

This rigorous thesis responds to the current situation in Czech schools and educational institutions, where significant societal changes affecting students' mental states, family dynamics, and communication between parents and schools, as well as teachers, directly affect the psychological well-being of students. Last but not least, it also addresses the interaction between teachers and students themselves. It also takes into account the dramatically rapid increase in the need for psychotherapeutic services for children, adolescents, and adults in the Czech Republic. Educators are increasingly finding themselves in situations they perceive as demanding or even crisis-ridden. They reflect on insufficient communication skills and the ability to conduct conversations in this context. The aforementioned facts and direct experience within the school environment and its actors have led to the establishment of the objective of this work: to verify whether the established psychotherapeutic approach of SFBT (Solution Focused Brief Therapy) can provide a theoretical framework for a helpful conversation, whose structure, principles, and techniques would be applicable to pedagogical practice. Another goal is to present a solution to the aforementioned situation in the form of a psychotherapeutic minimum for educators and a concept of education - experiential training. The work is divided into a theoretical and an empirical part. The theoretical section deals with a broader view of possible causes of the mentioned changes in a historical and societal context in the initial chapters. It also briefly touches on the question of the intersection between pedagogy and psychotherapy. In the subsequent chapters, the theoretical part guides the reader through philosophical foundations, principles, and the proposed structure of the helping conversation in the SFBT mode. In the empirical part of the work, a qualitative research investigation is introduced that verifies the application of the proposed conversation structure and the form and conditions of experiential training. The conclusions of the research investigation are utilized to develop a final concept of a psychotherapeutic minimum, which, in this form, is applicable to the educational system of educators.