

ABSTRACT

This diploma thesis deals with classroom management from the point of view of beginning teachers, graduates of the field of Teaching for the 1st grade of elementary school at the Faculty of Education at Charles University. The first chapter is devoted to the definition of the concept of classroom management. The second chapter considers the role of the teacher, the teacher's authority, its typology, the relationship between authority and education, and the importance of taking care of the teacher's mental health. The next chapter describes student discipline, possible causes of problem behavior, and methods of prevention or resolution. The following chapter on classroom climate analyzes the relationships that are formed in the school environment. It specifically explores the interaction between the teacher and the student, but also touches upon communication between students, and briefly discusses nonviolent communication. The penultimate chapter is devoted to student motivation. It examines both intrinsic and extrinsic motivation. The sixth and last chapter describes and evaluates assessment in teaching. It deals with formative assessment, its methods and advantages. The empirical part of the thesis is based on qualitative research. The primary goal of the research part of this thesis is to find out how novice teachers, graduates of PedF UK evaluate their first years in practice from the point of view of classroom management. The research method is in-depth interviews with beginning teachers, PedF UK graduates and their subsequent analysis. The resulting case studies that confirm the findings in the theoretical part. Moreover, the research revealed several other topics and specific perspectives that resonate with beginning teachers but are not discussed in the theoretical segment. Those findings of further areas to explore can be considered one of the greatest benefits of this thesis.

KEYWORDS

classroom management, elementary school, teacher, beginning teacher, classroom climate, discipline, motivation