

ABSTRACT:

This thesis focuses on self-conception of primary school children impaired by specific learning disabilities. Based on case histories of nine children, it states factors influencing the building of a self-concept, and also follows a development of monitored children.

The theoretic section defines a conceptual framework based on characteristics of a preadolescent child with specific regard to her/his sensoric, cognitive and emotional development, with regard to development of child's self-concept and to specific learning disabilities in general. It describes the stage of children's development and learning disorders they are afflicted by.

The practical section of the thesis describes case histories of nine pupils (and their development), which the author of the thesis followed for two years. The group consists of 9 pupils (2 girls and 7 boys). The thesis gives a thorough view on self-conception of monitored children, their position in the school group and areas of success, it shows the individuality of each child's personality and his/her life story.