

Abstract

The specific learning difficulties (LD) are nowadays frequently discussed topic, which is still more current even at high schools. Teachers should help these students because of their learning difficulties. LD students are not stupid, they just need a little bit different approach in the classroom than the others. This thesis mainly shows various teachers' approaches to students with LD in different schools and different countries.

Because I study teaching biology and chemistry, the work is focused on science subjects and on teachers of these subjects. The aim of this paper is also to propose the basic procedures of working with the LD students for high school teachers with the real ideas of possible adaptations in the science class. In order to discuss approaches to the work with LD students it was necessary to prepare an LD overview at first. To achieve the aims of the work we used methods such as literary research, questionnaire survey and interviews with teachers and students.

The theoretical part summarizes basic information about various learning difficulties, different approach to LD students in science, the teachers' and classmates' attitudes to LD in various countries and different approaches to integration of LD students in various countries. The task of the practical part was to identify these approaches and attitudes in the Czech Republic.

We found out that high school science teachers got rather insufficient information on LD in the course of their university and only few teachers look for another LD education. In most cases teachers try to find some adaptations in teaching these student but due to their lack of knowledge this adjustment may not be always correct. There weren't any significant differences between less and more experienced teachers. Although grammar schools are usually attended by minimum LD students, we can still meet them there.

Key words:

specific learning difficulties, science, high school, integration, inclusion