

The submitted thesis deals with the dichotomic view on the integration of children, pupils and students with impaired hearing. It is mainly focused on the cooperation of the special pedagogues from special pedagogical centers for the hearing impaired with the pedagogues who integrate children, pupils and students with hearing impairment on the process of integrative education.

The work is divided into five chapters. The first four chapters are concerned with the limitation of the basic concepts, the education of children, pupils and students with hearing impairment; further it deals with the school integration from the point of view of its development, with the integration of children, pupils and students with hearing impairment, with the significance of advisory workplaces in the process of the school education and with the cooperation of the special pedagogues from special pedagogical centers for the hearing impaired, and the pedagogues integrating children, pupils and students with hearing impairment. The fifth chapter is focused on the practical part and it occupies itself with the analysis of the questionnaire survey, which aim is to map the quality of cooperation of the special pedagogues from special pedagogical centers for hearing impaired with the pedagogues integrating children, pupils and students with hearing impairment.