ABSTRACT
The thesis deals with the topic of dyscalculia, which is officially recognized as a learning disability. The theoretical part of the thesis is focused on the current status of knowledge about development of mathematical skills and their disorders in the context of dyscalculia. The empiric part of this thesis describes a research which compares the performances of individuals with dyscalculia and control participants on a range number and numerosity processing tasks. The main goal was to describe the image of possible causes of difficulties. Deficits in the processing of symbolic and nonsymbolic numerosities were observed in group of dyscalculic participants. We conclude that dyscalculia is related to specific disabilities in basic numerical and numerosity processing which affects ability to acquire arithmetical skills.

KEYWORDS
Klíčová slova (anglicky): Dyscalculia, numerosity, arithmetic skills, mathematical skills, specific learning difficulties