

ABSTRACT

This diploma thesis is focused on teacher's strategies in mathematics lessons with different work paces of pupils, specifically pupils with above-average pace. The theoretical part of the thesis summarizes and explains the basic concepts related to the identification of smart and gifted pupils. The next part is focused on models of talent, teaching pupils with above-average pace, as well as a transmissive and a constructivist approach to teaching. The used research method was observation and discussion in focus groups. The basis of the practical part of the diploma thesis is a set of collected information and its arrangement into the so-called typology of teacher strategies when working with a pupil who works at an above-average pace in mathematics lessons with the described advantages or risks of individual strategies. The main goal of this diploma thesis was to collect ways in which the teacher copes with the different paces of students in mathematics lessons, mainly focusing on pupils with above-average work rates. Thesis describes benefits as well as risks that could arise in the application of strategies for the described individual methods.

KEYWORDS

above-average pace, mathematics teaching, gifted pupil, bright pupil, teacher's strategy