

SUMMARY

This dissertation deals with the subject of social support for primary school teachers. For the purposes of the research and analysis of the collected research material, social support was understood as all resources provided to a person by other people and institutions, which gain their sense in the meanings given to supporting activities by the participants themselves. The aim of the research was to determine the specificity of social support for primary school teachers and to identify factors determining support for this professional group.

The starting point for reflection was the analysis of transformations of social reality, which determine the changes in the teaching profession. Due to the educational effects of the changes taking place, a modern teacher is constantly subject to negative experiences and faces difficult situations that generate stress practically every day. This may cause a sense of anxiety and uncertainty as to the quality and rightness of the actions taken, so the issue of supporting this professional group seems important and very current and deserves special attention in the consideration of pedagogy, mainly pedeutology. In view of these circumstances, the undertaken research - aimed at collecting and analyzing data on activities supporting primary school teachers - seems necessary. This is of particular importance in the light of the events and changes that have taken place in recent years, e.g. the Covid-19 pandemic, which has highlighted or intensified many problems, also in the field of education, affecting all its subjects, to a large extent teachers.

The conclusions and reflections resulting from the analysis of the research material were used to indicate the directions of the desired activities supporting primary school teachers in coping with being in "constant change". Practical implications regarding the social support of educators were formulated: 1. already at the stage of education and preparation for the profession, 2. during professional functioning in the school environment and 3. support by non-school institutions. Quick reaction to new needs of teachers, noticing their problems and difficulties, but also using their potential to provide support to others is an important task that requires vigilance and action as well as cooperation of many entities.