Abstract

The bachelor thesis is focused on possible solutions, how could a teacher in cooperation with school student to reach satisfactory results achieved with deficits in cognitive function and also contribute to the student´s personal development. The solution could be to offer help in the form of mediated learning, which is represented by the Instrumental Enrichment Programme. The effectiveness of the theory of mediated learning is the fact that such learning includes elements components that we guarantee that it is the process of development of creativity. These elements can belong: intervention, diagnosis or reflection of their own learning. The aim is to point out on these features in terms of psychological effect and demonstrate their functionality specific programs and outcomes. The concept of mediated learning due to its openness offers the work of a number of variants of instruments and tools, with regard to the specific circumstances of the task situation.

The bachelor thesis is focused theoretical, but based on demonstrated qualitative research and analysis aimed at testing the effectiveness of using Feuerstein´s Instrumental Enrichment Programme in practice.

The bachelor thesis is designed to explaining the essence of the theory of mediated learning at the very beginning, including the presentation of the author of Instrumental Enrichment Programme - Mr. Reuven Feuerstein.

After that is following theoretical background of mediated learning as cognitive psychology, constructivism, Piaget's theory of intellectual development and L. S Vygotsky's ideas, which become the subject of its analysis, such as the argument that mediated learning is built on the quality of theoretical foundations and carries such enormous importance in education - the educational process at all.

The text are in the detail elaborated key elements of mediated learning, which occupy an essential role in understanding the implementation of this form of learning in practice. Detailed view on learning theory subsequently transferred to the specific forms of implementation has presented by Instrumental Enrichment Programme. Parts of the programme are carefully supported by theoretical assumptions.

On this basis, there is revealed, why mediated learning is one of the ways how students can achieve success. With its sophisticated is this concept totally different from

standard forms of learning. This diversity and innovation is the key of individual elements that are child interaction and liaison person (teacher, parent) characteristic. The text is dominated on the idea that the theory of mediated learning attributes in learning situations much more importance to other persons in the child's environment - specifically, ie to those who mediate.

There is, however, important to emphasize that not every interactions of child and teacher / parent is mediate. This is only accurate and consciously controlled activity of mediator.

Because Reuven Feuerstein has incorporated into its programme also diagnostics, Learning Potencial Assessment Device (the LPAD), the batchelor thesis is based on the standard analysis of drawings Rey - Osterrieth figure, which makes the subsequent monitoring of the effectiveness of the programme in practice. All analyzes are illustrated by concrete examples.

Bachelor thesis contributes to spread awareness of mediated learning, which forms of the implementation is presented by intervention program, which is yet etched in the consciousness of the general population very poorly. There is an effort to demonstrate that such learning includes elements components is guarantee to us that it is indeed process of development of creativity. Mediated learning should help individuals on the path to success and experience at the same time as well as personal development. Therefore the text sufficiently appealing to the fact that the activity of education - learning process of the child being associated with experiences of success.