also seems clear that building a positive concept of error is hard and long-term work.

## **KEYWORDS**

error, teaching, pupil, teacher, feedback, error management

