

ABSTRACT

This thesis deals with the issue of gifted pre-school children. The aim of this work is to identify and describe the socio-emotional characteristics of gifted preschoolers. The theoretical part focuses on general definitions of giftedness and talent, general characteristics of gifted preschoolers and their identifying. It also focuses on the characteristics reported in the literature with a particular emphasis on socio-emotional area. In the empirical part, which uses qualitative methodology, six preschoolers, who were labeled as gifted by their teachers were observed. The main methods included naturalistic observation and structured interviews with teachers of gifted children. Based on my observation I found that some socio-emotional symptoms occurred more widely in the observed gifted children. Firstly almost all the observed children held the positions of group leader. They often communicated with authorities more often confidently and without shyness. Most of them had a strong need to inform the teacher about something or to boast about something. Most of the observed children had close friends in the class. For each one of them, a collective game predominates and they divide tasks among their peers or they rebuke them. Most of the observed children had much enthusiasm for activities and during the day they were positive. Intense emotional reactions were evident in almost all gifted children. Overall it can be said that socio-emotional characteristics of gifted children of preschool age were not so different from those of their peers. There were also observed differences between gifted girls and boys. The representation of girls and boys was uneven so I can't prove accurate conclusions about gender differences in the socio-emotional field of gifted preschoolers.