

Historical Development of Czech Language Teaching for Pupils with Visual Impairment

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Abstract

The dissertation aims at the language education of pupils with visual impairment (VI) at high schools. Historical forming of Czech language didactics of teaching pupils with VI is analyzed in the framework of the cultural and social context of the period from 1807, when the first Institute for blinds was found in Prague at Hradčany, to a social and political milestone in 1989 with main view on the period dating from 1946 to present. Based on the suggestion from the report, attention will be paid to the present. There will be an identification of breakthroughs and positive locations (e.g. diversification of Czech language teaching in relation to individual types of VI), which would be useful in restoring our teaching practice, taking into account the current imperative of induced education. Historical research focuses on specific aspects of language education without a possibility of visual information. Methodological approaches common in linguistic and social pedagogical fields of study are combined in this purpose. The aim is to link both levels into the consistent perspective on the surveyed issue. Working out of the historical development of mother tongue didactics concerning pupils with VI is absent in professional literature. We believe that identification of the strong points (conception of curriculum, educational goals, teacher qualifications, special textbooks etc.) from the past can support the development of the contemporary inclusive mother tongue didactics.

Key words

history of Czech language methodology; pupils with visual imparments; special teaching mother tongue