

Abstract (in English):

This thesis examines the teaching of writing among novice Czech language and literature teachers at the secondary level of primary schools. Its aim is to theoretically present the didactics of teaching writing, writing instruction and evaluation, and the issues faced by novice teachers. Additionally, it conducts a case study of four novice teachers and analyzes their approaches to teaching writing, including giving instructions and evaluation methods. The work comprises of both theoretical and empirical sections, with the empirical part qualitatively describing, analyzing and critically evaluating specific examples of novice teachers. The empirical part draws from semi-structured interviews and questionnaire surveys. It is evident that novice teachers at the secondary level differ in their knowledge and teaching abilities regarding writing, likely stemming from divergent beliefs about the importance of teaching writing at this level. Therefore, through its findings, this work can offer valuable insights into the current state of teaching writing among selected novice teachers at the secondary level of elementary schools and serves as a guiding framework for further research in this field.