

**Abstract:**

This bachelor thesis deals with characteristics of student life with specific learning difficulties (next SPU) in graduation year, preparation for the final exam. The work deals with his self-evaluate and self-concept in relationship to family, school, and learning score. The purpose of thesis is to compare learning styles of students with SPU and students without disabilities and their preparation for school – leaving examination. This is a theoretical-empirical work. In the theoretical part, the thesis focuses on the characteristics of SPU disorders, diagnostics and especially the teaching styles, which are the main part of the practical part of the thesis. The next part focuses on a particular student, his speeches, self-evaluation and especially school success.

The practical part consists of two parts. The purpose of the research is to find out the student's view of SPU students at the Secondary vocational school, their learning styles and the mean of preparing students with SPU for graduation exams. The first part is a questionnaire survey, which is conducted by students at the Secondary Vocational School in Světlá nad Sázavou, in a classroom where 4 students have SPU. The class has 22 students. The second part is an interview with the mother of a particular pupil - her experience with a disorder, how she helped her son with learning, for example in class first, her opinion on her son's teaching techniques and his preparation for the exam. The conclusion of the research is a summary of effective techniques and methods, how to manage SPU speeches and how the best to prepare for the exam. I also describe the teaching techniques of students, who do not have SPU and the same styles and ways of learning.

**Key words:**

specific learning difficulties, self – evaluate, self – concept, school, graduation, student, family.