

ABSTRACT

The school environment is in itself a complex social mechanism of relationships and interrelationships. In one view of the problem, it is a psychological-social as well as an economic-social model of the relations of individuals. It is not only a field of communication between children and teachers and between parents and teachers, but also between individual teachers and between teachers and school management as well as between parents and school management or between school management and the founder as well as between parents and founder. The competencies of subjects in the school environment are often not quite simply defined. This is not only an announced psychological and social problem but also a pedagogical and legislative one. From different perspectives, it is possible to look at this phenomenon from a philosophical point of view and from a cultural anthropological point of view. Conflict belongs to school as an institution even both politically and historically. Conflict as a socio-cultural concept also has a general and specific solution. Conflict can be seen as a catharsis in the actions and behavior of the individuals and in frame of the society. For the given diploma thesis, however, the dimension is only the school environment with a focus on teachers and their support in resolving conflicts towards students and their parents,. The research question - the hypothesis is the possibility of resolving conflicts in the school environment in terms of process and conflict prevention on a communication basis. A case study in the form of a list of case studies was chosen as the research method. Complementary research material was a questionnaire submitted to respondents from among teachers and the part of parents. The scope and method of the research plan fulfilled the goal of the final work in roughly expected techniques and in the schemes of mutual communication between the actors in the educational process in the school environment.