

ABSTRACT

This Master Thesis deals with the teachers support of educationally unsuccessful pupils in the 1st grade of primary school. The aim is to record strategies and pedagogical (didactic) practices to support these pupils and to see how these practices are applied in practice.

The thesis is divided into two parts, theoretical and empirical. In the theoretical part, the concept of an educationally unsuccessful pupil is defined and the causes and consequences of school failure are briefly defined.

Legislative (congressional) support for these pupils is also defined, with a focus on 1st degree support measures.

Attention is drawn to the factors and areas affecting school success, which the teacher must pay attention to when supporting students, especially those who are unsuccessful in school.

The categories that are broken down in more detail are the overall climate in the classroom, the relationship between the teacher and the student, assessment, motivation and forms and methods of teaching. Special attention is then paid to communication, which permeates (touches/penetrates/fuses in) all the mentioned areas.

For the empirical part, a qualitative research was conducted using the method of observation in two 3rd grade classes and subsequent interviews with class teachers.

The Thesis comes to a conclusion that there will always be students with different abilities in every class and they will achieve worse results compared to other students.

It is then up to the teacher to set such supporting conditions to support the development of the pupils to the highest possible extent, eliminate undesirable phenomena and set up such an environment in which everyone will feel successful.

KEYWORDS

educational failure, educational success, pupil, teacher, primary school, support, communication