

ABSTRACT

In accordance with the topic and title of the dissertation, we dedicate the first chapter of the theoretical part to terms related to the category of pedagogical aim, defining it from the perspective of general pedagogy, music pedagogy and special pedagogy. In the following chapters we continue with analyses of educational programmes, of the concept of aesthetic education, defining the terms “a student with special educational needs” and “a student with disabilities” with subchapters focusing on individual types of disabilities, which are then used in the research part of the work: Attention Deficit Hyperactivity Disorder (ADHD), developmental learning disorders, impaired communication ability, mild mental retardation and autism spectrum disorder (ASD).

The sixth and final chapter of the first part presents a theoretical definition of aesthetic (music) education in the current educational system, taking into account the issue of musical education of students with special educational needs.

The introduction of the research part of the dissertation consists of sections devoted to describing the environment of schools and their students, to the characteristics of school curricula of both institutions, and of a subchapter containing the rationale for selecting students for the research. The key chapter of the research part is composed of case studies supplemented with an outline of results of education in the subject of Music education. In the final part we draw conclusions and suggestions regarding Music education and teaching students with special educational needs.