

Abstract

This thesis focuses on the role of a teacher in the educational process of gifted children. The main objective of the thesis is to examine teachers' attitudes toward gifted children and the ways in which these attitudes impact the development of potential and educational motivation in gifted children. The theoretical part of the thesis discusses the issues of gifted children. Next, the thesis focuses on the teacher's profession and describes factors through which teachers can influence the education of gifted, particularly teachers' attitudes toward gifted and communication and interaction styles between teachers and gifted children. The empirical part of the thesis involves a qualitative study based on semi-structured interviews with teachers of gifted children, as well as with gifted children themselves, focused on the perceived influence of teachers on the education and motivation of gifted children. The findings of the qualitative analysis bring insights into the teachers' influence on the educational process of gifted students, as perceived from both the perspectives of teachers and gifted children.