

ABSTRACT

The thesis deals with stress and self-regulation of pupils in the school environment. The theoretical part deals with the general issue of stress, stressors, expression of stress, and the child's reactions to stress. It also defines self-regulation, relaxation techniques, specific support for pupils' self-regulation, and coping strategies. The theoretical section defines the concept of wellbeing and the development of pupils' socio-emotional skills. Finally, the issue established in the primary education system. There are also defined classroom lessons, community circles, and the cross-topic of the Framework Curriculum. The practical part is dedicated to stressful situations and self-regulation of pupils in primary schools in the Jihlava region, specifically identifies and describes stressors and self-regulation techniques of pupils in the school environment. It includes a qualitative research investigativním aimed at finding out information about supporting pupils in stressful situations and the tools used by teachers to reduce stress in the school environment. The semi-structured interview and observation methods were used to collect the data. The open coding method was used to analyze the data and the card interpretation method was used to interpret the data them. This thesis focused on the description of stressors, pupils' reactions to stress, methods used by the teacher to reduce stress in the school environment and support of wellbeing. The practical part recommends special education practice, which defines the key collaborations among all stakeholders in the primary school and it proposes a process for creating a safe environment and for setting up support for pupils who could be affected by increased stress in the school environment. The Appendix contains the semi-structured interview questions, coded interview transcripts, tables and a picture.

KEYWORDS

stress, self-regulation, wellbeing, school environment, primary school, pupil