

## **ABSTRACT**

The thesis follows up with a beginning teachers and their teaching in an inclusive classroom. The first chapter of the theoretical part is devoted to the beginning teachers and their pre-graduate preparation for teaching in the inclusive education. In the second chapter is defined the concept of inclusive education, inclusive principles, development of the inclusive education in Czech republic and its current state. The third chapter is focused on itself teaching in an inclusive classroom, its actors and others selected aspekts. The empirical part aims to describe the experiences of beginning teachers, former students of the study program Teaching for the 1st grade of primary school at the PedF UK, with teaching in an inclusive classroom focused on the limits they feel. In addition to this, is the aim of the thesis to bring closer the attitudes of beginning teachers towards to the inclusion, which seem to be crucial for the successful inclusion. For this purpose is in the thesis used semi-structured interviews, which are analyzed and interpreted in the six areas that emerged from open coding. The results of the research shows, that the beginning teachers feel their limits in knowledges of special pedagogy and their skilil, which are associated with this, in cooperation with the teaching assistants and individualizing instructions. Principally in the first mentioned area, they preceive the insufficient pre-graduate preparation. It follows from the survey, that the beginning teachers have rather a positive attitude towards the inclusion and in their teaching using several inclusive principles.

## **KEYWORDS**

beginning teacher, first years in practice, inclusive education, primary school