

ABSTRACT

The aim of my diploma thesis was to find out how teachers lead their pupils to self - assessment and how this effort relates to the type of their teaching style.

The individual teaching styles, their suitability for pupils self-esteem, the particularities of individual development periods and the pupils self-evaluation in these developmental periods are characterized in the theoretical part.

The practical part contains a case study, which describes the teaching styles of ten elementary school teachers and their influence on pupils' self-assessment. For the research task I used the data processing via observation and interviewing methods. Another method used in my research is the action teacher research, which helped me to find out my own teaching style and the level of self-esteem students are able to achieve in the 5th grade. The results of the research point to the influence of teacher's teaching style on self-assessment of pupils. Teachers focusing on the facilitating or liberal teaching style really lead pupils to the ability of self- assessment. Fifth-grade pupils who have not been lead to self-assement since the first grade are not able to self-assess on the level of upper secondary school age.