

ABSTRACT

This thesis deals with the possibilities of development of partial functions in socially disadvantaged children of younger school age.

The theoretical part introduces basic characteristics of children of younger school age, social disadvantage, and impacts of environment on education; partial functions, their diagnostics, and deficits in such functions. It also presents specific learning disorders and behaviour disorders as well as selected options of support for socially disadvantaged children.

The practical part presents the results of the research focused on the situation of socially disadvantaged children of younger school age within the context of possibilities of development of their partial functions. The qualitative research was processed using the grounded theory method, while the methods of data collection included interview, observation, and analysis of document. The key elements found were the exhaustion of parents of socially disadvantaged children and transferring of responsibility for the education process to the child.

The conclusion of the thesis contains practical recommendations for work with families with children in connection with the education of socially disadvantaged children and the possibilities of supporting their development.