

Abstract

The aim of my thesis is to analyze various aspects of the inclusive teaching concept within the first stages of elementary education and how such aspects may be applied.

The work is divided into two main parts, theoretical and practical. The theoretical part is further divided into five main chapters. The first chapter covers the topic of how all students can be included in the elementary education system. The second chapter discusses the key components of how the theory can be implemented and successfully applied to individuals in order to help students achieve their educational goals. The third chapter focuses on topics of special needs education, learning and behavioral disorders. The fourth chapter discusses the necessary role parents and guardians should take in this process. A summary of theoretical part is provided in the fifth chapter.

The practical part of the thesis is also divided into four chapters, each of which is numbered and connected to the theoretical part. The sixth chapter defines the objectives of the practical part of my thesis, which are based on various research methods including interviews, surveys and questionnaires. The purpose of the research was to collect firsthand accounts, information and data that would help me analyze the concept of inclusive education and assist in my research questions. Further, I was able to obtain examples of how teachers view the concept of inclusive teaching and which forms and methods they choose when considering their potential advantages and disadvantages. The seventh chapter gives description of the individual research methods used while the eighth chapter analyzes the data and knowledge gathered through the interviews, questionnaires and surveys. The ninth part then presents the outcome of the analysis.

Finally, the last part of my thesis focuses on the conclusions that I have drawn.

Key words:

Individualization, differentiation, individual learning plan, special needs education