

This thesis comprises both the theoretical and empirical aspects. The theoretical part focuses on the latest developments in the research of gifted children. It attempts to formulate their characteristics, problems and education-specific requirements. Timely identification of a particular gift as well as a positive approach of parents, school and teachers are crucial for further development of each particular gift. In connection with this approach, potential improvements and further development of education system and school care are outlined. The last chapter of the theoretical part deals with the issues of interests and their structure from the psychological point of view in general. The empirical part logically follows. Empirical inquiry analyses the interest structure of gifted children and proposes a diagnostic project, which would enable, especially the teachers, to recognize and encourage the interests of the gifted.