

## **ABSTRACT**

The aim of this diploma thesis is to find out and present primary school teachers' attitude to the possibilities of the implementation of an individualized approach in terms of the prevention of school difficulties.

The method that was chosen in order to achieve this aim was a structured interview carried out with primary school teachers. The collected data were processed with the use of the grounded theory method and assessed in discussion.

The results of this thesis offer a great amount of information and topics about the means and conditions of realization of individualized education in the first grade with the aim of the highest development of a pupil who is potentially at the risk of future school difficulties or who already has them.

These findings may help not only for broadening of primary school teachers' awareness about the possibilities of an individualized approach but also for another research into this issue.

**Key words:** early childhood, individualization, teacher, school difficulties, family cooperation