

Summary

Contemporary period and situation puts a lot of demands on individual members of the society, especially on their individual using skills and successfulness from one's childhood to adulthood. That is the reason why every society can't risk the potential of its people. Also Czech representatives became aware of this situation. To support talents and abilities of people lots of new projects are arising, f.e. Project Czech Head („*Projekt Česká hlava*“) which has the part called Little Heads („*Projekt České hlavičky*“), organized since 2007 for Czech high-school students of technical and natural science branches. In cooperation of the Czech Senate and Parliament chairman is also announced the competition for European students called Innovating Minds (since 2008).

All the professionals who deal with this problem are aware of the fact that the number of successful members of society raise due to effective support and education of children since the early childhood. Pupils with the exceptional talents, according to the valid Czech law, are placed and classified as the pupils with special needs. Our contemporary trend in education of pupils and students with special needs is integration in possible way in dependence of the real needs and demands. Of course, the same law is valid and belongs to extraordinary talented students too (*Public notice nr. 73/2005 and Concept of Care and Education of Exceptionally Gifted children and pupils in period 2009 – 2013*). If spoken about integration we have to deal also with development of all components of child's personality. But we still miss effective instrument for identification of our young talents. In our present situation belong gifted children to the hands of psychologists usually working at advisory centers (*pedagogical - psychological centers - PPP*). Professionals and psychologists working at these centers are mostly too busy dealing with other problems and have no time for potentially Gifted. We see the right way in the expanding the identificational process to teachers and special educators at schools. It is also related to evitable enlarging of pregradual and postgradual education of regular teachers in the field of extraordinary gifted and talented children.

Actually a lot of professionals is working on preparing and distributing materials about gifted pupils and their identification process, f.e. group of psychologists and didactics called Round Table to Talented („*Kulatý stůl k nadaným*“) established in 2004 under the supervision of the Institut of pedagogical and psychological advising (*IPPP*). Mostly the identification process means preparing or setting various scales and tests for teachers and parents to primary exposure extraordinary talents of its children.

The main task of our research and this dissertation was try to build special criterions which would make the identification process better and increase its quality. It is quite demanding and strenuous process which needs the cooperation between schools, parents, leaders of children's free-time activities, clinical psychologists, aso. That is also the reason why we decided to insert few different views into our empirical part. In one part of the research we used original questionnaire belonging to educational advisors at regular basic schools in Moravian-Silesian region. Results of this questionnaire were very serious and amazing – educational advisors agreed on the fact that they have lack of information about identifying gifted children and that this problem should solve regular teachers at schools. We confirm the fact that we really need better and more intensive preparing of future teachers in the field of giftedness and identificational process of children's extraordinary talent. Our results correspond to the ideas of the *Concept of Care and Education of Exceptionally Gifted Children and Pupils in period 2009 – 2013(mentioned above)*.

In the field of specific identifiical methods of mathematic abilities we chose and concetrated on using methods primary appointed to specific learning difficulties. The reason why we mostly use the diagnostical tests related to exposure learning difficulties is the late legislative and law which mentioned the group of extraordinary gifted children and its special education in the Czech republic first in 2005 (new school law nr. 561/2005). This thema occures very rarely also in dissertations and scientific researches. (Vaněk, 2006, Hotová, 2008) We never use the only one test but always the set of tests (diagnostical test's battery) – *identificational battery* – which shows us the relations between individual subjects. The whole paper we finished by illustrative example of life and education of extraordinary gifted child, approaches of it's teachers and parents, not only within the identificational process but also in regular education and stay at school.