

The goal of the thesis is to clarify a problem of what we call Teachers' authority. In Czech language the term "Authority" is usually used in the meaning of power or respect the teacher has among pupils. In general we can say that the meaning of the term is rather indefinite.

This thesis mainly focuses on the form of communication between teacher and class.

Therefore the authority is regarded as the result of organization of competencies, bounds and relations in the area of teacher-pupils contact.

The teacher-pupil interaction is considered as a system in all the meanings of this term.

Through the teacher-pupils' interaction the communication circle is formed. Every single connection of the class with a teacher creates a unique and compact communication circle where the communication rules are discussed.

In this thesis, authority is rather regarded as the mutual negotiation resulting in the final (but still changing) organization of rules and relations within the communication circle.

The thesis consists of presentation of the basic theoretical sources, the analysis of the field survey data and discussion about the conclusions.

It explores the communication between teacher and class in the eighth class of elementary school. I visited one class - collaborating with three teachers - within one school-year. The data for the research came from both observation and interviews. The analysis is based on the technique of qualitative methodology and it brings some important findings.

The final (but still changing) shape of the communication in the circle depends on three things:

Whether the teacher's behaviour is authentic or not, whether his or her attitude to the pupils is friendly or not and how much he or she understands the pupils culture and identifies with it.