

ABSTRACT

The thesis reacts on the contemporary schooling when there is the need of differentiation and individualisation of teaching in heterogeneous classrooms. However, the teachers are not prepared enough to differentiate and there is only a minimum of relevant literature and methodological support.

The main aim of the thesis is to summarise the latest findings in this field, to detect possible strategies of differentiation and individualisation at the lower primary school and to design feasible steps for the teachers to follow.

In the theoretical part there are summarised already familiar findings from the external literature. In the empirical part I am focusing on the differentiation methods of two sample teachers, who are important models for the students – future teachers. The methods used predominantly in the research are the in-depth interviews with the teachers and an analysis of a recording of observed lessons.