

Abstract

The thesis “Beginning teacher from the point of view of dealing with professional qualities” reacts to the actual theme of seeking professional competencies of teachers and of suitable evaluation methods. It focuses on the work of beginning teachers and their professional quality and on further incentives for their professional growth. At the same time identifies what helps novice teachers during the first years of teaching activities.

In the theoretical part knowledge and opinions of specialists are summarized and organized into three chapters. The experts were selected according to themes: teacher quality, professional competence, teaching profession, training of teachers and their support in practice.

The practical part presents qualitative research which through the research methods (questionnaire, interview, data analysis, case study) describes the reality of beginning teachers work in primary school. The research try to answer the question: How teachers in the early years of practice manage its activities to evaluate their professional quality, what are dealing with and what helps them to be a good teacher.

The most challenging task for beginning teachers is the timing of educational activities and managing with everyday practical and administrative activities. They are sure in the areas of planning and reflection of teaching.

Beginning teachers are highly motivated to work on improving their professional activities. The mentor, specialized literature and shared experience with elder colleagues helps them the most.