

ABSTRACT

This thesis focuses on the didactics of mathematics in the context of teaching gifted pupils. In the thesis I describe in detail the course of individual teaching of mathematics of two pupils – one exceptionally gifted and the other accelerated in mathematics. This teaching process is captured and reflected upon through teaching protocols, with the structure of reflection based on selected didactic phenomena. Next, in the practical part, I discuss the case study of the two pupils, based on a semi-structured interview with the class teacher and my observation of individual teaching. The case study, based on my observation, is conceived through other significant didactic phenomena. In the theoretical part, I discuss the issue of gifted pupils and key aspects of this topic that provide a context for professional knowledge. This section also serves as a description of the background for the design of the tasks and the conception of the whole teaching. I also define important terms used in the practical part. The last part of the paper presents a set of tasks suitable for gifted pupils in their second year of primary school, which is offered for use by teachers of gifted pupils.

KEYWORDS

gifted pupil, didactics of mathematics, cognitive process, constructivist approach to teaching, individualized teaching