

ABSTRACT

The thesis deals with the education of children with communication problems at a regular primary school. The theoretical part describes the ontogenetic development of speech, speech disorders and language planes. The second chapter deals with communication and impaired communication capability. There is also a subchapter on autism, Asperger's syndrome, developmental dysphasia and the principles of communication with children with the above disadvantage. The concepts of alternative and augmentative communication, the concept of inclusion with its legislative framework and development after 1989, where the Framework's educational plan and the brief characteristics of the educational field Czech Language and Mathematics are mentioned, are also explained here. The practical part describes first-class coping in children with autism, developmental dysphasia and Asperger's syndrome. Especially the coping of mathematics and the Czech language. There are elaborate case studies and interviews with teachers who led these children in first class. In conclusion, several recommendations for pedagogical practice are made.