

Present social and political plans in Europe require a person to know a few foreign languages. Demands on language education, whose aim is a person's communicative skill, are increasing. Generally, teaching is the more successful, the more it attracts a student's attention and interest. Every person is born with given prerequisites which influence one's abilities to extend the person's knowledge. School children then become pupils who differ in their personal (mental and physical) characteristics which predestine their ways of handling the pedagogically-education process. The teaching task is to handle and make use of dissimilarities of pupils' abilities and skills for personality development of all individuals.

That is the reason why this work is aimed at individualized and differential teaching of the German language at elementary schools with regard to pupils with special education needs. Such pupils show certain problems and difficulties at learning skills of reading and writing. Those pupils are integrated into common teaching most frequently and they require special care. The presented work attends to methodical procedures and teaching methods suitable for individualized and differential teaching in heterogeneous pupil groups, making foreignlanguage teaching easier not only for pupils themselves, but for their teachers as well.