

ABSTRACT

This bachelor thesis deals with the issue of gifted children in the classroom environment. The main general topic of my thesis is: What is it like to be a gifted child among other children in the classroom? The topics of research to which I sought answers are as follows: 1. How do the closest people around the gifted child participate in developing its talents in the context of the classroom? 2. How are gifted children perceived by their parents and teachers and how it influences their position among their peers and also how it affects their educational process?. 3. What kind of relationships do the extraordinarily talented children have with their classroom peers and their teacher?

In the theoretical part of the thesis a basic overview of current research of giftedness in children and its development is summarized. Much attention is devoted to social factors that have an influence on the talent development. In accordance with Mönks (1993) I determined family, age-peer group, and school environment to be those factors. The practical part of the thesis is carried out as a qualitative multi-case study with three gifted children, their mothers and their teachers. The data collection was done through semi-structured conversations. The obtained data was subsequently analyzed using categorization and coding.

The main finding of the thesis is that family plays the key role in the talent development process of a child and at the same time it also contributes to and influences the position of the child among its peers, especially by how much they label their child as a gifted one. The results also showed that the acceleration of child's talent in form of attending a higher class of the particular subject is a suitable way of educating the gifted children and it doesn't fundamentally change their position among their age-peers.