

## **ABSTRACT**

The theoretical part focuses on the aspects of the teaching profession and teacher's competencies, followed by a description of beginning teachers of the Czech language and Russian as a second foreign language. This thesis also summarises the most common problems faced by these teachers. In the practical part, these problems are compared by a semi-structured interview with beginning teachers. In these days, beginning teachers of Czech and Russian are faced with problems related to the integration of arrived Ukrainian pupils in the context of the war in Ukraine. Most respondents point to the same gaps in the university preparation, namely the problematic form of internships, teaching of professional subjects, didactics, pedagogy and psychology. As for the introduction to the position, the most common form of support is the introducing teacher, who was assigned to most of the respondents, but cooperation was often formal or otherwise dysfunctional. Beginning teachers of Czech and Russian have the same issues with the textbook series, that they must use, and with the pupil evaluation. Compared to beginning teachers of Russian, beginning teachers of the Czech language face more challenges in identical areas (e.g. discipline, preparation time, communication with parents) and higher demands are placed on them.

## **KEYWORDS**

teacher – beginning teacher – problems faced by beginning teachers – professional competence – second foreign language – Russian language – Czech language