This diploma thesis deals with social competences of a teacher at primary school. The aim of the theoretical part of this thesis was to explore the area of the social competences in current professional literature and curricula, and to analyze the social competences of a teacher necessary to developing their optimal relationships with pupils, class as a social group, parents of students and colleagues. The emphasis was placed on the description of use of the social competences of a teacher in pedagogical interaction, educational communication, the management of the class and during resolving conflicts. Special focus was given to teacher self-reflection, the importance of which is that it is the social competence enabling and influencing the development of other skills.

The aim of the empirical part of this thesis was to determine which of thirteen social competences of a teacher at primary school are considered to be the most important in pedagogical interactions for pupils, parents of students and the teachers. We also examined how primary school teachers themselves applied and reflected thirteen monitored social competences in the situation of conflict, which of the thirteen social competences they used when they were resolving the conflict and which of the competences they did not apply.

Applying methods of quantitative and qualitative research we found that most acclaimed social skills are openness and honesty of teachers, faculty acceptance of pupil, empathy and listening skills. Comparing the data obtained by questionnaire technique and technique of critical events, we conclude that the most preferred social competences are used by the teachers in their practice.