ABSTRACT

The theoretical part of the diploma work defines intellectual disabilities, as well as the possibilities of counselling and educating of pupils with mental disabilities. Further, the thesis discusses education and re-education of pupils with diagnosed mental retardation. It outlines the inclusion of financial literacy into the curricular documents intended for pupils with a mental disability across educational areas with emphasis on mathematics. The thesis introduces materials and their parameters suitable for the inclusion of financial literacy at practical primary schools. The practical part covers experimental education of individual thematic topics of financial literacy at practical primary schools. The carried out initial diagnostics of pupils at a selected practical primary school focused on percentages, simple interest and a family budget. This diagnostics had a general character, as was also verified. Furthermore, the thesis presents a detailed record from own executed teaching with regard to four monitored pupils, including their casuistry. After the completion of the teaching, its success was assessed. The work can be used not only by teachers at practical primary schools but also at ordinary primary schools, because it contains a series of graded tasks that lead to the development of financial literacy of pupils with a mild mental handicap.

KEYWORDS

Financial literacy, mathematics education, practical primary school, special education support, pupil with mental disabilities