

## ABSTRACT

In this diploma thesis I deal with the topic Possibilities of employment of a social pedagogue within the prevention of burnout syndrome in teachers at a selected primary school. In the theoretical part I deal with the concepts of social pedagogy and social pedagogue, stress factors and burnout syndrome in pedagogical practice. It also defines the competencies of a social pedagogue not only in the school environment.

In the practical part I present quantitative and qualitative research. Quantitative research used a questionnaire method. Questionnaires were addressed to the teachers of the selected primary school. The obtained data are processed into graphs. Qualitative research, which expanded quantitative knowledge, took the form of interviews. From the information I gained, I developed a grounded theory.

The main goal of this diploma thesis was to find out the possibilities of support for teachers that a social pedagogue has in the prevention of burnout. The research concluded that educators expect a greater opportunity to share stressful situations with a social educator. At the same time, the social pedagogue helps them to solve problems in communication with parents, in solving problems with pupils and methodological activities. Part of the practical part of this diploma thesis is the design of didactic output. This output is a workshop for teachers, which aims to acquaint teachers with the job of a social pedagogue, the approach to competencies and situations in which the social pedagogue can play an important role in managing them effectively and thus significantly help teachers cope with difficult situations.

**KEY WORDS:** Social pedagogue, competences, stressful situations in teaching, burnout syndrome, possibilities of cooperation