

ABSTRACT

Subject of this paper are possibilities of pedagogical impact on improvement of performance and social skills of apprentices at vocational school. The theoretical part describes a definition of social climate, specifies factors, which form social climate. Each subchapter focuses on the role of social climate and school class as an important group for school climate. It describes the role and tasks of class teacher and his/her significance for positive motivation of apprentices, creating positive social climate of the class and his/her possibilities of improving social skills and performance of apprentices. Another important factor for the climate are the apprentices. Next part draws conclusions about means, which a teacher may use to have an impact on apprentice performance, such as motivation, evaluations, forms and method of work with apprentices. This paper describes the relevance of key competences and functional literacy in education of vocational school apprentices.

The practical part is focused on case studies of apprentices. It is carried out in a form of semi-structured interviews with selected apprentices and the results of their interviews are compared, after the beginning in the 1st year and at the end of the school year. The apprentices talk about their motivation for study, self-assessment from the perspective of their learning outcomes as well as regarding personal development. To increase impartiality, the results of their self-assessment were consulted with other colleagues, who know the selected apprentices.

KEYWORDS

climate, class, teacher, apprentice, motivation, assessment, functional literacy

