

This bachelor's thesis focus on the issue of the wellbeing of students with special educational needs (SEN) during classes in primary schools, in the context of the current discourse on mental health in the school environment. Considering the negative attitude of Czech students towards education and the impacts of the COVID-19 pandemic, this topic offers an important perspective on the needs of this specific group of students.

The aim of the thesis was to identify how different organizational forms of teaching affect the psychological wellbeing of SEN students and to determine which factors contribute to their improved wellbeing. The thesis aims to name the factors that specifically influence the wellbeing of these students. The theoretical part of the thesis introduces the concept of wellbeing and describes the factors that influence it in the case of students in the school environment. It also describes the existing support mechanisms and strategies used in Czech schools to support these students.

The research part includes a description and analysis of the results of a survey conducted in fourth and fifth-grade primary school classes. The research findings suggest that group work is more suitable for the wellbeing of SEN students. Key factors contributing to better wellbeing included success, motivation, understanding of the assignment, the presence of a teaching assistant, and the fun aspect of the activity. Through this research, the bachelor's thesis contributes to the expansion of knowledge on supporting the wellbeing of students with special educational needs in primary schools and offers practical recommendations for pedagogical practice in primary education.