

ABSTRACT

The bachelor thesis focuses on the issue of identification of a gifted child in kindergarten and pedagogical procedures used by the teacher in subsequent work with a gifted child. The aim of the thesis is to find out how kindergarten teachers contribute to the development of gifted children and the full use of their potential. The theoretical part of the thesis in the introduction pays attention to the general introduction to giftedness, then it deals with the characteristics of gifted children and their subsequent identification. In the conclusion, the legislative documents related to the education of gifted children are presented, followed by the possibilities of development and education in the kindergarten environment and the essentials of the teacher's work with gifted children. The empirical part of the thesis analyses the manifestations of potential giftedness in children in kindergarten and aims to identify the pedagogical methods applied when working with gifted children. The research was conducted using a mixed-methods approach, specifically a sequential combining design (QUAL-quan scheme) that employed a case study design and a questionnaire survey. The main cases consist of two kindergarten teachers who, in the course of their profession, have encountered and had the opportunity to develop and educate a gifted child. The data collection in the qualitative part of the research was carried out using the semi-structured interview method with teachers of gifted children. The open coding method was used to analyze the data from the semi-structured interviews, which resulted 11 sub-categories that were divided into three main categories – gifted child, development and education, teacher. The categories were then interpreted using a card-layout technique. An on-line questionnaire was distributed to kindergarten teachers of gifted children as part of the supplementary survey. The results of the questionnaire survey were analysed using descriptive statistics. From the research investigations, it was found that in kindergartens, gifted children are given a lot of support by teachers who try to develop their potential to the maximum and provide them with support that meets their current individual needs.