

ABSTRACT

The thesis deals with the possibilities of pedagogical identification of gifted pupils at the first grade of primary school. The aim of the thesis is to describe what pedagogical methods are used by teachers to identify gifted pupils at the first grade of primary schools. The theoretical part, defines the concepts related to giftedness and pedagogical identification. Furthermore, the theoretical part presents the possibilities of educating gifted pupils according to the current legislation, and the different types of gifted pupils. Following this, identification methods are presented and then possible approaches to the education of gifted pupils are presented. The empirical part of the thesis is focused on the possibilities of pedagogical identification of gifted pupils at the first grade of primary school. For this research the qualitative research method was chosen, namely a case study. The research sample consisted of teachers of gifted pupils working at the first grade of primary school. The semi-structured interview method was chosen for data collection. In the subsequent analysis, open coding of the data was used, followed by categorization and interpretation of the data using the card-layout technique.

It was found that five respondents had experience of finding gifted pupils in the first grade of primary school. Four respondents had independently successfully identified a gifted pupil. Two respondents have used the help of the giftedness methodologist in locating gifted pupils. From the respondents' statements, it is clear that they most often use pupil observation as a pedagogical method for finding gifted pupils. In addition, some respondents supplement the observation by interviewing the pupil and parents. Another method used may include the analysis of the results of the pupil's activities. After their pedagogical identification, all the respondents send the pupil to the PPP for a professional examination to confirm their identification. After confirming the identification made, they work with the referral they receive from the PPP. Based on the recommendation, they then choose appropriate educational procedures and methods to work with the gifted pupil.

KEYWORDS

gifted pupil, pedagogical identification, identification methods, education of gifted pupils