

## **ABSTRACT**

The diploma thesis deals with the work of a class teacher with rules at primary school. The theoretical part offers a comprehensive view of class rules as a tool of classroom management. The subchapters explain the meaning of the rules for teachers, pupils and individual development in general. They are also devoted to the characteristics of the teaching profession in relation to classroom management, climate, and discipline. Practical suggestions related to the creation and establishment of rules, their enforcement, reinforcement, and work with rules throughout the school year are also part of the theoretical framework. The practical part presents a mixed-method research combining a quantitative questionnaire method for teachers with qualitative interviews with second and fifth-grade pupils, complemented by structured observation. The aim of the research is to find out the opinion and attitude of first-grade teachers towards classroom rules as a classroom management tool with the potential to positively influence classroom climate and discipline, and whether and how this tool is used in practice. The research investigation further monitored the view of the first-grade pupils on the classroom rules, how the pupils perceive and understand the rules. It was found that teachers consider classroom rules to be an effective tool for positively influencing discipline and classroom climate. It follows from the questionnaire survey that teachers set the rules by a combination of preventive introduction and adjustments during the year. Teachers involve pupils in the process of creating rules and remind them of the rules throughout the year. However, for roughly a quarter of teachers, this is a reminder in response to disruptive behavior, not a planned preventive strategy within classroom hours or morning circle. The research results confirmed the assumption that teachers react more frequently to rule violations than to compliance. Pupils of the second and fifth grades represented the pupils of early and middle school age. Both groups were unequivocally opposed to the idea of a school without rules and emphasized the importance of classroom rules in ensuring a safe and harmonious environment. The fifth-grade students considered it important to mention disruptive behavior during breaks, during which rule violations frequently occur in the absence of the teacher.

## **KEYWORDS**

classroom rules at primary school, classroom management, classroom environment, teacher's work with classroom rules, teacher's educational styles, pedagogical communication