

Abstract

This bachelor thesis with the title Nursery School Teachers' View of Talented Children presents the teachers' reception and observation of talented children in kindergartens. The thesis is divided into 2 parts. The first part defines talents in various fields and subjects and describes the education of young people according to the current legislation. This theoretical part focuses on talented children in the settings of kindergartens. It describes general features of talented children, the identification of a talented child in a kindergarten, and mentions problematic aspects within the identification of talented children in general. There are also outlined basic principles of the work with talented children in kindergartens, possibilities of their development and supporting measures taken for the talented children in the environment of kindergartens.

The second part is the research that focuses on the nursery school teachers' view of the talented children. Further this part studies the teachers' reception of the talented children in the settings of kindergartens. The aim of this thesis was to find out if the nursery school teachers are able to recognize a talented child in a kindergarten. Considering this aim, there was set the researching question: Are the nursery school teachers able to recognize a talented child?

To reach the set aim, there was used a qualitative research in the form of a half-structured interview. The researched group included 7 respondents. 6 women and 1 man were questioned in various state nursery schools with common educational programmes. The interviews, with the consent of the questioned respondents, were recorded, rewritten, analysed and then divided into nine categories and four subcategories.

The results of the research showed that most of the questioned respondents were able to recognize a talented pupil in the environment of a kindergarten. The research also found out that most of the questioned respondents didn't know methods of work with a talented pupil. And a part of respondents didn't find the identification of a talented child in the pre-school period important. A smaller part of respondents suggested that the developing of a talent is important at the older age of a child.

Keywords

Gifted child, preschool, teachers in preschool