

ABSTRACT:

The diploma thesis deals with the issue of inclusive education for children with specific learning disabilities from the point of view of primary school teachers at selected primary school. The aim of this diploma thesis is to find out the opinions of primary school teachers on inclusion of children with specific learning disabilities and on the basis of the information from the theoretical part to propose recommendations for pedagogical practice. The diploma thesis is divided into theoretical and practical part. In the theoretical part, I focus on defining inclusive education and its legislative framework, specific learning disabilities and their categorisation, the levels of supporting steps, the role of teacher and teacher's assistant in mainstream education and, last but not least, the games that can be used to correct specific learning disabilities in younger and older children and ways to improve at school.

The practical part is based on qualitative research in pedagogy, realized by means of semi-structured interviews with primary school teachers who have pupils with specific learning disabilities in the class. The aim of the practical part is to find out the opinion of primary school teachers on inclusive education for children with specific learning disabilities and to give recommendations that should positively influence the process of teaching pupils with specific learning disabilities. Other selected research methods include a case study of a child with specific learning disabilities. The practical part provided answers to the questions of the competence of primary school teachers to teach children with specific learning disabilities and the importance of the teacher's assistant in the classroom which has the child with specific learning disabilities present. The thesis proposes recommendations for pedagogical practice at primary schools, which will be used for children with specific learning disabilities.