

Abstract

The bachelor thesis "Changes in the transition to inclusive education from the perspective of primary school teachers" aims to map the functioning of inclusive education from the perspective of teachers, focus on personal experiences of teachers and bring new knowledge in imperfections that complicate the application of inclusive education system in primary schools. The work is divided into two parts, the theoretical part and the empirical part. The theoretical part contains key concepts related to inclusive education, outlines some important aspects in the transition of mainstream primary schools. This part also describes the roles of individual actors of the inclusive school and their mutual connections. The empirical part deals with research methodology, analysis and interpretation of obtained data. In this part, the opinions of individual cantors are mapped and it aims to bring knowledge in the field of joint education of children in primary schools. The research was inspired by phenomenological research and therefore uses a semi-structured interview that seeks to understand the phenomenon of inclusion from the perspective of a primary school teacher.

Keywords

Inclusion, inclusive education, elementary school, pupil with special educational needs, teacher

