ABSTRACT

This thesis is about strategies applied by the teaching assistant and his tools of help in connection with the pupil in the learning process. The theoretical part includes the following themes: the inclusion, the position of teaching assistant and the pupils with special educational needs. The practical part of thesis solves the problems of two individual pupils with special educational needs visiting the first grade of elementary school. This part aims at searching and reflection of effective help from the teaching assistant to the pupil. The practical part is based on an action research that is divided into two parts. Each practical part is dedicated to one pupil. The first part of the action research dedicated to pupil J. solves a problem with pupil’s seizures and his return to the learning proces. During the research, it has been observed that the pupil is returned to the learning proces through the quiet handling of teaching assistant connected with an eye contact. The second part of the action reasearch is dedicated to the pupil P. The problem of low self-confidence and often giving up of his work before its completion is solved in this part. In this case the tool prepared in cooperation with the teaching assistant and the class teacher seems to be effective. This tool helps the pupil to record the particular tasks of his work and the pupil is more sure in his work.

KEYWORDS

Strategy, resource, assistant, assistant and teacher cooperation, the pupils with special educational needs, individualization, heterogeneous class