

Abstract

This Thesis is focused on beginning teachers as absolvents of Charles University Faculty of Education with experience at most three years. There is explained what competences teachers have to individualize lessons at Primary school. This topic is very popular these days and doesn't cover only children with specific needs or children who are gifted, but it includes all pupils. This thesis tries to map this current situation with eight chosen teachers who respond to our requirements.

The Teoretic part is divided into five chapters, which describe professional quality of teacher with deep focusing on personal characteristic, the term a beginning teacher and his most frequent problems. Next chapter is focused on pedagogical competences. Subchapters are connected with deep analyzation of teacher's competances to individualize his lessons and introduce some tendencies in current preparatory education of teachers at primary schools. In penultimate chapter there is deeper description of preparatory education of teacher at primary school and personality. The last chapter of the teoretic part is focused on terms diferenciacion and individualisation. It introduces two alternative programmes know as Dalton plan and Winet system.

The research, which belongs to an experimental part, is focused on quality. It was realized by the method of an unstructured interview. Thanks to this research we received a lot of information and inspiration, which bring nearer what beginning teachers know about this topic, how they deal with individualization during their practice. According to their graduation, we value the view of their awareness about this topic, how they can improve their teaching. This Thesis covers the resources connected with this topic.

These results can be used not just for beganing teachers but also for teachers of Faculty of Education to improve a preparatory of future teachers.

Key words: professional quality, cometences of teacher, individualization, differentiation, beginning teacher, preparatory education of teachers at primary school.