

Abstract

The diploma thesis deals with the topic of evaluation in teaching geography from the teacher's point of view. The first part of the work is focused on the theoretical framing of the researched issues. The main concepts addressed are the professional beliefs of the teacher, the processes and results of teaching, the subject of evaluation and the functions and methods of pedagogical evaluation. For the practical part of the work, a qualitative research survey was conducted in the form of a semi-structured interview with 14 geography teachers in primary schools. We observed the professional conceptual apparatus of geography teachers in oral communication focused on teaching evaluation. The frequency of pre-established basic terms and the frequency of terms that were said beyond the terms set by us were monitored. Five basic terms were found, with which all respondents operate, namely *mark*, *test*, *knowledge*, *presentation* and *by rote*. The term *mark* has the highest frequency. Subsequently, a typology of teachers was created according to their approaches to teaching evaluation (stagnant teacher, overstepping teacher, instructed teacher and advanced teacher). The research provides a comprehensive overview of the evaluation of pupils' performance by geography teachers in primary schools and can thus be beneficial, as no similar studies have been found in the Czech Republic or abroad dealing with specific forms of evaluation in geography.