

## **ABSTRACT**

The thesis follows the development of the methodology of left-handers' writing, teacher's usage of the knowledge of methodology in a practice, researching the materials aimed in left-handness dedicated to teachers and parents, describing statements and opinions of the concrete primary teachers on left-hander's methodology. The thesis consists of the theoretical part and the empiric part.

In the theoretical part there are defined terms laterality and dominance, the development of the methodology of left-hander's writing since the year 1967 when this type of writing was legalised in the Czech Republic. The possibilities of getting information about the problematic of left-handness are summed, including books and trainings for primary school teachers. Finally, available equipment for left-handers is introduced.

The research combines two methods – questionnaire and interview. The quantitative research is supposed to come up with the concrete percentage of left-handed pupils and with the general knowledge of teachers connected with methodology of left-hander's writing. The qualitative research was made by the form of interviewing teachers and Ivo Vodička. The aim of the thesis is to find out the way how to train teachers effectively based on researched information.

## **KEYWORDS**

laterality, diagnostics of laterality, dominance, methodology of left-handers writing, left-hand overwriting, left-hand underwriting, equipment for left-handers, teacher's training, practice of writing, teacher, pupil at the beginning of primary education, primary school