

ABSTRACT

This thesis takes the form of qualitative action probe and examines specific aspects of the work of selected pupils with SLD in interdisciplinary linking of art and language education with an emphasis on reaching goals evenly in both areas. The results of the research, which was carried out by observation and semi-structured interviews with pupils and teachers, are analyzed and crystallize into concrete suggestions of streamlining individual aspects of this method for even greater efficiency of separate steps in learning new skills to students with learning disabilities. In the theoretical part I introduce educational methods of synergic development of visual and linguistic imagination. It is primarily CLIL (Content and Language Integrated Learning), which represents an innovative tendencies in integrating English and another non-language subject (in this case Art) and a multisensory approach. I also specify the fundamental principles of the educational process in an interdisciplinary connections of art and English for pupils with learning disabilities, such as Gardner's theory of multiple intelligences, respecting individual learning styles of students, focusing on multimodal teaching principles and methods applicable to Hejný model of inclusive education of Art and English. I also describe the specifics of individual SPU and principles when working with students with these disorders. In conclusion, I deal with the portfolio as a form of record during the qualitative changes in the pupil's educational process, graduate and systematic education and means of formative evaluation with a focus on the motivational aspect. The practical part presents four original programs for integrated education of art and English, which were implemented at Czech elementary schools, and analyze information obtained in an action research probe to answer four research questions. The main contribution of this work is, apart from designing and implementating these programs, their detailed reflection on the background of case studies of four selected students with learning disabilities. Specific aspects of their work during these programs are analyzed, serve as a basis for the conclusions of my scientific research and crystallize into concrete suggestions of streamlining the process of achieving the set goals in the areas of Frameworks Educational Programme for Elementary Education - Art and Culture, Language and communication among students with learning disabilities and suggestions of further research questions.