

## **ABSTRACT**

The diploma thesis examines cooperation with parents from the point of view of beginning teachers, graduates of Teaching for the 1st grade of elementary school of the Faculty of Pedagogy of Charles University. The chosen topic is based on the participation in the research task Research of graduates of the 1st grade of primary education as beginning teachers within the Cooperation project in the scientific field of General Education and Pedagogy, field of Pre-primary and Primary education.

The thesis focuses on two primary goals, cognitive and creative, and also focuses on confirming or refuting formulated assumptions. Important factors in the field of pedagogy are emphasized within the learning objectives. These factors include the teacher's personality, competencies, the teacher-student relationship, and the new Competence Framework for the graduate teachers. Theoretical and practical examples from the school environments based on the experience of experts' insights are provided to support the discussion. Also, I described some important basic definitions here. The second chapter describes communication as an important aspect of every interaction. The third chapter, central to the thesis, focuses on the main topic and explores the cooperation between family and school, the importance of the family, typology, and the rights of parents.

The subsequent second empirical section of the diploma thesis is based on qualitatively oriented research. The goal of this research is to uncover the knowledge and experience of beginning teachers during the start of their teaching profession and practice. This section investigates the forms of cooperation which are used in cooperation with parents and the preferences of parents regarding it. A methodical approach to achieve this goal is proposed here, based on in-depth interviews with beginning teachers, graduates of the Faculty of Pedagogy of Charles University, and their subsequent analysis.

In conclusion, the thesis outlines its theoretical contributions and highlights its practical benefits for beginning teachers.

**KEYWORDS**

beginning teacher, first years in practice, family-school cooperation, teacher-parent communication, primary school