

ABSTRACT

This diploma thesis deals with the issue of working with a gifted student in primary school and multi-year gymnasium. The theoretical part characterizes the gifted student, focuses on the influence of the environment on the development of talent and brings a view of multi-year high schools. The work also deals with the current legislative framework. Furthermore, the work is focused on education and the possibilities of working with a gifted student. The aim of the empirical investigation was to find out what methods and organizational forms teachers choose when working with gifted pupils, whether or according to what criteria these applied methods differ in primary school and multi-year grammar school, whether there is greater development and support of gifted pupils in multi-year grammar school and whether they differ if the preparation of a teacher to teach a gifted pupil in primary school and multi-year gymnasium. The methodological part was solved with a qualitative approach, specifically through the design of a case study. A semi-structured interview with teachers who actively participate in the teaching of a gifted student was used for data collection. Standardized participant observation and analysis of school documentation were also used. The results of this work provide a comprehensive view of the support and development of gifted students in the school environment and bring valuable current knowledge into pedagogical practice.

KEYWORDS

giftedness, gifted pupil, multi-year gymnasium, primary school, teaching pedagogue