

Abstract

The bachelor's thesis deals with adaptation courses in high schools, implemented by the Social Pedagogical Counseling Center in Zlín. This is a pilot project aiming to facilitate cooperation between school and family not only through school social work. Although the counseling center offers several activities for several target groups, the thesis deals exclusively with adaptation courses. The aim of the thesis is to find out how the adaptation courses fulfill the objectives of the Social Pedagogical Counseling Center in Zlín. This was investigated through qualitative research, carried out in the form of a focus group with counselors who taught the course. A content analysis of the documents created during the course was also carried out. There were 2 reports from the advisory board for schools and 4 questionnaires filled in by each student, with a total of 1,730 respondents. Together they came from 2 schools, 11 classes and 4 different fields of study. The questionnaires consisted of 3 worksheets, which were used during the course, and which contained questions aimed at reflecting on personal values, one's strengths and weaknesses, relationships and both study and life aspirations. The thesis, in answering the research question, works with the official goals of the counseling center and at the same time the goals for which the counseling center implemented the course. The thesis concludes that the goals of the counseling center are fulfilled primarily by strengthening the social competences of students, and these are strengthened through the relationships formed during the course. They are relationships with classmates, counselors, and the class teacher. Another form is cooperation in group activities, sharing ideas with others or in writing. Another benefit is the focus of the course on supporting students' self-reflection, which was supported by questions in the worksheets, thematically focused in the social-emotional area. In addition to strengthening social competences, the course also has a preventive function regarding not completing secondary education related to inequalities in education. The connection is because the family, which supports and motivates the student, plays a pivotal role in studying. The prevention of failure of students with insufficient family background is carried out by means of work with study motivation and education as a value in a person's life. Furthermore, it is realized by the student establishing a relationship with the counselors of the social-pedagogical counseling center, who can provide him with additional support within this service or connect him to any necessary social services.

Key words: social-ecological perspective; social work; school social work; adaptation courses in high school