

Abstract

This diploma thesis focuses on classroom environment and the possibilities of psychological intervention.

The theoretical part deals with three main topics: classroom as a small social group, classroom environment and the possibilities of psychological intervention in such an environment. It describes the functioning of a classroom as a small social group, the principles of its development and relevant diagnostic methods. Classroom environment is defined by the components it is made of and aspects it is influenced by. Further on, the topic of positive classroom environment and its impact on the effectiveness of the instruction and the development of the personality of the pupils are discussed. The last topic outlines the possibilities of psychological intervention from the teacher's and school psychologist's points of view.

The empirical part presents the outcomes of a research carried out in nine grammar school classrooms in order to analyse their environment – first-year students in comparison with fifth-year students. A set of three methods, two questionnaires and one graphic method, were used in the research. The results have shown corresponding tendencies in the environment of groups functioning on a long-term basis and newly-formed ones. Psychological intervention in the environment of selected classroom has been recommended.

Keywords:

- classroom
- classroom environment
- peer relations
- teacher - student relations
- school psychology