

ABSTRACT

The thesis deals with verbal communication skills based on a respectful and partnership approach to students, through a multi-case study of two selected teachers at lower-secondary schools.

The theoretical part is devoted to human communication, especially in terms of verbal and also marginally in terms of nonverbal. Introduces and describes the principles and tools of respectful, partnership and immediate communication. It draws attention to the possible effects of the disrespectful and authoritative approach of teachers on pupils' problematic behaviour and their ability to learn.

The practical part, through a questionnaire survey and analysis of video recordings of lessons, presents the results of the influence of a respectful and partnership approach on the overall atmosphere in the classroom. In reference to the theoretical part of the work, it provides examples of transcribed monologues and dialogues containing elements of a partnership and respectful approach.

Based on the triangulation of data, it was found out which elements of respectful and partner communication teachers use in their practice, and it was also proven that the application of these elements positively affects the atmosphere in school classrooms. Finally, the analysis of the questionnaire survey confirmed that teachers consider themselves more respectful and partner than students do. However, the extent of this difference is determined by the quality of self-reflection, which is influenced by the length of practice and the amount of experience of the teacher.

Information from research, empirical data and examples of dialogues from lesson recordings will provide all readers (not only teachers) with a basic background for understanding the essence and importance of a respectful and partnership approach to children and a desire to self-educate in this area.

KEYWORDS

communication skills, respectful communication, partnership approach, immediacy, verbal communication, classroom atmosphere