

ABSTRACT

This thesis focuses on the issue of communication in the Czech secondary school environment and the possibilities of implementing elements of non-violent communication into German language teaching.

The main objective is to comprehensively map the communication issues in Czech secondary schools and on this basis to propose and practically test ways of incorporating the principles of non-violent communication, especially active listening techniques, into German language classes.

The practical part of the thesis is based on the theoretical basis, which presents an overview of communication theories with a focus on communication as a way of acting and on communication in the educational environment. It is divided into three sub-researches. The first is a questionnaire survey that examines violence in communication in the Czech secondary school context. Its results demonstrate not only the presence of violence in communication, but also the lack of respondents' skills to respond appropriately to violence. Another research, also in the form of a questionnaire, deals, among other things, with the amount of time for active communication of pupils. This research shows that pupils receive the most time in language classes. This finding is supported by recent research with a single-subject experimental research technique supplemented by a questionnaire survey, which focuses on the practical use of the active listening technique by pupils as an element in the development of communicative competence in German language teaching. The results of this research demonstrate the pupils' ability to successfully implement the new communication technique in German language conversations.

The results of the research are intended to contribute to a deeper understanding of communication issues in the Czech secondary school environment and to provide concrete suggestions on how to develop pupils' communicative competence through elements of non-violent communication in foreign language classes.

Thus, the paper presents a comprehensive analysis of communication in the school context and suggests innovative approaches to improving it, which may have significant benefits for pedagogical theory and practice.