

Abstract

The aim of this thesis is to comprehensively describe the opinions of teachers regarding education of socially disadvantaged children. In order to achieve this aim a questionnaire survey was carried out among teachers of preparatory classes, first and fourth grades. The questions covered four areas: general readiness of schools for education socially disadvantaged pupils, educational training and level of competence, teaching practice and the relationship to the family of the pupil. The research was based on a theoretical framework that describes the current situation and possible changes concerning the education of children from socially deprived groups. The range of sample together with the variety of the sample, which corresponds to the population of teachers, it allowed us to generalize the data. This research provides new empirical evidence of teachers' opinions about the issues of education of socially disadvantaged children from as well as the basis for the implementation of such measures that can aid the relationship between teacher and pupil from socially deprived groups.