

ABSTRACT

This thesis deals with the issue of gifted students at multi-year gymnasium. Specifically, it focuses on examining the attitudes of teachers towards gifted students at the higher level of multi-year gymnasium. The aim of the thesis is to find out what attitudes they have towards these students and what level of support and development they subsequently provide.

In the theoretical part, the issue of gifted students is thoroughly examined, including the definition of key terms. This work focuses on a detailed description of gifted students at the higher level of multi-year gymnasium and on the introduction of organizations that specialize in their support. The work also includes an analysis of relevant professional documents. The work further deals with educational methods and the characteristics of the teacher's role. Special attention is also paid to risk groups among gifted students.

In the empirical part, the research is carried out using the case study method. The subject of this study are two multi-year gymnasium. Semi-structured interviews were conducted with the teachers and educational counselor of these gymnasium, which were subsequently analyzed by the open coding method. The resulting categories were described in detail and the data were interpreted.

The research results show a connection between the attitudes of teachers and the manifestations of gifted students and their motivation. Teachers' attitudes are influenced by the behavior of gifted students. The results also show that teachers do not yet perceive the full potential of the role of the educational counselor.

KEYWORDS

gifted student, talent, multi-year gymnasium, teacher, attitude, educational counselor