

ABSTRACT

This diploma thesis addresses the topic of beginning teachers working with diverse students in the first grade of elementary school. The primary objective of this thesis is the selection and implementation of effective principles of differentiation in the teaching of the Czech language and Mathematics for first-grade students.

The thesis consists of an explanation of the theoretical foundations of the issue and presentation the results of an action research study. The theoretical part is focused on beginning teachers and the specific challenges of their initial years of the adapting process. It also describes the concept of inclusive education with broader focus on students with specific educational requirements, characteristics of younger school age and presentation of possible methods for differentiation in class and teaching methods.

The empirical part of the thesis includes the research methodology and presentation of the action research study results, divided into two parts. The first part applies approach of action research study using method of observation, video recordings and pedagogical journal. The second part is focused on the survey method, with interviews used as the data collection technique. The action research study was realized in first class grade at an elementary school in Prague, with interviews carried out with teachers from Central Bohemian Region. The purpose of the action research study was to select and implement effective differentiation methods in the teaching of Czech language and Mathematics in first class grade of an elementary school. The goal of the interviews was to identify effective strategies, methods and forms of work used by both beginning and experienced teachers. Based on the results of action research study, the recommendations for working with diverse students were provided, with using different methods and forms of work as an effective strategy.

KEYWORDS

beginning teacher, inclusive education, diverse students, first class, differentiation, development of teaching skills, action research study