

ABSTRACT

This diploma thesis deals with the teaching of Chemistry at primary schools for students with special educational needs. The theoretical part presents the legal regulations according to the teaching of inclusive education. The law and the system of inclusive education in the Czech Republic is summarized, including advisory services and is analyzed. In the next part, the specifics of students with special educational needs are described, namely students with specific learning and behavioral disorders, with sensory disabilities, with impaired communication skills, with mental disabilities and autism disorders, and with physical disabilities and cerebral palsy. Based on these characteristics, a combined qualitative research of case studies of two specific students with special educational needs is performed in the practical part and case studies are created. Methods and forms of work with these specific students with a focus on teaching Chemistry are proposed. Furthermore, the research is combined with a questionnaire survey, which examines teachers' approaches to the issue of inclusive education. The results of the research are analyzed in detail at the end of the diploma thesis. As a practical output, teaching scenarios in the form of specific preparations are proposed, as well as activation approaches to teaching Chemistry in the 8th and 9th grades of primary school. The diploma thesis contains recommendations for improving the teaching of chemistry and also suggestions for improving inclusive education in the Czech Republic.

KEYWORDS

teaching Chemistry, inclusive education, students with special educational needs, support measures