

ABSTRACT

The thesis, *Entry of Beginning Teachers into Their Own Teaching Practice in a Collaborative Education Environment*, examines the undergraduate teachers' preparation for their profession, their entry into the profession itself, and their experiences in the first two years of their own teaching careers.

By studying available information sources and using quantitative methodology (questionnaire survey), it was found that most beginning teachers face professional difficulties of various kinds when entering their own teaching practice. These difficulties cause insecurity among beginning teachers, undermine their professional self-confidence, and lead to frustration. In some cases, they even result in premature departure from the teaching profession.

Following the results of the questionnaire survey, a set of recommendations was proposed that could make it easier for beginning teachers to start their teaching career. Many of these recommendations are partial, simple, and relatively easy to implement. However, there are also recommendations that require a broader background and deeper intervention, for example, certain changes in the concept of undergraduate preparation of future teachers at universities. Both types of recommendations are included in this thesis.

KEYWORDS

Beginning teacher, undergraduate preparation, competencies, successes, difficulties, support, introducing teacher, classroom observation, sitting in on a class, students with special educational needs