

## **ABSTRACT**

My diploma thesis deals with the issue of mental hygiene as a field of personality and vocational development of future primary teachers.

The aim of theoretical part is to summarize the facts about teacher's profession, which are an argument for systematic mental hygiene development of teacher students. One of the goals is to describe the study of teaching as my respondents in empirical part are future teachers. The next aim is to find answers to what attitudes, knowledge and skills should teachers have to be able to prevent burnout syndrome, to be resistant to stress and to be active in their approach to personality and professional development.

The practical part was realized by a mixed research among students of the primary teaching who are in the 1<sup>st</sup> and the 5<sup>th</sup> grade. The research questions were: What is the approach of the students of teaching to the personality development in the 1<sup>st</sup> grade and in the 5<sup>th</sup> grade? What are the competencies of the future primary teachers in the 1<sup>st</sup> grade and in the 5<sup>th</sup> grade in a burnout area? To what extent do the future primary teachers know in the 1<sup>st</sup> grade and in the 5<sup>th</sup> grade about the risk of burnout (what does it cause, what are the manifestations of burnout and how to prevent it)? Data were collected by the questionnaire method.

My research shows that competencies in the field of mental hygiene and that attitude to the personality development differ very little among the students in the 1<sup>st</sup> and the 5<sup>th</sup> grade. About the risk of burnout know the students in the 1<sup>st</sup> and 5<sup>th</sup> grade equally.

### **Key words:**

primary teachers, students of studies of education, self-concept, stress, burnout syndrome, prevention, mental hygiene, personality and vocational development, questionnaire