

ABSTRACT

The diploma thesis addresses teacher-student communication during instruction. The objective of the diploma thesis is to evaluate which communicative functions predominate in the teacher's verbal expressions. The work is divided into theoretical and practical parts. The theoretical part defines the concept of pedagogical communication, describes the functions and forms of pedagogical communication, characterises the participants in pedagogical communication, the organisational forms of instruction, and communication rules. It also clarifies the differences between verbal and non-verbal communication, as well as between a sentence and an utterance, and defines the communicative function from the perspective of an utterance. The practical part of the diploma thesis describes the methodological framework of the research and subsequently specifies the research inquiry. The research employed the observation method, with audio recordings of the environment being made simultaneously; the primary aim was to classify the teacher's utterances based on communicative functions. Additionally, the questioning method was used, with data collected through a questionnaire for teachers and interviews with students to investigate how teachers and students perceive communication. The diploma thesis concludes with an analysis of the data obtained, focusing primarily on the frequency of the communicative functions used in utterances. The research was conducted in two different elementary schools in Prague during mathematics and Czech language lessons. The findings indicate that the most frequently used communicative function among teachers is the directive function, followed closely by the assertive and interrogative functions.

KEYWORDS

Communication, teacher, student, dialogue, classroom, communicative function of the utterance, speech acts