Therefore, it is evident that high-quality care of gifted pupils is not related to the specialization of schools as much as to their size. Small schools usually have fewer students in the classroom. We assume that they offer a better atmosphere for establishing stronger social ties between teachers and their students and for an individual approach and differentiation.

After presenting our findings, it should be noted that there were certain limitations associated with the research. We consider simplification of the educational reality for 3 possible answers and subjecting them to artificial data metrization as the greatest limitation. We are aware that the outcomes of our research are relative, simplified and contributory to the paradigm through which we carried out the evaluation of the teachers’ answers. Another limitation is connected with the research sample selection. The teachers who voluntarily joined the research showed a positive approach to the observed issues. The sample of respondents is therefore not considered to be comparable with general teaching population, but rather as a positive deviation from the average (the fact that almost a half of the respondents were teachers with the teaching experience of more than 23 years was also taken into consideration). Therefore, the results may seem better than the actual situation in the care of gifted pupils. We realize that teachers could describe the application of their educational strategies in a better way than they really are. On the other hand, we can treat the research results not only from the perspective of what educational strategies teachers use, but also which educational strategies they believe to be suitable for the development of giftedness. Another problem was that the selected items of the questionnaire explored a very narrow part of forms of the labeling of gifted students. For this reason, we plan to carry out extensive follow-up research combined with direct observation of the teaching process.

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References


