

Abstract in English

The thesis focuses on trainee teachers with specific learning disabilities. Its aim is to map their university study and teaching practice. The research part is supplemented with a short survey showing public opinion on teachers with learning disabilities.

The thesis is based on empirical research of qualitative nature with quantitative information. Data were obtained from semi structured interviews with students of teaching with specific learning disabilities and from the questionnaire conducted with the public. Another analysis (qualitative and quantitative) and an interpretation of the data followed. All the findings were then compared with the data fixed in literature.

The written work consists of three major parts. The theoretical part is predominantly based on abroad scientific sources of information about people with dyslexia studying at a university and employed. The second part of the thesis describes the methodology of the research and the analysis of the data. The two most important results of the research are represented by a number of features which describe a trainee teacher with specific learning disabilities, and the public opinion on such a person. The third part of the thesis discusses and summarizes similarities and differences of the research and a relevant literature.

The main contribution of the thesis is a creation of the concept of the student of teaching with specific learning disabilities. The thesis also points at weaknesses in approach to the trainee teachers with these difficulties and suggests possible ways of improving professional care.

Key words:

support, learning disabilities, university students, teaching