

**Abstrakt:** The thesis deals with non-achieving pupils with socio-cultural handicap. The introduction explains the importance of the problem, while the theoretical part is concerned with school failures, their reasons and their effect on pupils. It deals with the impact of the socio-cultural handicap on the child, its learning, training, education and free time. Emphasis is laid on the motivation, the individual approach and the ways of teaching, including the marking of pupils with reference to the non-achievers' emotions. Attention is also paid to the problems arising from dyslexia. The empiric part is based on qualitative research, during which a multi-aspect analysis of two non-achievers has been carried out by means of interviews, observation and other case study methods. There are general and concrete goals which should be achieved within the empirical part. Use is made of action research principles based primarily on action, reflection and revision, leading to probable causes of problems encountered. The data synthesis offers a relatively self-contained insight in those boys' developmental process. The core of the empiric part lies in the description of my work with these pupils, including the activities and special aids which I created for them.