

ABSTRACT

This thesis examines the application of nonviolent communication in working with primary school pupils.

The theoretical section summarizes the knowledge about the teacher's role, educational approaches, teaching styles, and the broader context of communication. Culminating in a detailed definition of nonviolent communication as one of the current communication concepts applied in the practise of helping professions.

The empirical part of the thesis investigates the benefits of using nonviolent communication as both a means and an end in fostering students' social and emotional development. This is explored through qualitative research, based on semi-structured interviews with seven primary school teachers. The primary research question addressed is How do trained primary school teachers implement nonviolent communication in their work with pupils?

The findings from this research provide valuable insights into the use of nonviolent communication not only in educational practice. The thesis describes teachers' motivations for pursuing nonviolent communication training. Additionally, an insight into the benefits and challenges of nonviolent communication from the respondents' perspective is provided. The respondents see the benefits as, for example, orientation in oneself in their needs and the feelings that arise from them, the ability to use descriptive language without the admixture of evaluation, honest self-expression and the expression of one's own vulnerability, the empathic presence that one is able to provide to another person, and the adoption of nonviolent communication in the personal lives of the pupils.

KEYWORDS

primary school teacher, school communication, effective communication, nonviolent communication, partnership approach, qualitative research, interview