

This work focuses on classroom group dynamics and its aim is to develop a comprehensive concept (model), which will be able to explain the socio-psychological processes within the class. It could be used for diagnostic purposes (measurement) and intervention. The author first defines the group dynamics as a field of forces aiming to reach goals, or preventing their fulfillment. Based on three sources of literature (research of small groups, pedagogical understanding of group dynamics and psychotherapeutic understanding of group dynamics) the author describes all reflected forces in group dynamics. Based on in-depth interviews with seven experts, he creates seven different perspectives on the context and chooses the key forces of the group dynamics. By a synthesis of the information sources, the author creates the final model. Its validity due to data and potential future use is discussed.