

ABSTRACT

The diploma thesis assesses the effectiveness of selected forms of care for classroom climate.

The theoretical part of the thesis deals with class and school climate and explains what factors influence them positively. It describes the risky periods and situations at the primary school, in which the pupil's adaptation problems may occur. Shows adaptation programs as a form of care classroom climate.

The practical part investigates how two concrete schools react to risk periods and situations at the primary school and how do they try to prevent adaptation problems. It also includes the action research on the process of creation, implementation and reflection of adaptation stays for pupils of the third and first year of primary school. It presents the observation of two adaptation programs in two different primary schools. In interviews with teachers from both primary schools surveyed summarizes how teachers perceive the impact of climate adaptation programs in classrooms. It deals with activities in adaptation programs that focus on cooperation between pupils. At the end of the practical part there are methodological instructions for the preparation of adaptation programs for beginning teachers.

KEYWORDS

class climate, school climate, adaptation programe, positive school climate, class climate care