

## Abstract:

The aim of this thesis is to examine the effects of individualized teaching on selected aspects of cognition and motivation. Research issues focus on changes in cognitive and executive functions, clients' attitude to tutored subjects, the difference between the attitude of clients to tutoring and school education and changes in length of clients' preparation for school lessons and changes in school results. The research sample consisted of 8 clients aged 14-18 who were involved in the individual tutoring programme. The applied methods were interview and the CAS2, assessment battery. The most important findings of the research include improvement in the performance of executive functions and increased perceived entertainment of school subjects. Compared to school education, tutoring was considered more useful, especially the individual and friendly approach of lecturers was evaluated more positively than teachers' approach. School results improved by at least one grade for all clients in at least one tutored subject.