

## **ABSTRACT**

This thesis deals with pedagogical communication and its interpretation from the perspective of 5th-grade elementary school students. The aim of the work was to understand how children perceive and experience communicative interactions with their teachers, and how these experiences influence their attitude towards school, wellbeing, and the overall classroom climate. The research was conducted using a qualitative method of interpretative phenomenological analysis (IPA) based on four semi-structured interviews with students from both regular and Montessori schools.

The data analysis identified three main thematic areas: classroom climate, instructional communication, and teacher personality. The results show that students do not perceive communication merely as the transmission of information but as a complex relational process, in which emotional safety, fairness, and stability play important roles. Students are sensitive to teachers' nonverbal expressions, evaluate their approach, and appreciate empathy and individual attention.

The thesis provides important insights for educational practice—particularly emphasizing conscious work with nonverbal cues, consistent relationship building, and structured communication rituals. Although the research is limited by the sample size, its findings point to important aspects of pedagogical communication significant for students' perception of the school environment.

## **KEYWORDS**

pedagogical communication, wellbeing, feedback, classroom climate, assessment