Abstract
The article presents the meaning of professional work as experienced by teachers in the midlife transition period (the concept by P. Oleś). Qualitative research conducted with the use of an autobiographical method (a reference to the journal writing tradition of F. Znaniecki and his followers, including pedeutology experts) has been placed within the framework of everyday life sociology as presented by A. Schütz, P. Berger and T. Luckmann, and P. Sztompka. The purpose of the presented study is to focus on how the stage of one's development influences the quality of work and determines the meaning and importance of professional experiences. In order to describe it, a reference has been made to the research conducted among 6 female teachers in the midlife transition period.

Keywords: teacher, work, everyday life, autobiography, midlife transition period.

Introduction
In sociology, the concept of everyday life has been in use since the early 1930s thanks to the theory of everyday life offered by Alfred Schütz (1962). A theoretical basis for understanding everyday life – adopted for the purpose of this analysis – was also discussed by P. Berger and T. Luckmann. These researchers perceived everyday life as the paramount reality, claiming that: “The tension of consciousness is highest in everyday life, that is, the latter imposes itself upon consciousness in the most massive, urgent and intense manner. It is impossible to ignore, difficult to weaken its imperative presence. Consequently, it forces me to be attentive to it.