

## **Abstract**

This diploma thesis deals with the problems of beginning teachers. Its aim is to find out what the fundamental difficulties of teachers working in education for the first five years are. The thesis is divided into the theoretical and the practical part.

The theoretical part first deals with professional development and teacher's competencies. It also describes professional preparation and assistance that is provided to beginning teachers. In the main chapter of the theoretical part, the problems that beginning teachers most often experience are specified. The description of the difficulties is based on an analysis of the literature and the results of the existing surveys. At the end of the theoretical part, the key surveys carried out in the given area are presented.

The practical part is based on the results of a questionnaire survey. The respondents in the research group are beginning teachers of ISCED 1, 2 and 3 level. Based on the data obtained, the key issues are analyzed and the results of teachers of different ISCED levels are compared. Attention is also paid to professional training, assistance to beginning teachers and teachers' attitudes towards their profession. The practical part concludes with the comparison of the obtained data with the results of Professor Šimoník's research.