

## **Abstract**

The purpose of this thesis is to analyse the development of reading strategies of adolescent pupils with dyslexia using Feuerstein's Instrumental Enrichment, an internationally recognized method which is aimed at the development of cognitive functions. In the context of the actual legislative changes in the education of pupils with special educational needs, this reflects the needs of educational practice. The theoretical part summarizes the basic terminology and the state of the Czech and foreign literature related to the topic of this work. The research part of the work characterizes the research design and the research sample, and then presents individual results and conclusions for further researches and educational practice.

The objectives of the research can be divided into two levels, in the qualitative part of the research there were realized special reeducations of adolescent pupils with dyslexia using set of teaching materials based on the principles of Feuerstein's Instrumental Enrichment. In this part of the thesis, the aim was to describe and analyze selected factors influencing the development of reading strategies of adolescents with dyslexia involved in the research (own learning process, behavior of pupils and lecturer); to find out what reading strategies are developed in adolescents with dyslexia involved in the research, which deficits of cognitive functions are reflected in the text reception in the research sample, and what criteria of mediated learning are most applied in developing the reading strategies of the research sample. The reeducations were realized during the school year 2015/2016 under the guidance of a trainer experienced and trained in the Feuerstein's method.

In the quantitative part of the research, the aim was to verify whether and how the self-concept of school success of teenagers with dyslexia involved in research varies-before and after special reeducations using teaching materials according to the Feuerstein's method. In order to measure the self-concept of school success of pupils, the internationally used diagnostic tools, ie the SPAS and the MALS questionnaire, were used.

The results and conclusions of the qualitative part include a detailed methodology for a set of used learning materials, including examples of possible responses of pupils, warnings about problematic and key points in learning process, ie behavior of pupils and lecturers. In addition, an overview of deficits of cognitive functions reflected in text reception at observed pupils is presented. The reading strategies that have been developed during the reeducations of these pupils are described and the applied criteria of mediated learning are also

characterized. There were no significant changes in the evaluation of the questionnaires monitoring the self-concept of school success of the involved pupils. Possible variables influencing testing results are part of the discussion in the conclusions of the work.