

## **ABSTRACT**

The aim of the thesis is to describe reference of an elementary school to private tutoring in form of one – case study, concerning second grade of a factual elementary school taken as example, from the viewpoint of all the participants of the educational process. In the course of this work the school became participant of a programme of Ministry of education, youth and sports (MŠMT) – Patterns; that's why the work is enlarged by research of the way this programme has influenced the operation of school. Basic terms are defined, like private and school tutoring, types of its organisational forms, participants of tutoring; also methodology of the research is described. The research plan was set as one-phase research with mixed-method research design. Different forms of data collection were used: the quantitative questionnaires for pupils (n=247) and qualitative interviews with the school leadership, teachers and parents (n=13). There are both types of tutoring in function at the given elementary school, private and school ones, but not in a big scale. The school tolerates private tutoring but doesn't encourage it. Nevertheless the school offers school tutoring within the framework of the project Patterns, which provides adequate help to weak pupils, but its form doesn't satisfy school or children. Private tutoring is to great measure initiated by demands of entrance examinations for secondary schools. This type of tutoring is often sought-for by families in better financial situation, which deepens disparity of pupils. School tutoring is a great burden for teachers, who either offer single consultations for free or they participate in Patterns. Teachers provide private tutoring only scarcely.

## **KEYWORDS**

Private tutoring, Patterns, Relations between school and tutoring, Motivation, School tutoring