

## **Abstract**

**Title:** Theoretical knowledge of first aid of pupils with hearing impairment educated by different communicational approach.

**Objectives:** The purpose of this diploma thesis is to compare the level of theoretical knowledge concerning the first aid at schools for pupils with hearing impairment depending on main communicational approach.

The partial goal is to determine if there is a connection between subjective evaluation of first aid knowledge, the ability to provide the first aid and the theoretical knowledge itself.

**Methods:** Questionnaire containing 14 questions was used to determine pupils' knowledge. It was distributed in three elementary schools for hearing impaired children. The aiming group were pupils from the 9th and 10th grade of elementary school. Altogether 18 respondents from 3 elementary schools (X, Y and Z) participated in the research. There were 5 pupils in each class at schools X and Y, and both schools used bilingual communication as the education method, the questionnaire was translated into sign language there. At school Z there were 8 pupils and they were educated by the oral method. Data were converted into electronic form and graphically processed in the program Numbers.

**Results:** Pupils educated at school favoring an oral communication approach achieved 12% better results in overall assessment of first aid knowledge than pupils educated in a bilingual way. No correlation was found between subjective assessment of knowledge and knowledge itself.

**Keywords:** level of knowledge, sensory impairment, communication, education